Educational Session

2376 - Building Transfer Students’ Leadership and Transition with U-LEAD
Transition Programs and Services, Special Populations

With an eye on greater accountability for retention, progression, and graduation for transfer students and an increased emphasis on enrollment, institutions are hoping to engage students and provide co-curricular opportunities to enhance success toward degree completion. The student leadership department at a large university has created an academic-based leadership program for transfer and upper division students to engage them in socially just service-learning to enhance engagement and ultimately graduation.

Mark Allen Poisel, Academic Program Coordinator, LEAD Scholars Academy and NISTS Advisory Board Member
University of Central Florida
BUILDING TRANSFER STUDENTS’ LEARNING AND TRANSITION WITH U-LEAD

Dr. Mark Allen Poisel
Academic Program Coordinator
LEAD Scholars Academy
University of Central Florida (Orlando, FL)

- Metropolitan Research University
- Community Engagement Classification
- HSI Designation
- 54% underrepresented; 55% female
- Enrollment exceeds 70,000
- Fall transfer enrollment 7,200
- Offers 238 different degree types
LEAD Scholars Academy

We have all majors in our programs:
- Psychology
- Engineering
- Social Sciences
- Political Science
- Pre-Med
- Biology

**Leads Scholars By The Numbers**

- **201** total incoming freshmen
- **61.96%** ethnic minority enrollment
- **1301** average SAT (math and verbal)
- **28.2** average ACT
- **4.3** average HS GPA

**Student Success**

- **95.5%** retention rate (91.9% UCF rate)
- **63.4%** four year graduation rate (49.8% UCF rate)
- **83%** six year graduation rate (74.9% UCF rate)

**Other Accomplishments**

- **150** total U-LEAD enrollment
- **3.52** average U-LEAD GPA
- **17** 2021 Lead Scholars on President’s Leadership Council
- **6/18** 2021 Order of Pegasus Undergraduate & Masters Students
- **22,436.84** academic year service hours
PROGRAM OVERVIEW
U-LEAD Scholars Benefits

• $200 fellowship per semester
• Priority class registration
• Access to the LEAD Lounge with free printing, and study/social space
• Exclusive scholarship opportunities
• Participation in Undergraduate research
LEADERSHIP STUDIES

• 0 or 1-credit hour Leadership class each semester (S/U graded)

• Small class setting

• Activities and events based on the Social Change Model of Leadership

• Apply leadership skills through service-learning (15 or 20 hours)

• Leadership Research Project

• Social Change Poster Showcase
The U-LEAD programs are single-semester programs designed for transfer students with 60+ credits, a minimum 3.0 GPA, and an interest in service and leadership.

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CIVIC ENGAGEMENT SCHOLARS PROGRAM

The Civic Engagement Scholars Program is for students looking to become more active citizens in their communities. Participants will learn more about ways to engage with their communities, and will explore the connections between leadership, service and volunteering, political engagement, active citizenship, and more.

Poster Topics:
- “The Opioid Overdose Crisis: How a Harm Reduction Approach Might Fight the Epidemic”
- “Negative Effects of the United States Foster Care System”
The Global Leadership Program is for students who have a strong interest in international and global issues. Students learn how to get involved with global issues from the USA. Students will think about their understanding of leadership and will be challenged to become more globally-minded citizens by volunteering with globally or culturally-focused service agencies, discussing global issues, and learning to appreciate and understand other cultures.

Poster Topics:

- “Agricultural Slavery: The Exploitation of Seasonal and Migrant Farmworkers in the United States”
- Organ Transplants from Executed Prisoners
INSPIRE WOMEN’S LEADERSHIP PROGRAM

The Inspire Women’s Leadership Program focuses on leadership topics pertaining to the enhancement and empowerment of women in leadership. Through networking, mentoring, personal development, experiential training, and research, students will be able to become knowledgeable of issues pertaining to women and leadership. This program is open to all students, regardless of identity affiliation.

Poster Topics:

- “Different for Girls: Women and Mental Health”
- “Discriminatory Policies & Practices Related to Women’s Public Health”
- “Women’s Autonomy: Reproductive Health”
The Lead Out Loud Program focuses on multicultural leadership topics and research. Students will be able to discuss and research leadership topics within a multicultural lens (i.e. race, gender, religious affiliation, SES, etc). This program is open to all students, regardless of identity affiliation.

**Poster Topics:**

- “School Prison Pipeline”
- “Discrimination of Women in Technology”
- “Breaking News: Ongoing Health Disparities Add to the Curve”
The LEAD with Pride Program focuses on leadership topics relevant to the LGBTQ+ community. By volunteering with community organizations that serve the LGBTQ+ community, students will learn more about how to be a more inclusive, compassionate and empathetic leader or ally. This program is open to all students, regardless of identity affiliation.

Poster Topics:

- “Housing Discrimination Against the LGBTQ+ Community”
- “Transgender Individuals & The Healthcare System”
The purpose of the Latinx Leadership course is to explore the notion of social change and to challenge students to see themselves as agents of that change. Students will develop their understanding of Latinx leadership through Juana Bordas’ book “The Power of Latino Leadership”, while also learning more about identity, history, and current issues within the Latinx community.

Poster Topics:

• “Why Hispanics Avoid Using Medical Services in the United States”
• “Improvement Towards the Healthcare System in Perú”
The Leadership Laboratory Program is intended for students who have a strong interest in developing their leadership style on a more advanced level as they participate in student or professional organizations. Participants will learn what it means to be an effective leader who can make a difference with other leaders and followers in their communities through social change and community engagement.

Course Topics (all LDR 3905 courses):

• Leadership Laboratory – foundations
• Leadership Laboratory – Advanced
• Leadership Laboratory – Ethics and Decision Making
SOCIAL CHANGE POSTER SHOWCASE

- Required of all students in LDR 3905
- Students create a poster based on their Social Change Research Project and will be required to present at the showcase.
- Counts as Impact Event for LDR 2262
HOW TRADITIONAL MEDICINE CAN ADDRESS HEALTH DISPARITIES AND WHY INCREASED AWARENESS IS NEEDED ACROSS THE GLOBE

Leisl Farlos
University of Central Florida, Orlando, FL

ABSTRACT
This paper seeks to address how traditional medicine could solve many of the health disparities that exist in the U.S. today. Health disparities exist among race, geographic location, and socioeconomic factors. The integration of traditional medicine (TM) and herbal remedies could provide health, economic, and cultural benefits. TM has been successfully used for centuries, with some of the most known examples including Ayurvedic Medicine and Traditional Chinese Medicine. TM is used widely across the globe in many cultures and countries, with 80% of the world’s population relying on TM as their primary care (Wink & Wyle, 2019). However, it is reported that only 36% of the U.S. population uses some form of complementary and alternative medicine, yet the U.S. is ranked at a shockingly 37th place in the world for healthcare (Goldberg, 2015). While the integration of TM into the U.S. medical system could provide benefits for healthcare, there are many challenges ahead of us, including addressing lack of awareness and knowledge, misconceptions, and lack of research up to the standards of western medicine.

Challenges of TM
Although TM provides many benefits and has for centuries, the integration of TM into western medicine would face some challenges. There are long-lived misconceptions and skepticism about TM due to spiritual aspects (Grant & Young, 2010). Consequently, TM lacks the clinical evidence necessary to meet western medical standards. This leads to a lack of knowledge and awareness of TM not just within the scientific community but the general population at large. Additionally, some medicinal plants are culturally and regionally bound to a specific area, so growing and using them in areas they are not native to can present challenges.

Examples of TM

- **Chinese TM**
  - >5000 years old
  - Yin & Yang
  - 5 elements that correspond with 5 organs, 5 seasons
  - Cold symptoms treated by hot herbs, and vice versa

- **Ayurveda**
  - >4000 years old (India)
  - A way of living; to maintain balance & harmony between mind & body
  - Doctoral degree
  - Life modification recommendations based on dosha

MY RECOMMENDATIONS

- **Individual Values**
  - Individuals can become more committed to their health and sensitive to their healthcare options by increasing their general awareness and knowledge of TM.

- **Group Values**
  - Scientists need to conduct more clinical trials on herbal medicines in order to increase the database to moderate/ regulate herbal drugs. Doctors need to be at least aware of it if not cross-trained in TM—all for the common purpose of providing better healthcare to more people.

- **Community Values**
  - Global leaders need to come together to help combat misconceptions of TM and help increase access to TM.

References

[Grant, L., Ingersoll, C.L., & Young, O. (2016). Fig. 27.1 The importance of Traditional Medicine in global health. (pp. 181-196). Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5419832/]


Photo references:


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*Source: Divisional Initiative Support – 5K*

*Source: Parent & Family Fund Grant – 3K*
(1) Half-time Academic Coordinator
(2) Graduate Assistants (Partial time)
(3) Adjunct Instructors (one course)
Questions about U-LEAD?
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