

INSIDE  
THIS ISSUE



Cover Story

Amistad: Freedom  
Schooner

Events

Congress on Campus.....3  
Meliora Weekend.....6-7

Programs

Creation of the *Chronicle*...9  
Engineering Prep.....10

Students

Academic Achievement....4  
Kudos Korner.....11

A Look Back

First Minority Faculty.....4  
Alumna Megan Sesma.....5



# History Afloat

## Amistad, the Freedom Schooner

**Jack Collins**  
*Student Editor*

On September 13, 2003, a group of students and faculty left the University of Rochester campus to board a ship docked at the harbor inlet of Buffalo, NY. This ship, named Amistad: Freedom Schooner, despite minor modern adaptations, is the historical replica of the Spanish schooner La Amistad which was captured near the shores of Long Island, NY in 1840.

gally purchasing captives from Africa in Havana, its Cuban owners used its inner hull to hold the captives while it sailed to another location at the far eastern underbelly of Cuba.

But six weeks prior to La Amistad's seizure by the U.S. Coast Guard, the captive Africans aboard escaped confinement from the inner hull, near Cuba, seized control of the men who enslaved them, and attempted to sail back to the northwestern coast of Africa. But at night while the Africans



All who visited it were able to be on board with the weight of this momentous story in a shared American and African history.

Running ten feet longer than the original to incorporate a modern diesel engine, the deck area was surprisingly small, roughly equal to the length of a large school bus. From its narrow dark navy hull and the side placard rimmed in gold that reads Amistad, this ship proudly dedicate its voyages to the honor and the memory of all those denied their freedom in her keep.

The Spanish-inspired ship was originally designed as a short distance cargo-carrying vessel. But after ille-

slept, the Cuban overseers, who still controlled the helm, navigated their way up the American coast where slavery was still a legal practice. Upon their recovery in American waters, the two slaveholders were set free with possession of La Amistad, while those who had recently fought so gallantly for their freedom were placed back in shackles.

That history was popularized in 1998 by the film "Amistad" by Steven Spielberg and many who came to visit the ship docked in Buffalo had previously seen it. But they were still interested in gaining more insight into the story beyond the scope of

# ● Norman B. Burnett, Asst. Dean

I am pleased to welcome you back for your fall semester. I am also delighted to share with you some important information about the Office of Minority Student Affairs (OMSA) and our current mission. First, under the OMSA umbrella, we aim to create a warm and nurturing environment for all the students we serve

and provide them with a comprehensive array of support services and activities designed to augment both their academic and social interests at UR. Secondly, OMSA helps facilitate opportunities for students of color in their quest to connect and engage with the diverse and wide array of resources available to all members of the educational community.

It is our ultimate desire to create a lasting impact on all those who come to this university. We promote education of others not just by sponsoring services, but also by encouraging our students to involve themselves in the greater community. In turn, we enjoy watching those students come into their own through their proven accomplishments. We could not be more proud of our students and our work. We are well on our way towards creating a nurturing, supportive, and inclusive learning and living environment through the work of our office and the work of the student community. Based on our experience and collective knowledge of retention-based strategies nationwide, we know that this is the right formula for retaining students, as well as assisting them reach their full academic potential.

Please know that OMSA is committed to providing these support services as a means of ensuring that students achieve their academic, personal, and career goals at the University of Rochester. Specifically, the follow-

ing student developmental services are available through OMSA: leadership training, educational workshops and symposia, scholarship and internship referral resource, tutorial assistance, academic advising and counseling support, and study skills referral and support.

More specifically, we have been engaged with many members of the college community in promoting diversity as an important educational value. We help to create an environment that embraces and appreciates diversity as a means to creating a truly inclusive community. In fact, OMSA is actively involved in the identification of diversity speakers, the planning of community dialogues, the training programs for students, as well as serving as a clearing-house for diversity resource materials.

In one of our more recent achievements this fall, with collaborative support from the Student Activities Office and Residential Life, we began a pilot program called the "Emerging Leaders Program." The ELP is designed to increase the effectiveness of minority student leaders and organizations on campus, and to prepare them for leadership in the twenty-first century. We are particularly excited about this program as it is tailored to the specific issues confronting minority student leaders. It is our strong desire that participation in this program will impact personal development, leadership style, networking opportunities with other emerging leaders, awareness of the full range of college and university resources, development of life-long transferable skills, career development, and encourage the confidence of each student to become more active in campus-wide leadership opportunities.

Getting involved in organizations and giving back through activities is important not only for mere comfort sake, but also in your efforts to explore career options and making future plans. Also, with so much prestige, students can be proud to support activities of the College Diversity

see [Dean](#), page 4

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Jessica Stoll '06



# Congress on Campus

**Jessica Stoll**  
*Student Editor*

"Thirty years ago, there were nine African American members of the U.S. House of Representatives. Today, there are four times that number. And therein lies a story of political accomplishment in America."

So begins Professor Richard Fenno's latest book, *Going Home: Black Representatives and Their Constituents*. Professor Fenno, who this year retired after a long tenure in the Department of Political Science, held a discussion and student panel on his new book this Meliora Weekend.

Fenno's book discusses the careers of four African American representatives: Louis Stokes of Ohio, Barbara Jordan of Texas, Chaka Fattah of Pennsylvania, and Stephanie Tubbs-Jones of Ohio. Stokes and Jordan were part of what Fenno termed the "Pioneer Cohort," that is, an early

group of African American representatives. They were elected to the US House in the late nineteen-sixties and early seventies, and both have since died.

Fattah and Tubbs-Jones are currently serving in the House. Originally, both were to come to a lunch with pro-

fessors and students, then a discussion of the book, and Tubbs-Jones would go to the student panel. Unfortunately, Tubbs-Jones's husband died suddenly in the week before the event, so she was absent.

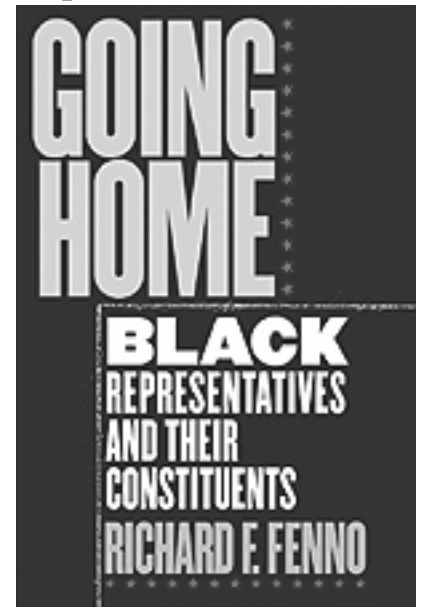
Since his wife had recently given birth, Fattah's attendance was also in doubt, but arrangements were finally made so that he could attend the discussion, though not the lunch or the panel.

Eight students from classes taught by Professors Gerald Gamm and Valeria Sinclair-Chapman presented at the student panel on topics ranging from Fenno's research methods to the motivations of each of the profiled representatives.

Fenno called Fattah a "policy-intensive" representative. His driving goal has been to get legislation passed. The issue he has spent much of his career working on is education. His biggest accomplishment in this area is GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which tries to "increase the access to higher education for very-low-income children for whom the opportunity to attend college is not even on the table (Fenno 156)."

He is currently working on legislation to target children even earlier and to let them know they can go to college—and the government will be there to help them.

Fenno's book draws attention to the changes in African American representation since the Civil Rights movement. Fattah and Tubbs-Jones, as Stokes and Jordan before them, are symbols of the rise in



*Going Home*, Professor Fenno's latest book on congressional representation, was discussed by Fenno, Fattah, and students during Meliora Weekend, 2003



**Congressman Chaka Fattah, left, and Professor Emeritus Richard Fenno**



**Congressman Chaka Fattah, Pennsylvania, spoke on the need for available education at Meliora Weekend 2003**



# Academic Achievement *Spring 2003*

Raquel Antonious  
Marcia Bailey  
Zakia Barnes  
Stephan  
Barrientos

Crystal Cusimano  
F'Tyna Dearing  
Vicente Ditto  
Krystle Dixon  
Ling Dong

**CONGRATULATIONS**  
to our students who  
maintained a GPA of 3.4 or  
higher!

Jordan Bell  
Danielle Beyer  
Denise Brown  
Christopher Calo  
Tara Carrozza  
Charlesa Ceres  
Vanessa Charles  
Dan Xia Chen  
Yude Chen  
Edgar Cuji

Carl Du Pont  
Kenessa Edwards  
Sasha Eloi  
Fabiana Ferracina  
Stephanie  
Fitzpatrick  
Jhovanny  
Germosen  
Jeremy Goico  
Zalika Green

Deborah  
Grodzicki  
Antonio Haynes  
John Hernandez  
Telva Hernandez  
Cory Hunter  
Zipporah-  
Lakshmi Inniss  
Puiny Joa  
Tamara Jones  
Lidza Kalifa  
Stephen Kleene  
Ashley Latimer  
Meliza Del  
Carmen Lemus  
Carmen Lewis  
Daniel Lioy  
Avril Little  
Rong Liu

Marilyn Lopez  
Eren Magri  
Kofi Mensah  
Vyna Nguyen  
Luiz Ortiz  
Opemipo-  
Osonde Osoba  
Arlene Peralta  
Joshua Pollard  
Cecilia Ponce  
Laura Porterfield  
Cecilia Ramos  
Hisham Rifaey  
Juan Rodriguez  
Andrew Patrick  
Ross  
Valerie Rozak  
Colin Ryan  
Craig Searle  
Maritza St. Vil  
Jessica Stanton  
Julie Stenger  
Apryl Stevenson  
Charles Stumpf  
Marisol Taub  
Nichlas Taylor  
Nina Thomas  
Richard Tipton  
Ivan Trevino  
Sandra Vanegas  
Courtney Vargas  
Tatiana Vargas  
Kyle Vaughn  
Lin Zheng



## Dean: Getting involved, giving back

**continued from page 2**

Roundtable, Frederick Douglass Institute for African and African American Studies, McNair Program, and Kerns Center. You will find being a role model in these arenas to be an invaluable experience. After all, it is a wise investment to talk and interact with others about your academic interests, your projects, and your future plans. I hope you will begin (if you have not already) to make connections with your classmates and expand your network here.

With all this in mind, I hope you know that each of you impacts this university community around us. In your day-to-day progressions on the prestigious path of education, reiterate to yourself the words of the Reverend Jesse Jackson when he said, "leaders change things." Don't hesitate to discuss, exchange ideas, and stimulate education in the peers around you. You are all the future leaders of your communities, so stand up and be heard as you take your place in the world.

Meliora! ●

## Hey did you know...

*info courtesy of Nancy Martin, University Archivist*

### who the first minority faculty member was?

Professor Jose I. Nieves taught here for only one year—1945-1946. He was a Spanish instructor. He was born in Manate, Puerto Rico on November 11, 1917. He graduated from the University of Puerto Rico in 1940. From there he went to Columbia University for graduate work. His disser-

tation is entitled "La Novela en Puerto Rico," but it was not yet completed when he was at UR. Nieves was a member of the American Association of Teachers of Spanish, the Sociedad Geografica de La Paz, Bolivia, and the Hispanic Institute in the United States. Nieves received the Huntington Medal

of the Hispanic Society of America in 1944 by the American Association of Teachers of Spanish (New York Chapter) for research. He died in August, 1975. At that time, Professor Nieves was a member of the Department of Foreign Languages of the Brooklyn Center of Long Island University. ●

# My Hands Were Singing

**Megan Sesma**  
*UR Alumna*

Before I came to UR, I volunteered a few of my summers in Iowa, detasseling corn in the fields as many immigrant youths from around the country do for a living. It was a humbling experience for me. I saw first hand the difficult lifestyle of a migrant worker, moving each season in search for work that only minimally compensates their toils. Due to their societal-imposed poverty, many of them are not given the opportunity of even minimal education.

After my family moved away to Las Vegas, Nevada, I didn't have the chance to help them any further. But born from those experiences was my passion to make the most of my educational resources. I used school as a jumping board and seized every opportunity available to push myself to succeed. Concordantly, as more summers passed, my dreams of higher education became stronger and more realistic. Given my experiences in Iowa, I felt the need to achieve certain goals that would lead not only to a successful

career, but also to the ability to help others through my career.

Coming into Rochester I was very focused and determined, I had already decided on an academic path. I chose to pursue a five-year dual program at UR and the Eastman School of Music concentrating on economics and harp performance. The program allowed me to explore the two disciplines to the best of my ability until I was certain which career path I

the benefits of an improved integration. Among other goals, I encouraged better communication and increased activities between the two schools.

I spent my free time at UR supporting the Interfaith Chapel as a chaplain's assistant and as an assistant wedding coordinator. The chapel was a second home for me and opened my eyes to the importance of each religion though contact with URCF, Hillel, PCC, Muslim, and Newman communities.

Mentors such as Rev. Greg Osterberg taught me how my musicianship with the harp could be of service to others. I in turn contributed many harp performances on the wings of charitable functions such as the Rochester AIDS Foundation.

Using UR's resources, I found summer internships at the Nevada Test Site in Las Vegas, NV, on Capital Hill in Washington, DC, and at Xerox. After my final internship,

I realized my interests were narrowing and becoming more specific. Although I gained invaluable experience through my work in those summers, I realized

they were unrelated to my goals for the future. Parallel to that to this point, I shied away from the harp on occasion because I was afraid I would not be able to make an impact on people. So harp music became just a secondary concentration of my academic pursuits. But after two summers working without it, I knew it was my true calling, specifically musical harp performance.

Performing is intense, difficult, and challenging. Each performance is a new experience. It involves all aspects of your body: the physical, the mental, and the emotional. To give a good performance, one must be confident both in skills and in presentation. But even when I knew my junior year I could attain my heart's desire as a professional harpist, I believed I was not entirely ready. Hence, again, I seized every experience, every opportunity to improve my own musicianship.

I spent a portion of summer 2000 in Mexico City with my family, and attended the fourth Latin American Harp Encounter. While there, I visited the Conservatorio Nacional de Musical, and had the unexpected opportunity to spend time with a professor of harp, Mercedes Gomez, and her students. It takes a lot of determination and love of music for the students at CNM to advance in their studies given that only three in 10 students have harps at home. The other students awake at



would choose.

During this time I also served on the Presidential Cabinet. As a student of both UR and ESM, I strongly felt that students at both campuses would reap

see **Music**, page 9

# Meliora Weekend

**Jack Collins**  
*Student Editor*

## Multicultural Luncheon

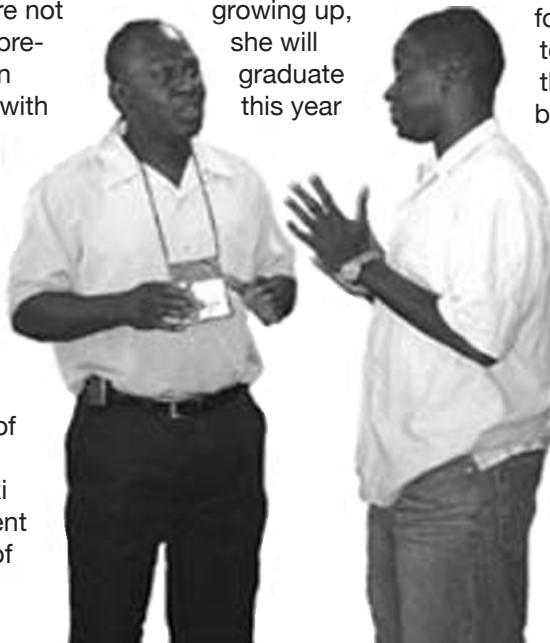
Tucked into the array of events this Meliora Weekend was the first annual Multicultural Luncheon hosted by the Office of Minority Student Affairs. Originally intended to help gather together OMSA alumni who have since graduated, it served the greater purpose of creating a collective voice for these former students in front of President Jackson, Dean Green, and many trustees who were present for this momentous occasion. Highlighted by the remarks of alumnus Francis Price (68') who urged UR to continue to pursue the solid establishment of minority alumni affairs, the gathering proved to be a considerable stepping-stone in the pursuit of that goal.

The event began at mid-day with open embraces

and laughter from old friends reuniting. Alumni spreading from the mid-60's to the late 90's were well represented around the spacious and elegantly decorated room. Those who attended were not only given a well-prepared meal and an opportunity to sit with legendary dance choreographer Garth Fagan, but were also fortunate enough to be graced with the invigorating and mindful words of the keynote speaker of the day, Dr. Freeman A. Hrabowski III, current president of the University of Maryland in Baltimore County.

"when you come from a place like I have come from, you don't expect to do much else with your life. You don't think you can." Despite the harrowing obstacles she faced

growing up,  
she will  
graduate  
this year



there were few if any faculty to model herself after. The truth is, there are dramatically fewer minorities represented in the scientific fields of study across the country. That gap will continue to grow as the American middle class continues to shrink.

Hrabowski did not ask that every child around the country be a spokesperson for other minority students to follow. Rather, he urged them to greatly desire to become the very best of the best, to greatly overcome what is expected of them.

"In order to succeed, one needs to believe in one's self, regardless of race," he said.

He reminded students that yes, it is easy to feel 'just average' in an institution of higher learning like this one when surrounded by such successful and intelligent peers, but

## Multicultural Luncheon and

Noted as one of the country's leading educators, Hrabowski began his talk with a moving statement from a young African American student from Michigan who he'd interviewed two years earlier. She was raised in a drug inhabited, impoverished black neighborhood with crime on every corner, the antithesis of a prosperous community. When finally she was on the verge of graduating high school, she was shocked at how much she had accomplished.

"You see," she said,

from Hrabowski's university with a 3.9 GPA in Computer Science.

The purpose of this story was not to dishearten the audience but rather to stress the importance of both the higher education of minority children and the increasing need for educated minority role models in our nation's top scholarly institutions. This student pursued a Computer Science degree in a field with a few other African American students in her class, but

despite that feeling they are still the top one percent of minority students in this country receiving such a rare educational opportunity. But education requires more than just

## October 10

eager students — it needs active educators to encourage those students. So on the other side of the coin, he asked that the new task of professors not just be to dictate knowledge to their



JRCarter, JessySepulveda



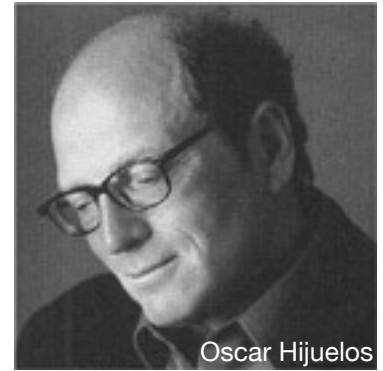
students in front of a large room, but to truly make an effort to reach out and educate others with more individual attention.

As classrooms continue

He was honored to be included in their collec-

# 2003

ie namely because Hijuelos' clarity in writing and vivid stories transfer so



Oscar Hijuelos



Raul Rodriguez-Hernandez

tive efforts to establish tradition for generations that have not yet come. ●

## Oscar Hijuelos

On October 10th as part of the Neilly Series, visiting Pulitzer Prize-winning author Oscar Hijuelos delighted members of the audience with a detailed and poetic journey through his creative writing process which he called "From Anecdote to Speculation: The small and large

details of life that inspire one's fiction." It is not everyday one gets to explore someone else's stream of thoughts, but Hijuelos did just that for his listeners by reading aloud memoirs from his childhood and youth. Although enjoyable enough in its own right, the purpose of his talk was to secure a greater appreciation for the vivid yet overlooked details that surround our lives — that perhaps we don't look often enough for the easily uncovered particulars that give our lives such reward.

Hijuelos' second novel, *Mambo Kings Play Songs of Love*, was an international bestseller turned mov-

easily to the big screen. The novel concerned the lives of two brothers, Cesar and Nestor Castillo, who move from Havana to New York at the beginning of the 1950s. The two men form an orchestra, write the music that brings them the title of *Mambo Kings*, and appear with Desi Arnaz on the hugely suc-

chismo. Exhilarating, exuberant and passion-rocked," praised the New York Times. But the greater importance of the novel for Hijuelos didn't concern his own growing popularity.

## Author Oscar Hi-

to grow around the country, teachers and professors should make the effort to place themselves in the shoes of their students — to help them discover what makes each individual special. If this is done, each student will come to genuinely enjoy education and will choose to pursue it on an individual basis.

"After all," he said, "the purpose of educating oneself is not solely to make money — it is to leave a path for others to follow."

In his closing remarks, Hrabowski left the audience with much enthusiasm for the future. He commended the efforts of the Alumni Relation's staff once again for taking the initiative to change UR's long-standing tendency of "passive recognition" of minority alumni.

cessful "I Love Lucy" television show.

It was a tremendous success for Hispanic American novelists as he was the first to win the Pulitzer Prize for Fiction. "The novel is a propulsive ballad of Cuban-American fraternal ma-

Rather, he was proud that it brought to life the sights and sounds of an era in music and an unsung moment in American life. Student listener Jessy Sepulveda '04 also felt that the overlooked value of his award was that it brought

further awareness to other great Hispanic figures both around the nation and to the Hispanic community itself.

"It was inspiring for him to come to campus because we have a minority population that needs to learn about its culture," she said.

Thanks to Hijuelos, many walked away with the near authentic sights, sounds, and flavor of Hispanic culture. ●



Dr. Freeman A. Hrabowski, III

# Amistad: From Fetters to Freedom

continued from page 1

the film. They got just that. Somewhere in the midst of walking the small area of the polished outer decks and silently descending into the dark inner hull, one becomes more and more aware of just how severe the conditions were for the captives.

Of course the Freedom Schooner has since been modified from the harsh

able eight-foot minimum. The deck has also been outfitted with two-foot high side railings.

Despite its modifications, Amistad: Freedom

construction of the original in order to be "sea legal," or rather, so it follows all the current construction codes that are required of it. To

achieve that, a flat floor in the inner hull stands where there was none before, and the ceilings were raised from four feet to a comfort-

*Amistad provides us with an important lesson in dignity and forgiveness.*

"The lasting feeling was relief, because the captives made it through their struggle. But ultimately I hope that other students walked away with a feeling of dignity and pride for where they came from, never to deny their heritage," sophomore Jamella James said.

Schooner still provides us with an important lesson in both dignity and forgiveness.

felt had passed, the students and faculty were able to see the larger importance of promoting education.

"I hope that this tragedy

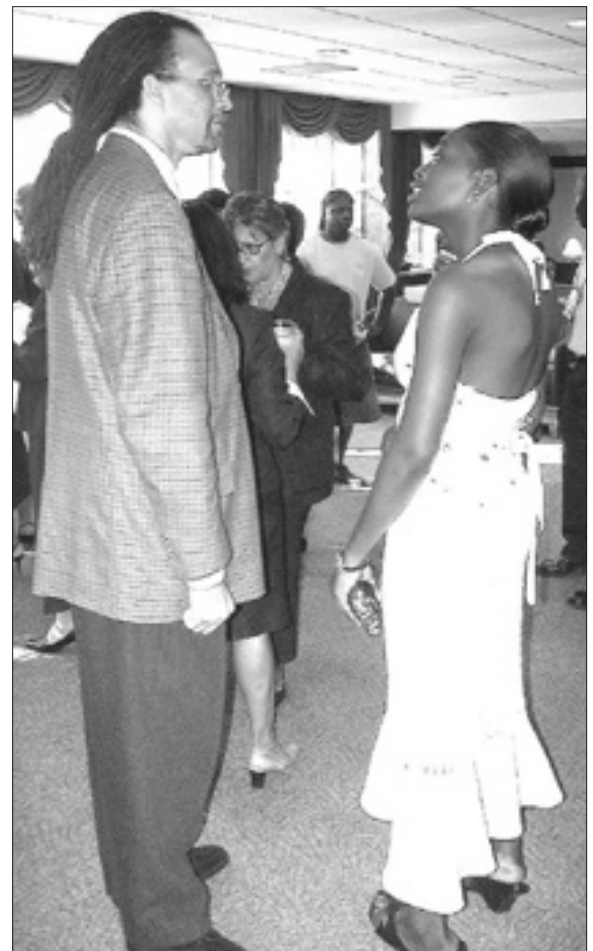
dom Schooner is to learn about history's injustices and teach it to others so that human beings ought not to repeat them, ever. •

teaches the world to be more accepting, tolerant, and less ignorant," James said.

Perhaps the most important lesson one can take with them upon seeing the Free-



Norm Burnett on deck



Thomas Crews and Natalie Baptiste see [Meliora Weekend](#), pages 6-7



# Creation of the *Chronicle*

**Yvonne Bilinski**  
*Chronicle Managing Editor*

How does the OMSA *Chronicle* come into existence? Osmosis? Transference? Or just plain old hard work? You guessed it—plain old hard work on the part of two student editors and OMSA staff. This year OMSA is fortunate to have two superb students working on this fall issue — Jack Collins '04 and Jessica Stoll '06. Both students have extensive journalism experience—reporting, layout designing, writing.

Jack is an Economics major and will be here next year as a Take Five student. On campus he has been an athlete—track, club volleyball, basketball, and football to name a few. As a musician, he's played guitar and performed at the Campus Pub and Coffee Shop. Jack served two years on the UR's Student Senate as well as on the Undergraduate Research Council and as Hall Council president, and now as an OMSA student editor. He is a native of Albuquerque, NM.

Jessica Stoll comes with two years of experience working for her high school paper where her work entailed assigning and editing stories, designing layouts for the front page and contributing as a featured columnist. One nice addition is that she has interned on a state senate campaign where she designed letterhead, business cards and push cards for the campaign. Jessica is a native of Houston, TX.

The OMSA *Chronicle* is known for its excellence in terms of stories covered, featured sections that include alumni, faculty, students, student programs and ways to acknowledge the outstanding academic records of OMSA, HEOP and ECO students.

So, if you should get a call or an email asking for input to a story, or asking if you will write something—please give it all serious consideration. Without your input, we would have a much smaller newsletter. However, with so much going on here at the University of Rochester and with students, the real question is what to cover in the Fall and Spring



issues of the *Chronicle*. If you have a story to tell or wish to contribute in any way—please let Jack, Jessica or Yvonne Bilinski know—all can be reached through the OMSA office in Morey Hall.

Meanwhile, enjoy the Fall 2003 issue of the *Chronicle*! •

## Music: From UR to the Coast Guard

**continued from page 5**

five in the morning and commute half an hour to rehearse before and after class. Their combined passion and discipline gave me the inspiration to be even more precise with my studies.

With that in place, it fell upon the faculty at ESM to sharpen my talents for a career in music. Professor Kathleen Bride taught me that musicians' talents lie in versatility. Through her mentorship I became a teaching assistant for a harp studio (13 students) and a harp teacher to UR harpists (four students). This was the experience where my view and goals as a musician felt complete.

I went on from UR to receive a full tuition scholarship as a graduate assistant at the Thornton School of Music at the University of Southern California in Los Angeles, CA. The

ultimate step in this direction was to become a member of an orchestra, so I began to audition. My first audition was open to applicants from across the country for a newly created harp position in the Coast Guard for the fall of 2002. I won that audition and accepted the position. I am currently the first harpist of the US Coast Guard Band since its creation in 1925.

As active-duty members of the United States Coast Guard, our touring group has brought music to stages across the country. On October 9th, 2003, I performed on stage in Washington, DC as part of a conference celebrating Latino civil rights activist Bert Corona. It was a monumental achievement as 150 migrant and immigrant youth from around the country joined ranks in front of governmental officials to ask for their right

to improved health care and access to education. For many of these students it was their first time hearing classical music, let alone seeing a harp. It is at moments like these where my playing fills me with unspoken feelings of pride. My hands were singing. I had accomplished my dream.

So after all that I have done, I must say that my work, my activities, and my struggles to get where I am today were well worth it. There is no greater feeling than that of self-accomplishment. Whether it is through leadership, teaching, or just plain rewarding group activities, I encourage all of you to use your talents and the resources available to you to the best of your ability. Then hopefully one day you'll do the same for another person, adding another link in the long and great legacy before you. •

# Lisa Norwood: From Start to Finish

## Jack Collins *Student Editor*

Lisa Norwood has been a member of the UR community for over 20 years. Coming to UR as an undergraduate in 1982 from the Kingston, NY area, she distinguished herself in many ways. Aside from her study in Geo-Mechanics, Norwood served as coordinator of the 1985 Freshman Orientation Program, worked as a minority peer counselor, served as captain of both the track and cross-country teams, and was a member of the Meridian Society. Norwood was characterized as a 'doer' not a 'talker,' and was cited for her energy, gregariousness, and organizational skills. In reward for her excellence as a community member, Norwood was given the Fanny R. Bigelow Prize - one of the university's highest awards for student service by women.

After graduating with a Geo-Mechanics degree in 1986, Norwood worked briefly outside the university for Procter and Gamble. She returned to work in the Office of Alumni Relations and Development while earning a Masters in Higher Education Administration from the Warner School of Education. She has used that to become Associate Director for the Center for Academic Support and

Assistant Dean of Undergraduate Engineers where, as she describes, her main job function is to be a part of student's lives at UR from start to finish. To be more specific, she works with admissions on recruitment, assists with freshmen orientation, serves as a faculty advisor, helps students network, and aides in the university's efforts to retain both minority and female students.

When asked why she has been so active in student's lives both in and out of UR, Norwood says that her dream is to replace herself by building a legacy that will assist minority students in their efforts to achieve higher positions within education. Indeed, she has already provided so much for the students in Rochester. Norwood helped create the Industry Practicum Program, developed a day-long program for the Girl Scouts in engineering and science, developed engineering outreach programs for local high school students, wrote for grants to launch a new outreach program with the Baden St. Settlement for high school students, served as president of the local Society of Women Engineers chapter, and is on the board of the Mary Cariola Children's Center to name a just a few. But after listing the multitude of her lifetime achievements, Norwood still believes her greatest accomplishments come from helping individual students succeed.

Very few African American or female faculty members were at the university while she pursued her Geo-Mechanics degree as an undergraduate. She remembers her feelings

of intimidation stepping into classes as the only minority in the room. So, using her influence as the Assistant Dean of Undergraduate Engineering, she encourages more diversity within the sciences. She dedicates much of her energy to organizations like the National Society of Black Engineers (NSBE) and programs much like the On Track To Engineering Prep Program (OTEPP), which focus on the mastery of critical mathematics skills and the exposure to the educational



requirements for engineering careers so that participants can map out the courses needed to prepare their career choice.

Norwood's accomplishments for our students – present and future – and her personality have distinguished her to be a most important resource. For her tireless enthusiasm and work above and beyond the call of the average educator, she was awarded as the 2003 SEAS Outstanding Staff Member. She is an invaluable and integral part of this university. She has helped establish a legacy for all to marvel. Lastly, to speak directly at her goal of having another person 'replace' herself, well frankly Lisa, that could never happen. ●

OTEPP students meet on campus on Monday and Wednesdays, 3:30-6:00pm, in Wilson Commons 121 to hands-on science activities followed by tutoring in some core academic subjects. OTEPP is always looking for opportunities to have UR engineering students interact with the OTEPP students in the capacities they can. If you or your organization would like to learn more about becoming involved with this one-of-a-kind program in Rochester, please contact the program coordinator, Ms. Robyn Carter-McFadden, at [robyn\\_millent@hotmail.com](mailto:robyn_millent@hotmail.com), 279-0508, or 275-3954.

Well  
Done!

Ronald E. McNair Post-Baccalaureate Achievement Program's 11th Annual Summer Research Conference

**Dan Chen** presented "Activity Level Measurements in Clinical Depression," mentored by Krystal Huxlin.

**Ling Dong** presented "Efficient Modeling of a Knee Joint from MRI," mentored by Amy Lerner.

**LaShara Evans** presented "Controversy and Confusion; Hans Selye's Stress Model in Relation to Disease: 1945-1975," mentored by Ted Brown.

**Rene Herbert** presented "Who Uses the Health Start Center and Why?" mentored by Ann Dozier.

**Emily Medina** presented "'Are We Talking on the Same Level Here:' Communication Between Physicians and Patients: A Biopsychosocial Approach," mentored by Ted Brown.

**Olga Medina** presented "Does the Need for Anti-Personnel Landmines Make it Acceptable to Violate Human Rights?" mentored by James Johnson.

**Bon voyage** to four OMSA students are studying abroad this semester!

**Francisco Echevarria** is studying in Barcelona, Spain.

**Nadia Rozet, Shantiqua Tabron and Stephanie Fitzpatrick** are studying in London.

And **welcome home** to **Cecilia Ponce**, who studied abroad this past summer with the Oaxaca Program.

Kudos!

**Bravo to Colin Ryan** for receiving the Lyle "Spyke" Garnish scholarship for academics and athletics.

**Well done Kerryanne Robinson** for spending this past summer working on the government-sponsored RARE project, assessing HIV risk behavior in African-American and Hispanic-American women.

Kudos

**Good job Richard Tipton**, who spent the summer conducting research on the legal underpinnings of the University of Michigan Supreme Court affirmative action cases. He presented some of his findings on November 5 at UR.

**Kudos Gladys Pedraza Burgos '04**, who received her Masters in Counseling from the Warner School this fall.

Congrats!

**Congrats Yvonne Bilinski** who will be moving to Ithaca, NY to

begin her new position as Associate Director of Student Services and Operations in the American Indian Program at Cornell University. We'll miss you!



We Want **YOU!**  
to send us your kudos

Won an award or scholarship? Going somewhere? Published something? New project? Exciting summer plans? We want to hear about it! E-mail kudos to [lico@mail.rochester.edu](mailto:lico@mail.rochester.edu) or drop them off in the OMSA office, 310 Morey Hall.

Korner



# Minority Groups On Campus

## Black Students' Union (BSU)

Aims to provide social, cultural, and educational relevance to the needs of black students at the university.

President: Joi Rhodes  
jr008m@mail.rochester.edu

## Charles Drew-Health Professionals Society

Aims to heighten awareness and understanding of health-related fields, while focusing on increasing the participation of under-represented minorities.

Chair: Vishwala Kasbekar  
vk006j@mail.rochester.edu

## Minority Student Advisory Board (MSAB)

Chief Coordinator:  
Joshua Pollard  
jp008k@mail.rochester.edu

## Multicultural Greek Council (MGC)

Oversees the greater in-

terests of minority focused Greek organizations.

Chair: Alexis Leslie  
al007j@mail.rochester.edu

## National Society of Black Engineers (NSBE)

Promotes the increase in the number of culturally responsible black engineers who excel academically, succeed professionally, and positively impact the community.

President: Davinah Walker  
dw003j@mail.rochester.edu

## Society of Hispanic Professional Engineers (SHPE)

Promotes the development of hispanics in engineering, science, and technical professions and aims to achieve educational excellence, economic opportunity, and social

equality.

President: Moises DeJesus

md006j@mail.rochester.edu

## Spanish and Latino Students' Association (SALSA)

Helps create awareness of Spanish, Latin American, and Caribbean cultures.

President: Jhovanny Germosen  
js003k@mail.rochester.edu

## Fraternities

### Alpha Phi Alpha

Liaison: Richard Morrison  
richie2003@hotmail.com

### Lambda Upsilon Lambda

Liaison: Jonathan Malave  
jxmalave@yahoo.com

### Phi Iota Alpha

Liaison: Anthony Gonzalez

la\_ley\_fia@hotmail.com

### Sigma Beta Rho

Liaison: Ajay Kuriyan  
ak003k@mail.rochester.edu

## Sororities

### Delta Sigma Theta

Liaison: Beverly Guity  
bg010j@mail.rochester.edu

### Lambda Pi Chi

Liaison: Zuli Castillo  
zerayshi@hotmail.com

### Omega Phi Beta

Liaison: Frederique Thomas  
eta@omegaphibeta.org

### Zeta Phi Beta

Liaison: Alexis Leslie  
al007j@mail.rochester.edu

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

*"As I look back now over my life I do not recall that I ever became discouraged over anything that I set out to accomplish. I have always begun everything with the idea that I could succeed, and I never had much patience with the multitudes of people who are always ready to explain why one cannot succeed."*

—Booker T. Washington