university of rochester
office of minority student affairs

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If you were part of the sold-out, packed-house crowd at the Palestra during Meliora Weekend, you must have heard the keynote address by United States Secretary of Energy, Dr. Steven Chu ’70, ’86 (SD). Co-winner of the 1997 Nobel Prize for Physics, Chu has devoted his recent scientific career to finding solutions for our current energy challenges and putting an end to global climate change. As director of the Lawrence Berkeley National Laboratory, Chu helped guide multidisciplinary initiatives to research and develop carbon-neutral sources of energy. Since being appointed Secretary of Energy, Chu has voiced support for a revolution in clean-energy technologies to help fight the threat of climate change. He has been charged with leading the search for solutions to the country’s insatiable demand for fossil fuels, the environmental and economic effects of energy development, and the prospects for sustainable energy.

Nowadays, sustainability is a loaded word. A dictionary definition calls it the “potential for long-term maintenance of well-being, which in turn depends on the well-being of the natural world and the responsible use of natural resources.” In other words, human impact on the environment comes full circle. Vice’s talk shed light on the “catastrophic” consequences that may come to pass if people, in this case, Americans, are not quick to address energy issues. He stated, “ignoring the issue of global warming would result in the melting of frozen tundra; that would release more microbes into the atmosphere, which would cause additional warming.” And for those disputing the idea of global warming, Chu added, “Everyone is entitled to their own opinion, but not to their own facts.

There was no sugarcanning of the amount of money that would be spent on a new initiative - $80 billion dollars - quite an investment. But Chu likened it to a down payment in creating tools, rebuilding American infrastructure and thereby pioneering a new industrial revolution. Some have inquired about Chu’s feelings about being designated “the guy who will save the world.” With regards to that, Chu endorses a collective effort where you “use your intellect; try to understand the problem; and look at real data.”

Here at the University of Rochester, we are making strides towards saving the world, or at least improving it. As a research university, we pride ourselves in the mission to “promote education ... to increase understanding of sustainable development.” A website dedicated to sustainability at the University defines the term as a “guiding principle in our facilities planning, curriculum and development, and student-led initiatives.” The University Council on Environmental Sustainability encourages “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” Coupled with student initiatives, the University of Rochester offers a strong presence and discourse regarding sustainability efforts.

The EcoReps program is a service that was launched by students at the University. In its first year, it is the pinnacle of student initiative on campus to encourage sustainable living.

By: Maureen Dizon and Juanita Jenny Viera

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

“Nothing in the world has ever been accomplished without passion.”
Anonymous

Save the Date

Martin Luther King, Jr.
University of Rochester
February 21, 2010
MLK Convocation, Campus Center
University of Rochester

Fall 2009
Omsa Chronicle
Office of Minority Student Affairs
The OMSA Staff would like to congratulate you on a job well done and encourage you to keep up the good work!

KUDOS 2009-2010

Rainie Spiva ‘12 and Clarence Onyiriuka ‘11 were both Rochester Urban Fellows this past summer.

Kyvaughn Henry ‘09 is completing the Rochester Urban Bahram College this year (2009-2010).

Estefany Angeles ‘11 is an IRRODS scholar and had an internship with New York Life Insurance Company this past summer. During her time there she was awarded the New York Life Fellowship for $500. Estefany was also awarded the Continuing Student Scholarship for the 2009-2010 academic year by the Office of Admission.

Juanita Jenny Viera ‘11 will be studying abroad in Rome, Italy for the Spring 2010 Semester.

Trenten Tully ‘10 (inbacker) was named to the D3football.com Team of the Week for his performance against the U.S. Merchant Marine Academy.

Juniors Nathaly Ceron ‘11, Maureen Dizon ‘11, Kate Kellinher ‘11, B Adina Rubinoff ‘11, and 1st year graduate student, Qinyan Yan, participated in the 2009 Bilingual Mind Symposium at Syracuse University on October 7-8.

Cristina Crouch ‘11 worked at the Mt. Hope Family Center for the Fall 2009 Semester and will be studying abroad in Santiago, Chile in Spring 2010.

Maurice Evans ‘11 interned at Verizon Wireless this past summer as a Retail Sales Operations Intern.

Eric Phamdo ‘11 won first place in the Spring 2009 IES Photo Contest in the “student experience” category. Maureen Dizon ‘11 was induced into the Golden Key National Honor Society.

Congratulations to the following OMSA students who received Gilman Scholarships to Study Abroad in the Spring 2010 semester.

Estefany Angeles ‘11 - Germany

Tanneragh Espina ‘11 - Japan

Paul Jiang ‘11 - Hong Kong

Mazin Meley ‘11 - Egypt

For more information about the Gilman Scholarship visit: www.ie.org/Content/NavigationMenu/Programs7/Gilman_Awards/Home/Home.htm or www.rochester.edu/College/about/

Mazin Meley ‘11 is the second University of Rochester winner of the Institute for International Public Policy (IPPI) Scholarship (the first was Mariana Bojaca ‘07).

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Frederick Douglass Pre/Post-Doctoral Fellows

Johanna F. Almiron

Almiron, the current pre-doctoral fellow at Frederick Douglass Institute, is a doctoral candidate from the University of Hawai‘i at Manoa in American Studies, specializing in the fields of Visual Culture and Black Cultural Studies. Her doctoral research focuses on the art of Jean-Michel Basquiat within the cultural and social history of New York City while re-contextualizing his racial, gendered and diaric subjectivity to the significance of the artwork. Almiron will be presenting a lecture from her dissertation project titled, “Basquiat Babylon: Portraits of Racial Violence in the Age of Graffiti,” on Tuesday, December 1, 2009, 12:30pm-2:00pm at Hawkins-Carlson Seminar Room (RRL). Almiron also has a book project on contemporary African-American literature and other cultural productions. His scholarship can be found in the journal African American Review and a forthcoming edition collection on segregation. His research interests include: critical race theory, the Black body, African-American film, the Black Diaspora, spatial theory, and hip-hop culture. In his free time, he enjoys reading, working out, playing racquetball, and going to the movies. During the Fall semester, he is teaching a new course: ‘Private Acts/Public Bodies: Sex in African American Literature & Popular Culture.’ In the spring, he will teach AAS 110: Introduction to African-American Organization.

Photo by Aldrich Sabac

Johanna Almiron, as chair-organizer of a panel titled “Sovereignty and Self-Determination: Strategies from Hawai‘i, Puerto-Rico, Okinawa and South Africa,” at the 40th anniversary of the College of Ethnic Studies at San Francisco State University (October 2009).

GerShun Avizle

Avizle is a Postdoctoral Fellow at the Frederick Douglass Institute for African & African-American Studies at the University of Rochester. He earned his Ph.D. in English from the University of Pennsylvania in 2009 after doing research at the University of California, Berkeley for a year. While at Penn, he also earned an interdisciplinary graduate certificate in Africana Studies. He specializes in African-American and Black Diasporic literary and critical cultures with a particular focus on conceptions of Black gender expression and sexual identity. He is at work on a book project on contemporary African-American literature and other cultural productions. His scholarship can be found in the journal African American Review and a forthcoming edition collection on segregation. His research interests include: critical race theory, the Black body, African-American film, the Black Diaspora, spatial theory, and hip-hop culture. In his free time, he enjoys reading, working out, playing racquetball, and going to the movies. During the Fall semester, he is teaching a new course: ‘Private Acts/Public Bodies: Sex in African American Literature & Popular Culture.’ In the spring, he will teach AAS 110: Introduction to African-American Organization.

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The State of Alumni Networking:
Q & A with Marquis Harrison ’07
By: Jenny Viera

JLV: Tell us about your undergraduate experience at the U of R?

MH: I graduated from the University as part of the class of 2007. I majored in African American studies. I completed my Take Five year in 2008 in Psychology and Women studies. While on campus I served in many different capacities and remained a very active student. I was president of the BSU from 2005-2007, president of NSAB from 2007-08, Student Association Vice President 2006-07, and a member of various University committees and student clubs.

JLV: Describe your level of involvement with the U of R as an alumnus.

MH: Currently I have remained an active alumnus in my involvement with the Young Alumni Council. I frequently attend alumni events in the New York area and have been back to campus several times for events. I also informally advise the BSU and have assisted in brainstorming for planning some of their activities. I attended the BSU Black Tie Affair in 2009 where I was a recipient of the Ron Thomas Pioneer Award.

JLV: How do you think we can improve Alumni Networking resources?

MH: In answering this question, I want to contextualize it in the realms of looking at it through the eyes of underrepresented minority alumni. Most of the work that I have done to do, or most of my efforts and regard to alumni since my undergraduate years, was geared at increasing the presence and involvement of underrepresented minority alumni in the institution. [...] There are several problems that the University is facing and has not addressed in the last 30+ years.

First, if you talk to alumni that are underrepresented minorities, many of them will easily tell you that they may not have always had a positive opinion of the University, or they may not feel very connected to the University. Now to put this in context for many minorities attending predominantly white schools of higher education before the 80’s, this is very common because of racial tensions and other historical factors. However, these sentiments of unhappiness or lack of connection to the University of Rochester can be seen amongst many minorities, even amongst members of my graduating class of 2007.

The benefit to getting involved is helping support other undergraduates to see the same potential in the University...

Now, while certainly the opinions or feelings of not connectedness may not be as strong as old alumni, it tended to always exist amongst those that are minorities and have attended the University of Rochester. This is why cultural organizations are critical and key to helping undergraduates adjust to the University. I gave all of this background to say that some of the main problems were financial resources in regards to minority alumni was that the University fails to understand that if you do not change, or try to make alumni that may already have a sweet taste in their mouths about the University more welcome and a part of the institution, they will never feel inclined to give back financially or give their time to the University. Similarly, if they have helped depart the institution, it is never too late to make people feel good or show that concern and desire to change people’s impression.

Here is how we can improve alumni resources: First to start national affinity groups, which are cultural organizations with officers for alumni. This is like just a BSU or SALSA. At schools that we often like to compare ourself to, they have these affinity groups and they have several scholarships for students. Additionally alumni networks that are established by the University provide a venue for alumni to reconnect with each other and often, especially for older alumni, they connect with other alumni that look like them or whom they felt a connection with as undergraduates.

The University also needs to recommit itself to hiring one person with the sole responsibility of organizing minority alumni. The University has lost two people in the last five years that were hired to address the shortcomings with minority alumni. However, when these people began working there they often found lots of resistance to their ideas and were given many other assignments that had nothing to do with engaging minority alumni. This can be seen in the constant revamping of Meliora Weekend for minority alumni and the lack of ideas to get more involved in coming back to the school. They also should establish a consistent program besides a diversity town hall meeting that can help draw alumni of color to the University for Meliora Weekend.

JLV: How is the system that is currently in place? What is its weaknesses and strengths? What has your personal experience with the Alumni networking system been like?

(see STATE OF ALUMNI, page 4)
State of Alumni (continued from page 3)

MHT: In addition to what has already been stated, I will add that as a young alumna, I have committed myself to staying involved in the University. I attend most programs and have even started to give back financially. While the amounts may not be large, it is something. I think that is a start. Because I’m still in graduate school and have not stabilized myself with a career, it is very hard to give back with a large dollar amount. However, I intend to give as much as possible to help support those that come after me, so that they can also discover the jewel that I discovered in my home on the Geneseo. I have also volunteered to lend whatever support I can to organizing alumni in my area to get them back to the University.

LJW: What do you feel is the value of being a highly involved alumnus and a minority that has attended the U of R?

MHT: Rochester is a jewel, there are many undergraduates like me who may have felt discouraged when they first arrived at the University because of the feeling of loneliness and being left out. However, instead of leaving on the sidelines, I believe in Meliora, which means “Ever Better.” I always believed the University strived to be ever better; and in believing this, I knew I had to involve myself in helping my University family do this. As an alumnus, I feel the same way. The benefit to getting involved is helping support other undergraduates to see the same potential in the University, so that they leave the University knowing it as a jewel. There is also the benefit of teaching others to learn from the mistakes you may have made while you were on campus.

After 11 hours in the air, not to mention stopping in three different countries, I had finally landed at Mariscal Sucre Airport in Quito, Ecuador. Grateful for a smile on everyone’s face, I gave up my seat against rolling luggage that had miraculously arrived with me. I remember thinking the next four weeks would be a culmination of nearly a year of planning and a hefty number of dollars spent, but I had no doubt that my experience would outweigh all the planning, the prep, the extra money that had been paid out for mere forms and applications, several meetings, a deposit here, a payment there. With the help of the University of Rochester Center for Study Abroad, everything had been coordinated down to the last detail. For those who are not familiar with the Center for Study Abroad, it offers semester and full-year, as well as summer programs in various countries. I participated in a customized summer program designed by UI and IES Quito, part of IES Abroad, an organization that provides more than 90 study abroad programs, as well as internships, in 32 countries.

There were sixteen of us Rochesterians in the program this past summer, several of whom had no reasons for being there. For me, it was an appetite for language immersion to improve my Spanish skills, coupled with a fascination for a new experience in a different culture. My month-long program also served as a way to test the waters and eventually plug in for a semester in Quito for the full year of overseas study. And the six credits that would count towards my Spanish minor were useful, too.

Before the moment I had my passport stamped at customs, I felt different. I was a foreigner, a self-proclaimed jinx from the living room of San Luis Potosí, Mexico, and it was an isolating emotion. But I remember my host mother, Alegria, holding the garage door open with my name under her smiling face, greeting me with warmth and open arms.

Our itinerary for the month was check-full of classes, museum tours, trips to archaeological sites and famous landmarks, and day-trips to the neighboring cities. Being the capital of Ecuador, Quito is a vibrant, modern city, with unique colonial charm. Like the completely gilded Iglesia de la Compañía in the colonial center of Quito.

Walking to school and back twice each day—almost 8 miles total—the weather was always pleasant. Despite being so close to the equator, Quito’s high altitude in the Andes meant it was always fresh and cool. I learned during my daily strolls that pedestrian crosswalks existed only in the least frequented corners and never as many as one might expect. It was quite an exciting experience. But I also found that I was frequently left out for a pedestrian. Also, cataclums were an everyday occurrence, a fact I learned to appreciate. For later I discovered I would have to be constantly on the lookout to keep yourself safe if you left home looking like a mess that morning.

My experience in Ecuador involved a great deal of communing with nature. I was enamored by the Andes Mountains, views of which were literally a glance out the window. I would often catch myself gasping at the archaeological site of Cochasqui, we were fortunate to see amazing views and get startlingly close to a herd of alpacas. In the town of Otavalo, we hiked to see the Cascada de Pe-gueche, a very accessible waterfall behind which some of the village women were selling their wares. We hiked for seven hours, went bird-watching, rock-climbing, swimming, had a horseback ride, and road riding in a truck bed after zip-lining in the rain through a cloud-forest. Most impressive—and possibly oddest—was the way we fly-hatched out of its chrysalis, and later holding several of them on the tips of our fingers, tempted by sugary banana mush.

Food was a whole other ballpark in my experience and the Ecuadorian cuisine was not particularly adventurous, albeit challenging experience (read: Chinese food names in Spanish are really difficult to decipher). Other times I’d enjoy a simple trip to the market to get some fresh produce and then intend on doing off the influx of carrots at a discoteca later in the evening.

With every bit of exposure to Ecuador in the form of flora, fauna, and comida, it was immersion among the people, a genre, which made me feel even a part of the community.

When we went to the Ecuador vs. Argentina futbol game, it was an experience to remember. All the people, the cheers, the songs, the sun, the rain. Many of us purchased garbage price tickets for $1/bag to wear as makeshift ponchos. We learned all the molas polobras that were yelled at the Argentinian team and the Chilean referee. And we won! 2-0! I am still as enthusiastic as ever about that victory.

I confess I was already missing home two weeks into the program, but a month was not nearly enough time to do and see everything I wanted. However, the solidarity I felt with the people of Ecuador only grew the longer I was there. From watching the celebration of traditional indigenous festivals, to converting with locals about the status of English in the Ecuadorian education system, I felt a unity with these people. This country, that had not existed when I first arrived. Cliché as it may be, I was changed.

From my time in Ecuador, I received not just instruction in language and culture but also lessons in being a citizen of the world. Differences are not a thing to be overcome, but rather to be accepted and perhaps appreciated. And I firmly believe that we can find common ground along the way.

I can only hope that anyone who takes advantage of an amazing opportunity to study abroad would have a similar, if not more wonderful, experience.

So, what are you waiting for?

http://www.rochester.edu/college/abroad

Rodriguez (right) pictured with Iraqis with whom he worked as Research Manager on a Human Terrain Analysis Team.

Fiesta Indigena: A Celebration of Our Native Roots

Jorge Rodríguez ’75 ’04W is a Doctoral Candidate Counseling and Human Development University of Rochester

A Broad Abroad By: Maureen H. Thomas

04 FALL 2009 UNIVERSITY OF ROCHESTER OFFICE OF MINORITY STUDENT AFFAIRS TALL 2009 UNIVERSITY OF ROCHESTER OFFICE OF MINORITY STUDENT AFFAIRS 09
Art Opportunities at the U of R

The University of Rochester is oriented towards the sciences; however, a small but active Art History Department exists. Through the Art and Art History Department one can enhance and expand one’s educational experience to form a well-rounded education. Some may even choose to major, minor, or enroll in these areas, rather than just take electives.

The Art and Art History Department offer many opportunities for internships and study abroad. The options range from internships in Europe and New York, to study abroad in Italy. In the Rome and Arezzo programs, the benefit of studying art abroad becomes evident in the immediacy of the art. Allen Topolski, the head of the Art Department, described his realization that Van Gogh’s “Starry Night” was a demystified one, once compared to the actual painting in New York (MoMa). The Art 45 program highly supports independent initiatives to choose their own field of interest and their own internship in New York City. The program coordinator, then checks to make sure the internship does not involve “just packing envelopes” and confirms the student’s place in the intern for the spring semester.

Rayna Olter has worked closely with Dining Services since her first year and her focus is for the Ecolords program to ensure a lasting student leadership movement on campus. She works closely with Laura Lipinski, who is the Quad Area Supervisor, and Joel Hartman-Dow, who is the Susan B. Anthony Area Supervisor. Together, they communicate with the 20 incoming freshmen that became Ecolords and serve their specific living areas in Gilbert, Holbert, and Tiernan Halls.

The Ecolords program proudly exclaims, “Anyone can be an Ecolord!” As such, an Ecolord attends meetings and discussions on ways to reduce and conserve energy. The commitment is a year long, but only requires four hours of weekly training and meeting time. Most of the work is done independently through the organization of hall events, monthly meetings, and promoting areas, promoting competitions such as Recycle Mania, and inventing creative ways to incorporate sustainable living into dorm life. You can see a list of this year’s Ecolords as well as more information at: www.rochester.edu/sustainability/ecolords.

Other UR student initiatives include Green Food (http://www.rochester.edu/GreenFood), Sustainability (http://www.rochester.edu/sustainability/eco/), and Grassroots (http://www.rochester.edu/grassroots). Green Food is a blog about sustainable dining. Grassroots is a student-led project to convert waste vegetable oil from University dining centers into biodiesel to fuel a campus bus. Grassroots promotes environmental action and awareness.

With all these programs, not to mention more ideas brewing, it is clear that the University community is taking steps towards creating a more sustainable environment. And we foresee no end to these efforts. Paraphrasing a quote from hockey legend, Wayne Gretzky, Chu stated in his speech, “We’re asking the U.S. to skate where the puck is going to be, not where it’s been.” Following suit, the University of Rochester anticipates progress and change in a new era of sustainable development.

Sustainability (continued from page 1)

Some fields in which students have worked in the past include: Film and Media production, Film and Media PR/marketing, Visual Art, Photography, Animation, Visual Effects, Special Effects, Theatre and others.

On campus, there are many exciting courses available as well. One can focus on studio art or pursue an interest in doing art research. I have combined both my interests into a double major of Psychology and Studio Art, in order to pursue a career in Art Therapy. Some studio art courses which I highly recommend are: Performance Art and Social Intervention; Art Theory and Critical Concepts in Intro Painting with Professor Heather Layton. She is the most sincere and insightful professor I have ever encountered. As a freshman, in her advanced level performance art course, I was able to begin to develop an artistic identity, and to explore personal issues at a greater depth through the environment. She is also readily accessible to her students and offers a plethora of suggestions when one is stuck in a creative rut. There is also a sense of genuine intimacy amongst the students in her classes because she promotes bonding and interaction; encouraging friendships and dialogue to blossom. It is rare to find an academic experience such as the one offered in the courses taught by Heather Layton, and allows students to find small, but nurturing classes such as those offered by Art and Art History Department at the University of Rochester.

Taking a Census of Identity

By: Maureen Dizon

Not too long from now, the next U.S. Census will take place. As the official “decennial” count of people living in the United States, I am oddly excited and nervous for it.

The Census is only comprised of ten questions. Our answers to them will help determine funding for federal projects, and the number of seats each state will have in the U.S. House of Representatives, among other uses.

It may not seem like a big deal, but the U.S. Census Bureau implores us to think otherwise, declaring on the 2010 Census site, “We can’t move forward until you mail it back.” And there have been many changes through the decades. For example, the 7th Federal Census in 1850 asked for color and gave the choices White, Black, and Mixed. I am glad to note that there was no need on the 2000 Census for me to describe my tan, sort of brown, almost mocha and reddish in the sun complexion.

Not everyone will want to classify him or herself, and those big questions about race and ethnicity may seem to trivialize or over-simplify our rich cultural background and identity. Because sure, “labels are for cans, not people.” And Johnsmith expresses a popular sentiment when he sings, “Don’t put me in a box!”

Still, the Census creates an excellent point of departure for self-identification, especially in a new era where people are taking more strides towards a “post-racial” society. It will challenge us to know who we are, and this, in turn, sheds light on our “patchwork heritage.” It demonstrates, as President Obama proclaimed, that our heritage “is a strength, not a weakness.”

The challenge raised by self-identification can jumpstart a changed dialogue about race and ethnicity. We can not only look forward, but likewise “move forward” to a more sophisticated conversation about culture and race, one in which it is clear that we do not all wear our identities on our skin.

Everyone who answers the Census is a resident of the United States. It is inevitable that each person will identify him or herself in a different way. We cannot expect anything less than that. It may be the case that a man can consider himself many things at once, without planting flags or declaring allegiance.

The Census will ask us ten simple questions, but these short and sweet queries will essentially invite us to do so much more: To make ourselves count. To self-identify.

But perhaps it is best to know who we are now, rather than wait for the Census to come around in March, or in the next ten years, for that matter.

“I have a mass of kinky hair, light brown skin and lots of freckles. I’m black and Cuban, Australian and Irish, and like most people in America, I’m someone whose roots come from somewhere else. I’m a mixed race, first generation American.”

-Soledad O’Brien, broadcast journalist and television anchor

“For we know that our patchwork heritage is a strength, not a weakness.”

-President Barack Obama

January 20, 2009

“A man finds his identity by identifying. A man’s identity is not best thought of as the way in which he is separated from his fellows but the way in which he is united with them.”

-Robert Ternwilliger, Sideshow Bob voiced by Kelsey Grammer
Spotlight on Student Organizations

OMSA works closely with many student-run groups on campus. Here's a sampling of some of the great clubs that are always seeking new faces and more involvement.

**NSBE**
The National Society of Black Engineers' mission is to increase the number of culturally responsible Black engineers who excel academically, succeed professionally and positively impact the community. The NSBE experience empowers every member to reach their full potential. It encourages members to continue a strong legacy while maintaining leadership roles in Black Cultural organizations and other professional organizations. The goal is to instill pride and add value to members which causes them to want to give back to NSBE in order to produce a continuum of success, NSBE is advancing a cultural paradigm which inspires the Black community to achieve greater engineering and scientific feats than before ever.

**SHPE**
The Society of Hispanic Professional Engineers is a Pre Professional organization. It is the leading social technical organization whose primary function is to enhance and achieve the potential of Hispanic engineers, math and science, It is an organization that is not found just in the Rochester area but nationwide, including Puerto Rico. It is brought together by heritage, social responsibility and a desire to improve the quality of Hispanics through engineering and technology. SHPE Values excellence in education, professional pursuits and leadership. Members obtain excellence through integrity, empowerment, community, diversity, goal and continuous improvement. It is an organization that offers opportunity for every person.

**BSU**
The Black Student Union aims to promote social and cultural awareness and foster diversity within the University for the purpose of improving community relations. The goals of BSU are: to provide a vehicle and forum for the articulation and expression of views and interests of the Black students at the University; to establish and maintain active relations amongst and between the University's Black students and its faculty and staff; to operate open communications between the University's Black Community and that of the City of Rochester; to foster the recognition of the educational and cultural needs of Black students at the University. BSU is not solely for students of color, it is open to everyone and contains members of diverse backgrounds who unite as one.

**UR Messenger**
UR Messenger is a semestery publication created to provide a forum for discussion and raise awareness of the issues that are central and pertinent to the various cultural groups represented at the University. The Messenger is an intellectual publication discussing progressive issues of race, culture and gender. It is the only multicultural magazine on campus devoted to bringing the ideas, opinions, and perspectives that reflect the diversity of the University community. While UR Messenger recognizes the importance of cultural diversity, it encourages integration amongst all of the people on campus. It welcomes all contributions from the University community in the form of an opinion.

**S.A.L.S.A**
The Spanish and Latino Students Association is a student-run organization that is open to the active role on campus. Its members seek to be an all-inclusive cultural awareness group, open to the whole student body. Due to a small number of minority Latino students on the University campus, S.A.L.S.A. works towards students assimilating into the University community. For most students, S.A.L.S.A. can be that home away from home. In order to fulfill this goal members hold several cultural, political, and social events revolving around Latino culture. They pride themselves in supporting other cultural groups and working with other minority and non-cultural groups to diversify this campus.

**MSAB**
The main objective of the Minority Students’ Advisory Board is to improve the minority condition at the University of Rochester. MSAB does not represent one culture or ethnicity. It is a political organization that has realized the need for change. MSAB was established with the goals of serving to ensure the viability of historically underrepresented minorities at the University of Rochester. Members do this by maintaining a political agenda in the interest of minority students, and fostering cultural exchange within member organizations, individuals and the University community. MSAB works closely with its friends and University administration to ensure the needs of minority students on campus are met.

**MGC**
The Multicultural Greek Council is a coalition of Greek-lettered organizations, established in 2000. The purpose of MGC is to educate the University population about Fraternity and Sorority life, share a passion for service, promote the highest degree of excellence in academia, support fellow students, and inspire our communities. Each member organization of MGC has a specific cultural focus, which is the defining characteristic of the council. Although each fraternity and sorority within MGC has an individual cultural focus, none of the member organizations are culturally exclusive. Members benefit by being challenged and developing skills and competencies that prepare them for success. MGC motto: Together we inspire. Together we achieve.

**MAPS**
The Minority Association of Pre-Medical Students aims to increase the number of undergraduate students at the University pursuing careers in the medical profession. With a specific emphasis on students from underrepresented groups, MAPS provides a supportive environment for peer mentoring, academic support, and networking. Goals include building a support network for students pursuing careers in the health fields; developing relationships with medical students by encouraging greater interaction through study sessions, community service, and extracurricular activities; and providing access to volunteering and shadowing opportunities, among other objectives. MAPS is a collaborative effort by URMC (URMC), SUNY, and OMSA.