

Kearns Center Scholarship Recipients

Named in honor of David T. Kearns, former CEO of Xerox Corporation (1982-1990), Deputy Secretary of the U.S. Department of Education (1991-1993), and founder of New American Schools, the David T. Kearns Center for Leadership and Diversity in Science and Engineering seeks to expand the pool of individuals who pursue undergraduate and graduate careers in the sciences and engineering. The vision of the Kearns Center is one in which students and faculty from across the spectrum of American society fill our science and engineering classrooms and laboratories, their work

enlivened by a shared passion for knowledge and a shared sense of social responsibility. This year's David T. Kearns Scholarship recipients include:

| | |
|---------------------|------|
| Luis Soto | 2011 |
| Sulekha Abukar | 2011 |
| Genesis Alberto | 2011 |
| Fabio Puella | 2011 |
| Phillippe St. Juste | 2011 |
| Sammy Robinson | 2011 |
| Amber Baig | 2011 |

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OMSA students enjoy their study abroad experiences!

University of Rochester
Office of Minority Student Affairs
310 Morey Hall, Box 270445
Rochester, NY 14627-0445

"Once social change begins, it cannot be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. We have seen the future, and the future is ours"

~ Cesar Chavez

Spring
Issue
2008



University
of
Rochester

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Andrew Young provides a new insight into the life of a historic leader.

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Re-Defining a Leader

By Omar Figueredo

Civil rights activist and former U.S. Ambassador to the United Nations Andrew Young delivered this year's annual Martin Luther King Jr. Commemorative Address on Monday, January 21st to an excited crowd of Rochester city and University community members. Beyond his discussion of current domestic and international political issues, Young focused a significant part of his talk on a redefinition of leadership, taking Dr. Martin Luther King, Jr as his principal example.

Brandon Zimmerman, junior, introduced Mr. Young, reading through an extensive list of accolades and achievements. The list included mentions of his appointment as the U.S. Ambassador to the United Nations during the administration of

President Jimmy Carter; Young's experience as mayor of Atlanta, Georgia; and his instrumental role in securing that city's bid to host the 1996 Summer Olympics. Mr. Young is also currently serving on the board of directors for the Drum Major Institute and is co-founder and chairman of the GoodWorks International private consulting firm, which focuses on private economic development in Africa and the Caribbean.

Following such a reverential invitation to the stage, Mr. Young replied,

"[that's] not bad for a C-minus student," suggesting that his success wasn't necessarily always foreseen in his life. With this comment Mr. Young began a brief comment on the nature of an individual's path to leadership. Speaking about his own experiences as Atlanta mayor and a Georgia congressman, he explained that one primary impulse for his decisions was that "nobody else wanted to do it."

From here, Young continued to provide an interesting definition about the formation of a leader. A leader, in



Photo courtesy of Jeff Levy

his own interpretation, is not necessarily someone who involves her- or himself in a difficult situation with complete and total confidence in his or her abilities. Young's description of a leader's development is more nuanced

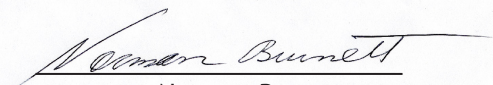
than the typical hero characterization of leaders and recognizes chance as a significant factor in this process. He suggests that although an individual may undertake a leadership role in a difficult – or even personally dangerous – situation, one should avoid the assumption that such a decision is ever easy or that it is necessarily part of that individual's original plans. Who would foresee putting themselves in harm's way to provide leadership to

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Greetings and welcome to the spring 2008 issue of the OMSA Chronicle. This semester has been an exhilarating time for students at the University of Rochester. Many OMSA students were actively involved with leadership development opportunities. Our students have increased their awareness of and involvement in community service, service learning, community activism, civic opportunities, and international exploration. In addition, our students actively participated in the College Diversity Roundtable's campus climate focus groups and the first comprehensive climate survey since 1982! Students participated in events such as, the Minority Student Advisory Board/College Diversity Roundtable Student Leadership Conference in January; the Emerging Leaders Program; contributed to social justice causes; worked on presidential campaigns;

and engaged in a roundtable discussion about "The African-American Student Experience at Predominantly White Colleges" presented by Douglas Guifrida, PhD, Associate Professor at the Warner School. Other students took advantage of the study abroad program at the University of Rochester and traveled to various destinations to obtain a global perspective. This knowledge and experience gained by our students will enable them to participate fully in tomorrow's workforce that will be even more ethnically and culturally diverse than it is today. Given today's global economies, it is imperative that all students acquire knowledge of, and sensitivity to, global issues. Participation in University of Rochester and OMSA activities will allow our students to be competitive for graduate school and in the workforce. OMSA will strive to continue to ensure that our services and programs reflect the diversity of our campus and our society. Please enjoy another exciting issue of the OMSA Chronicle!


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OMSA/HEOP Director

OMSA/ HEOP STAFF

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OMSA CHRONICLE MISSION

To provide students with timely information about opportunities and event that support the mission of OMSA; to serve as a forum for students to present ideas, issues and solutions to problems and or issues that exist in our community; to act as an on-going communication resource for students, faculty and staff alike.

CHRONICLE STAFF

Editors-in-Chief
Jessica Guzmán
Jessica Lewis

Student Editors
Martin Fernandez '08
Omar Figueredo '08



Photo courtesy of Katherine Laureano *Martin Fernandez not pictured above

The OMSA would like to congratulate you for a job well done and encourage you to keep up the good work!

Dean's List Fall 2007

| | | |
|----------------------|------------------------------|----------------------|
| Class of 2008 | Class of 2009 (cont.) | Class of 2011 |
| Jamila Aubain | Elisabeth Ginsburg | Daniel Abud |
| Ana Calleja | Sara Goico | Estefany Angeles |
| Christabell Catala | Selenid Gonzalez | Amber Baig |
| Francisco Corbalan | Henry Henderson | Maria Campos |
| Eileen Fay | Thomas Lebeau | Jasmine Carvalho |
| Aaron Figueroa | Gert Llojaj | Michelle Dick |
| Stephanie Hernandez | Myra Mathis | Tananaugh Espinoza |
| Oscar Herrera | Carly Mendoza | Yaneve Fonge |
| Melinda Huang | Christopher Peters | Katarina Gardner |
| Natalie Johnson | Samantha Ruiz | Sarah Gerin |
| Christine Kenison | Ana Villanueva | Steven Gillmer |
| Amanda Mack | Christina Wehbe | Alexis Ginsberg |
| Camille Madison | Yordanosse Yenenh | Keshia Green |
| Keila Mayes | | Derrell Lipscomb |
| Hayley Miskiewicz | Class of 2010 | Zachary Lynch |
| Gustavo Navarrete | Alyea Canada | Victoria Massie |
| Jonathan Onyiriuka | Amanda Case | Mazin Melegy |
| Salvador Pena | Montoia Davis | Mario Morales |
| Brian Poon | Adam Dejager | Andrew Moran |
| Kevin Royo | Kevin Diamond | Sarah O'Uchuru |
| Michael Russell | Calle Fitzgerald | Heather Pedrin |
| Anna Solomonik | Mary Fowler | Oscar Perez |
| Ashley Van Vechten | Luisa Gonzalez | Jonathan Pinto |
| Todd Venning | Erica Meditz | Brandon Plaster |
| Donte Watkins | Di Pan | Fabio Puello, Jr. |
| | Camillia Redding | James Robbins |
| | Kevin Rosario | Seth Rosenblatt |
| | Melissa Ruck | Cecilia Simchak |
| | Devin Ruiz | Brandon Sosa |
| | Seth Stein | Catherine Steele |
| | Carla Velarde | Joel Thomas |
| | Nicholas Wiggins | Michele Villa |
| | Michael Yee | -Castillo |
| | | Robin Wilson |

Early Connection Opportunity Program 2008 Peer Assistants

| | | |
|-----------------------|-------------------|--------------------|
| Estefany Angeles '11 | Cheryl Kimber '11 | Hoang Pham '11 |
| Dominique Collier '10 | Randolph Pena '09 | Roman Posyavin '10 |

The following OMSA students participated in and successfully completed the Emerging Leaders Program Spring 2008

| | | |
|---------------------|----------------------|---------------------|
| Daniel Abud '11 | Diana Hodgson '10 | Fabiola Paredes '10 |
| Amber Baig '11 | Shawn Kelly '11 | Hoang Pham '11 |
| Nathaly Ceron '11 | Valerie Kirk '10 | Fabio Puello '11 |
| Abane Ebangwese '10 | Cathleen Morales '11 | Tasha Vazquez '11 |
| Theresa Feeney '11 | Sarah O'uhuru '11 | |



The following McNair scholars recently presented at the 22nd annual National Conference on Undergraduate Research April 10-12 in Salisbury, MD:

| | |
|-----------------------|---------------------|
| Tony Broyld '08 | Omar Figueredo '08 |
| Colette Carmouche '08 | Porschea Lewis '08 |
| Jessica Chery '09 | Ashanti O'Steen '08 |
| Paulette Cooke '08 | Yahiara Qinones '08 |

Ronald E. McNair 2008 Students

| | |
|----------------------|---------------------|
| Lashonda Brenson '10 | Fabiola Paredes '10 |
| Imoh Ikpot Class '10 | Camilla Redding '10 |
| Renea Faulknor '10 | Stephen Supoyo '10 |
| Danielle Jones '10 | Rachel Carstens '10 |
| Ashley Clarke '10 | Meghan Woods '10 |
| Anthony Spall '10 | Kashawma Wright '10 |

Special Recognition

Edgard Duque '09 has been selected to intern on Wall Street this summer with UBS Investment Bank as part of the SEO Career Program.

Christina Wehbe '09 has accepted to intern for ExxonMobil in Virginia for the Fuels and Marketing department.

Martin Fernandez '08 has accepted an offer to work for Barclays Capital in New York City and will begin summer training in London.

Colette Carmouche, Omar Figueredo and Ashley Van Vechten were selected as "Rising Alumni" for the Rochester Review Magazine.

Yahaira Quinonez '08 has accepted to attend the Warner Graduate School of Education Master's Program in Human Development and Counseling with a concentration in Developmental Differences.

Diana Hodgson '10 has been selected to participate in this summer's experiential learning program to Malawi, Africa.

Fabio Puello '11 has received a summer internship with WXXI Public Broadcasting Council in Rochester, NY.

Nathaly Ceron '11 has received a summer job as a Day Camp Counselor working for Oasis Children's Services in New York, NY.

Omar Figueredo '08 has been accepted an offer of admission to Cornell University's Ph.D in Hispanic Literatures.

Congratulations to the following OMSA students who were extended offers to be RAs

| | |
|----------------------|--------------------------|
| Tristan Barrueco '09 | Christelle Domercant '08 |
| Jessica Bohanon '11 | Sylvia Guerra '10 |
| Megan Boyles '11 | Asnaketch Negussie '09 |
| Jessica Chery '09 | Mariana Pugliese '10 |
| David Choy '09 | Roger Smith '09 |
| Hector Colon '10 | Donte Watkins '08 |

ILLUMINATING A GOLDEN LEGACY

By Nadine S. Nicholson

October will be the fifth anniversary of my profound discovery of a hidden heritage - my African American ancestry. While most people are born into this knowledge from an early age, I discovered it in my high school history class before images of *Roots*. I was incredulous, absolutely appalled and incensed by what I was witnessing. Even worse, I was so angry and confused as the characters were being subjected to the most heinous, skin crawling and mentally scarring abuse I had ever seen... these people shared the color of my skin. Prior to this moment, Black held no real significance other than a color in my box

of crayons. Black suddenly represented one of the greatest crimes against humanity, it represented the degradation of a race, and it represented one of man's greatest examples of cruelty. Men brutally beaten because they dare speak for the justice of freedom! Women and children raped not only of their bodies but of their emotions and their dignity... I am now a descendant of this? However, in spite of these transgressions, on my journey to uncover the enigma of my pigmentation, I have illuminated a once hidden but golden legacy. In honor of Black History Month celebrate with me as the following is my ode to my regal ancestry:

Roots was a call to a dormant part of my soul,
Inserting a vital color into my once incomplete whole.

We are descendants of a noble blood,
Molded and sculpted in the fires of divine mud.

My heritage is now emblazoned in my heart and embedded in my psyche,
Currently, honing the path of my destiny.

Antithetical to the beliefs of old,
We are not confined to the "brown paper bag" mold.

My brothers and sisters regardless of your region,
We are a mobilization of a Diaspora creating a unified legion.

The threads that weave a mosaic of rich history, legacies and innovations,
That are welcoming to all races, creeds and nations.

Analogous to Maya Angelou, we shall rise!
And as the great enlightenment visionary Voltaire philosophized
We must each tend to our garden for the dream to materialize.

Unequivocally, the challenge has been be alighted and realized by me,
That we must all illuminate this, our a rich and golden legacy.

This poem was delivered in Honor of Black History Month at the Black Students' Union's annual Black Tie Affair

Jessica Lewis

Jessica joined the OMSA staff in the spring of 2008. Born and raised in Rochester, New York, Jessica has a BS in Social Studies Education 7-12 from Buffalo State College and is currently working on a MS at the Warner School of Education and Human Development. She is a member of Sigma Gamma Rho Sorority, Inc. and loves to work in the community. Jessica is also the new Graduate Head Resident for ECO 2008 and is Co-editor in Chief for the Chronicle.



OMSA Staff Spotlight

Jennifer Walton

As the first face you see when you walk into OMSA, Jennifer is ready to assist you. She is able to answer questions, schedule appointments and provide you with the resources you need to make your college experience an enjoyable one. She joined the OMSA staff in December 2007. Jennifer has a B.A. in History from Fredonia State College and a MLS from University at Buffalo. She enjoys nature walks, photography and the life sciences. She had an opportunity to travel from Houston, Texas to Vancouver, Washington by bus on a cross country adventure.

Remembering, Honoring 'Forgotten' Voices

By Omar Figueredo '08

Various University departments and student-led organizations hosted a diverse range of events geared towards celebrating African-American heritage during the month of February. Roundtable discussions, film screenings and performances on a variety of topics - ranging from the American civil rights movement to child soldier recruitment in Africa - peppered the University's events calendar. These events provide the University community opportunities to not only celebrate Black history and heritage, but also to challenge "conventional" perspectives on these issues.

As part of the month's events, Sigma Beta Rho Fraternity, Inc., with the help of Religion and Classics Professor Anthea Butler, hosted a presentation titled "Black Dissidents and the Forgotten Figures of the Civil Rights Movement." The event aimed to provide a different (flip-side) perspective to the more conventional version of the civil rights movement's history. An invitation to the event described it as an opportunity to learn about the civil rights movement from "outside of the perspective of the White man's textbook." In her presentation, Professor Butler spoke about controversial African-American figures such as Malcolm-X, Public Enemy and organizations like the National of Islam and the Black Panthers.

The purpose of the event was not so much to create a new (counter)narrative to conventional versions of the movement's history, but rather provide some insight into the complex nature of the times. Whereas the more recognized version of the civil rights movement credits leaders like Dr. Martin Luther King,

Jr. and the NAACP as the principal agents in the struggle for civil rights, Butler emphasized that the political situation in the 1960s was much more dynamic. Just as some members of the African-American community were looking towards integration as the solution to the issues of racial tensions, others - labeled "dissidents" by conventional history - were looking towards an alternative. The alternative approach viewed the national system as inherently flawed and, therefore, unable to provide for the interests of the African-American community. For this reason, emphasis was given to earning autonomy from the White/dominant groups in the United States; taking, instead of asking.

Professor Butler sought active participation from the audience members throughout the presentation, posing and fielding questions. Many times, these discussions were also facilitated by the use of multimedia clips available on the Internet. These served not only to cite directly from the sources, but also to stimulate further conversation about issues that might normally seem far removed from our present reality. In this way, the discussions were in keeping with the goals of Black History Month and the particular presentation. Rather than allowing the history of the civil rights movement to become just that - history - the events that are hosted throughout the month of February function as a way to keep alive the debates. By demonstrating the complexity of the situation during this moment in history, one avoids the flattening of history into a singular, conventional version and keeps alive the memory of otherwise "forgotten figures."

MentorNet: An E-Mentoring Program for Minority Students in Engineering, Math and Science

This year, for the first time ever, the University of Rochester is a MentorNet Partner Campus. This partnership allows University of Rochester engineering, science, and math undergraduate and graduate students to sign up for an "E-mentor" - at no cost to the student! The program addresses the success and retention of students in these disciplines, particularly but not exclusively women and others underrepresented in these fields.

Additionally, MentorNet also has a résumé database that provides job and internship search resources for students, allowing them to post their résumé for MentorNet's Leadership Circle, Strategic and Visionary sponsors to potentially view. MentorNet also offers protégés and mentors additional information relevant to women and diversity in engineering and science, including: links to outside

web sites; a bibliography of research on women and people of color in science, technology, engineering and mathematics; a reading list of staff and participant recommended books; MentorNet News, the monthly MentorNet newsletter; articles on topics such as work/family balance, self-confidence and career options - provided by the Association for Women in Science (AWIS).

"As [minority students] look to make decisions on graduate school, jobs and careers, what can be most valuable is hearing from women and men who went through the same decision processes," says one MentorNet mentor. "Until women and people of color are fully represented in the fields of science and engineering, society is losing out on the talents of a vast number of potential contributors."

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The Changing Face of Politics

by Martin Fernandez

Having experienced the US presidential elections as a freshman in the fall of 2004 and the primaries this semester, I always feel that the ripples of the politically charged atmosphere that was widespread on college campuses during the 1960's are still felt today. It is rare to find an atmosphere with such a mélange of political views where it is acceptable to express them in any form. I discovered this the day after George W. Bush was declared the winner of the presidential elections in 2004, when a group of students walked around the halls of my dorm holding a mask of John Kerry on a stick screaming, "four more years".

When I think about those days in 2004, I am amazed at how much the political scene has changed in four years. Back then, since 9/11 was still fresh on everyone's mind, the topics most discussed revolved around terrorism and the wars in Iraq and Afghanistan. While the usual topics, the economy, health care, and education, were also discussed, it seemed like the issue of racial inequality was for the most part overlooked by the media and the voters who were not directly affected by it.

The 2008 primary elections introduced for the Democratic party a candidate with an unusual background. Barack Obama, born to a white Kansas mother and a black Kenyan father, excelled academically at Columbia as an undergraduate and eventually obtained a law degree from Harvard with the highest honors. When he first launched his campaign for president, despite his accomplishments as a student, a lawyer, and a politician, the media viewed him

through a "racial lens," as described by Obama.

Not only did the election bring an unconventional candidate to light, but new forms of internet networks became important sources of political information. Four years ago, one could have never imagined the important role that social sites like Facebook and Myspace, or video sites like YouTube would play in spreading each candidate's message and raising funds. Today, students show

support not only with political banners, but by joining Facebook groups and stating their political views on their personalized websites.

Campus environment showed that the movement for Obama did not stop at the entrance of the university. Students for Barack Obama (SFBO) became an official group on campus spon-



sored by the millions of dollars that the national campaign raised through online funding. In conjunction with the Black Students' Union (BSU), the groups worked together by participating in rallies and distributing flyers around campus to get out the vote before the Febru-

ary 5th New York state primaries.

One of the first campus events held about Obama, a discussion panel, raised questions about his race and whether he truly represented the African American population. As the campaign gained momentum, Obama began winning delegate votes in states where the majority of the population is Caucasian, such as South Carolina and Maine. It then became clear that the candidate did not want the campaign to revolve around his ethnicity. In turn, he began to refer to himself as the candidate of hope and change to resolve health care system issues, the conflicts in Iraq and Afghanistan, and a bureaucratic government that has lost the trust of many voters.

The contest for the Democratic nominee has yet to be determined, but it is clear that Barack Obama has succeeded not only in turning a presidential campaign into a movement, but also bringing the issue of racial inequality to the table. On the campus level, the campaign has already taken a different form from the campaigns that I witnessed four years ago in part because of the increasing political participation from students of color. For

a generation that is often criticized for being politically apathetic, it seems that by taking the promise of hope and change to heart, we have seen students become increasingly active in politics.

When students feel that they are able to bring about change from their campus, it grows into a greater vision that can be applied on a national scale. This played a crucial role in bringing about change in past generations and it has the potential to do so in our time.



Faculty Spotlight: Stephanie Waterman

Interview by Jessica Lewis



Stephanie Waterman, Onondaga, Turtle Clan, joins the Warner School after more than 20 years of experience at Syracuse University (SU) including serving as Faculty Associate for the Native Student Program. Waterman was the first Onondaga to earn a Ph.D. from Syracuse University. Her dissertation, "The Haudenosaunee College Experience: A Complex Path to Degree Completion" was the first study of Haudenosaunee (Iroquois) college experiences.

Dr. Waterman began her education at the Onondaga Nation School located on the Onondaga Nation. After graduating from high school in three years, she then went on to SU as an HEOP student. She completed her master's degree while working at SU in their Center for the Support of Teaching and Learning (CSTL). CSTL prepared the institution's graduation and attrition report and it was there that Dr. Waterman came to her dissertation topic: the college experiences of Haudenosaunee.

Dr. Waterman and her sister, Freida Jacques, also an HEOP graduate, were featured in full-page newspaper and billboard ads for University College of Syracuse University. The sisters were also featured on the cover of the UC Fall 2008 schedule.

Jessica Lewis: What influenced your area of research?

Stephanie Waterman: Primarily my focus has been on the Native American college experience. Because statistics have indicated that American Indians/Alaska Natives are the least likely of all ethnic groups to attain a college education I observed college-going behavior in my community, and I noticed that several members of the Haudenosaunee were college graduates.

JL: For those who are unfamiliar, can you please explain the Haudenosaunee?

SW: The Haudenosaunee are more commonly known as the Six Nations Iroquois Confederacy. Located primarily in New York State, the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora nations presently reside on six reservations, one settlement and two territories.

JL: During your pursuit of a post-secondary degree, how were your experiences as a member of the Onondaga, turtle clan?

SW: Living on a reservation my entire life was a wonderful experience. It kept me grounded, family oriented and it was my refuge where I got my strength.

Some of Dr. Waterman's memberships include the Native American Indian Education Association of New York, National Indian Education Association, American Education Research Association, Central New York Native American Consortium as well as serving as Region II representative for the National Association of Student Personnel Administrators Indigenous Peoples Knowledge Community.

Dr. Waterman's research interests are Native American college experiences, the role staff play in student retention, race and gender in higher education, indigenous methodologies/pedagogy, and college transition. A 2005 National Academy of Education/Spencer Post-Doctoral Fellow, she was able to expand her research on the Haudenosaunee college experience. Dr. Waterman has taught classes in sociology, race and gender in higher education, and indigenous education. Dr. Waterman is very proud to be an HEOP graduate.

Throughout college I commuted back and forth to Syracuse University as an HEOP student. As an SU employee, I worked hard to make SU a better place for Native students. During my time there I worked with an Oneida woman to create a Native American student group before the formal Native Student Program.

JL: As a faculty member at the Warner School of Education and Human Development, how can students, faculty and staff utilize you as a Native American Resource?

SW: Questions are always welcome! See my list of resources.

JL: What courses are you currently teaching?

SW: I am currently teaching Diversity and Equity in Higher Education. Next school year I will be teaching, History of Higher Education, College Student Development.

JL: Are undergrads welcomed to take your courses?

SW: They most certainly are, if they are willing to do the work!

Continued from Cover Page
a group?

Young reflected on his own leadership experiences - as mayor, congressman and ambassador - in order to demonstrate his personal opinion of Martin Luther King, Jr's experience as a civil rights leader. The direction in which Dr. King decided to continue, explained Young, "was not a fun path; it was not a glorious path."

Referring to Dr. King more affectionately as Martin, Young suggested that, having recently completed his education, King had been more interested in settling down into the ministry. Initially, King wasn't particularly interested in taking on a leading role in what was becoming an increasingly violent and dangerous struggle. "You have to put that decision in the context of

You have to put that decision in the context of experiencing all of the worst...

experiencing all of the worst" of American racism, he said. However, the circumstances of that moment in time ultimately guided his decision. Paralleling his earlier explanation for his own decision to run for mayor (because "nobody else wanted to do it"), Young claimed that it was necessary for someone to take on such a role - even when that individual's life was under constant threat and danger.

Under this new definition of Martin Luther King Jr., the patriarchal figure of the civil rights movement, one is able to better distinguish between the conventional image of the leader and the more dynamic one provided by individuals closely involved with him. The personal perspectives of individuals like Young add distinctive shading to the grainy black-and-white image we're accustomed to seeing in video footage of Dr. Martin Luther King, Jr.

'I Am the American Dream'

The Mission of Upward Bound by Anthony Plonczynski

To many students in the Rochester City School District, going to college seems about as conceivable as winning the lottery. But then again, "hey, you never know." With the help of the University of Rochester, students will know that college *is* a realistic goal for them.

In the fall of 2007 the U of R David T. Kearns Center for Leadership and Diversity in Science and Engineering was awarded \$2 million from the United States Department of Education to operate an Upward Bound and Upward Bound Math/Science program.

Over the next 4 years, each program will receive \$250,000 dollars annually to serve 50 students from low-income households or who are the first in their family to attend college.

Students enrolled in the program will take part in a 6-week intensive summer program that includes academic enrichment and career development training. The grant initiatives received letters of support from numerous departments at the University of Rochester, River Campus and Medical Center.

Upward Bound students will visit the University regularly for tutoring, social activities and cultural activities to increase their knowledge about how to apply, enroll, and graduate from college.

"The goal is to create a web of support around

each student that they might not otherwise have and to change the way they think about their education," said Beth Olivares, assistant dean for diversity initiatives and director of the Kearns Center. She is also the author of the successful grant proposals. "Participants will learn about the college and financial aid application processes early on, and will be assisted through those processes in a detailed manner from start to finish."

In a district with roughly a 39% graduation rate, students are surrounded by images and messages reinforcing the ideas that they are not good enough and that college is not a realistic goal. Students often internalize this message as one of hopelessness. Upward Bound's mission is to change this.

"Upward Bound will instill hope in our students, the one component that is often missing from their plans for the future," said Jefferson Principal Mary Andrecolich-Diaz. "We're telling them, 'We believe in you, the prestigious University of Rochester believes in you, and college is an option for you. You can do this.'" Students will be around other like-minded students and professionals who not only believe that they can succeed but are acting on it. The program will introduce students to the process of achieving higher orders of success and introducing them to the idea that the American dream is possible for them.

Student Spotlight - Catherine Nguyen

Hometown: Bronx, NY

Major(s): Health and Society

How have you matured at UR?

Being active in clubs and organizations on campus has helped me mature throughout my four years at the UR. It opened up my eyes to a whole new world and that world made me realize what mattered to me the most. I went from a naïve teenager that worried about MTV to a young leader concerned about issues that people face in the world. I also have to give credit to my friends, but mostly to Gerrylyn, Xio, Mary, Sarah, and Gretchen because without them helping me hold my head up high I would not be the strong individual woman that I am today.

Your favorite quote or best advice received:

"We are always getting ready to live but never living."

— Ralph Waldo Emerson

What is your most prized accomplishment at UR?

Having the opportunity to lead an organization for two years that is different from my ethnic background, The Spanish And Latino Students' Association (SALSA). Being apart of one of the largest culture groups on campus and given a chance to help that culture spread awareness was a challenge, but overall exulting. In a campus where I could have been a majority, I decided to be a minority. SALSA has been apart of me my whole college career and I will miss it when I leave.

Who is your role model and why?

It is a cliché to say that your mom or dad is your role model, but I don't care and I'm going to say it; my parents are my role model because they have made it so far for people that came to a country years ago with nothing but each other and their two sons. No matter what financial or social problems they encounter they get through it and they make sure that their five children get the best life they can, this is why I made it this far at the UR.



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Academic institutions are losing out. Corporations are losing out. Individuals are losing out. We all lose out," adds Carol B. Muller, Ph.D., and Founder of MentorNet.

Joining MentorNet's One-on-One Mentoring Program is as easy as going to www.mentornet.net. Join and following the links to the student (protégé) section. Once you fill out your profile, you will be notified by MentorNet when you are matched with a mentor satisfying your match criteria (which may include some of our minority alumni who have volunteered to be mentors). There is a large pool of engineering and science professionals from hundreds of corporations, organizations, and government labs available as potential mentors. Rochester students have been matched with mentors from: 3M Company; AT&T; Freescale; Hewlett-Packard Company; IBM Corporation; Infologi; Invitrogen; ITT Industries; Lockheed Martin; Michigan State University; NASA; Oxygen Media; Pomona College; Synopsys; San Diego Community College District;

Smithsonian Institution; Spirit AeroSystems, Inc; Texas Instruments; University of Texas at Austin.

After you select your mentor, MentorNet will send similar discussion suggestions to both you and your mentor. Your mentor will email you once a week to encourage and support you while you are pursuing your degree, allowing you to discuss career goals and course work, and receive advice and support from somebody working in your field, all while building your pre-professional network.

MentorNet has proven effective by providing "real world" information, encouragement, advice, and access to networks that are otherwise often unavailable to those underrepresented in the fields of engineering and science. This is why more than 90% of participants would recommend MentorNet's e-mentoring programs to a friend or colleague. Don't miss out! Join today!

For more information, contact the UR's Campus Representative for MentorNet, Assistant Dean, Lisa Norwood, at 5-4155 or lnrw@seas.rochester.edu.

LOOK WHO'S BEEN TAGGED...

A highlight of OMSA students who recently spent the semester overseas

"Why should OMSA students study abroad?" It puts you at an advantage in an increasingly globalized world and gives you unique experiences that you will remember for your entire life. There is the thrill of the unexpected. You make new friends with your fellow American travelers, and meet people from walks of life you never knew existed. Perhaps you have a set goal in mind - to learn a new language, improve one you know, or just to travel independently for the first time in your life."

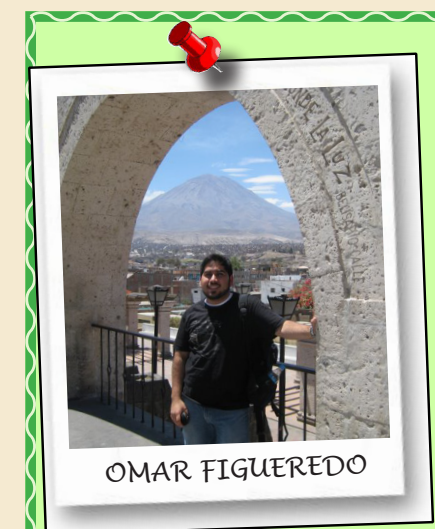
~Jackie Levine,
Director
Center for Study Abroad



CHRISTINA WEHBE

PARIS, FRANCE: "Bonjour Maitresse!" It was my first day on the job as a part-time teacher in an elementary school in Paris. As I stared out at the twenty pairs of curious and intrigued eyes staring back at me, I realized the true responsibility that I had undertaken. I had chosen to study abroad in France to enhance my literary and philosophy background through French university courses, but I never would have thought that part of my learning experience was going to come through being a teacher. I was assigned to teach in five different classrooms around the city, which would not have been a major concern since the city has one of the most efficient subway systems in Europe. However, the entire city was paralyzed for months when strikes erupted, forcing me to find innovative and creative ways to get from one school to another. One of the most valuable experiences that

I had as a teacher, was working with high school students from disadvantaged neighborhoods in the city. The mayor's office sponsors a tutoring program to help struggling teens to pass their exams and attain their diplomas. Without them, students would not have the requirements to graduate and they would be forced out. As I taught English to the mostly French Arab and African students, I realized how much potential they really had and how their lack of resources played a part in their difficulties in school. At the first session, only two students showed up since the courses were not mandatory. But as time passed, more and more students began attending class and by the last day, I had fourteen students who were enthusiastic about passing their exams. In the end, I grew much attached to my students and walked away feeling like I had made an impact on them, since they had certainly made an impact on me.



OMAR FIGUEREDO

LIMA, PERU: During my semester abroad, I experienced my first (and hopefully only) earthquake; I learned to navigate and survive the often-confusing, unofficial transportation system of micros and combis. I even ate roast cuy (guinea pig!). Having survived through all of these experiences, I remember feeling very 'accomplished' and confident about myself. Then, I decided to try to climb a mountain - my first climbing attempt ever. I couldn't resist the awe-inspiring, romantic peak of Arequipa's El Misti volcano (5,822 m). Although it would be great for me to say that I conquered that mound of volcanic sand, the truth is I narrowly made it to the base camp (with plenty of help from my guide). This, however, was probably one of the more memorable moments from my semester abroad. It was my first solo trip in the country. When I finally reached the top of the mountain, I realized two things: 1) I'm not superman, and 2) I should stick to what I know.



COLETTE CARMOUCHE

DAKAR, SENEGAL: Senegal, colonized by France in the 19th century, is now a very stable Francophone country. The official language is French though Wolof is widely spoken and considered the lingua franca. I was enrolled in an American institute there and took courses in French, Wolof, and others relating to African studies, anthropology, and history. I spent my time living in Dakar, the capital city, with a host family, which for me ended up being one of the most rewarding aspects of my time there. I experienced the teranga, or hospitality, that Senegal is known for with my family. Through the program we also had various excursions to different regions in Senegal including some beautiful coastal areas in the North. I also stayed with a host family in a rural village for a week. Overall, my experiences and various adventures there proved to be more fulfilling than I could have imagined. I practiced my French and learned a new language, developed friendships with other Americans and Africans, and was also able to challenge myself personally more than ever before.



YAHAIRA QUINONES

LONDON, ENGLAND: In the fall of 2007, I studied abroad in London. It proved to be one of the most amazing and fulfilling experiences that I have ever had. During my time in London, I interned at Collingham Gardens Child and Family Psychiatric Unit. While interning there, I worked closely with the nursing team in implementing the behavioral programs that the psychiatrists developed. I mostly worked with the autistic children not only because I felt most comfortable with them, but also because I wanted to learn more about this particular disorder, its development and its management. The most powerful experiences were those when I felt that I understood what they were saying, even as they were restricted by their disabilities. I loved calling London my home for nearly four months and look forward to returning.

COLOGNE, GERMANY: Karneval (Carnival) remains my favorite cultural experience. The version with which I am familiar takes place thirty minutes south of Bonn in the heart of the Rhineland in Germany's fourth largest city, Cologne. On the 11th day of the 11th month at 11:11 a.m. begins what is known as the "Fifth Season" which lasts until Ash Wednesday. People disguise themselves in ridiculous customs and gather in local and neighborhood pubs to sing and celebrate. The most important events take place in the week prior to Ash Wednesday, starting with Weiberfastnacht (Women's Carnival) on Thursday, where women go around cutting off the ties of unsuspecting men as a symbol of their control. At, you guessed it, 11:11 a.m., the Prince, the Peasant, and the Virgin are crowned. At this point, the never-ending lines to the local pubs begin for that well desired glass of the local beer, Kölsch, also known here as the only language you can drink. The biggest day is Rosenmontag or Rose Monday where a million people, disguised and Kölsch in hand, converge on the city center for a parade that displays various neighborhood Carnival clubs, brass bands, masked fools, and creative floats of satirical and political content. In the streets, one revels, sings, and chants Kölle Alaaf! (Long live Cologne!) in the local Kölsch dialect to celebrate the start of Lent. The atmosphere is like no other.



DONTE WATKINS

A PIXEL'S WORTH A 1000 WORDS