

ODASIS NEWSLETTER

ODASIS- A PROGRAM THAT WORKS AND SHOWS RESULTS!

Volume 10, Issue 1 – October 2014



Life Sciences

Did you know?

- ⇒ Rutgers University was **ranked #4** in sending African American students to medical school last year by the Association of American Medical Colleges (AAMC).
- ⇒ Over the past 10 years, **59% of Rutgers' pre-medical students** were accepted to medical school, which is significantly higher than the national average, which is **45%**.
- ⇒ Out of the **22** ODASIS high school seniors that participated in the Saturday Scholars program, **21** were **ACCEPTED** to Rutgers University and **19** of those students will **ATTEND** Rutgers (New Brunswick and Newark campuses).

(continued on page 2)

Upcoming Events

- Motivational Workshop:
November 21, 2014 11am

- GRE's Spring 2015

- MCAT's Online Spring 2015

Past events: Medical School Trips,
Access Med Ceremony, ARESTY
Symposium, ODASIS Open House,
Fall Orientation



Office for Diversity & Academic Success in the Sciences

Student Success Story

Perspective on Balancing Academics and Extra-Curriculars

While the standard for evaluating programs typically rests in quantitative data gathered from number-based studies, there are other qualitative tools for measuring a program's effectiveness. For example, the crucial difference a program makes in the lives of its participants can also be communicated through testimonials as well as personal narratives.

The following is an interview narrative from Aileen Baffo, member of the 2014 graduating class of Rutgers University. Ms. Baffo's journey demonstrates the efficiency of the ODASIS program in moving underrepresented students

from freshman year to graduate school acceptance. Aileen recounts the perils of getting too involved with campus activities while studying for the MCATs, and she highlights the impact ODASIS had in guiding her toward her goal to become a doctor:

As a child, I witnessed early on how physicians play a major role in transforming the health of an individual through several experiences with my mother. Yet, I had absolutely no idea exactly how much work and time it would require every day. What I did know, however, was that the ODASIS program at Rutgers would certainly be able to give me the clear insight I needed by providing me with mentoring, advising, and preparation for my academic and professional future. In order to ease the transition from high school to the laborious pre-medical science courses that Rutgers had to offer, I joined ODASIS my freshman year of college. I didn't suspect, in the end, I would be attending the Keck School of Medicine at the University of Southern California on full scholarship after a hard lesson regarding extracurricular activities that taught me: Balancing academics and extra-curriculars is essential!

If I could give one piece of advice to ODASIS students, including the new and the old, it would be not to spread yourself too thin with extra responsibilities during your time at Rutgers. I learned this the hard way my junior year when taking the MCAT course. It's probably not a good idea to take Organic Chemistry the same semester you are also captain of the softball team, president of the chess club, and a member of other clubs.

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Aileen Baffo,
Keck School of Medicine, Class of 2018

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Student Success Story

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Like every other pre-medical student, I wanted to have a packed resume full of extracurricular activities and leadership positions so I could be that “well-rounded” student medical schools look for. I found myself overly stressed and lacking in preparation, which was reflected in my test scores. This caused me to doubt myself for a large chunk of the MCAT course. In order to resolve this dilemma, I had to temporarily discontinue my participation in extracurriculars in order to play catch up and get back on track with my MCAT studying.

It is understandable and advisable to take on leadership roles as a pre-medical student, but I believe strategy and pacing of such activities are both equally important. Be sure to save your busy extracurricular activities for semesters with lighter, easier courses. It is important to highlight, however, that activities are not the issue, but rather choosing the right activities that inform your ultimate career goal.

The ODASIS program allowed me to branch



Aileen Baffo, Bridgette Wamakima, and Vanessa Arientyl- all attending Keck School of Medicine on full scholarship

out and find stimulating ways to fuse my interests and my passion for medicine. For example, I was introduced to NERA MedPrep Summer Program at Mt. Sinai, where I had my first shadowing experience in a community health

center. Through ODASIS, I was also introduced to the Bridging the Gaps Program at the Keck School of Medicine at the University of Southern California. Upon arriving at Keck for the summer program, I immediately felt a sense of home that I found comparable to first joining the ODASIS Program. This helped me realize that Keck was the right school for me.

Years of hard work paid off, and after being accepted to the Keck School of Medicine, I realized that my decision to attend was heavily influenced by my summer research experience, coupled with the compassion from the faculty and student body. Hard work, dedication, and perseverance helped me achieve this goal. It was a blessing to be able to attend an amazing school on full scholarship, and I am thankful for everyone, especially at ODASIS, who have supported me through this journey.

Did you know?

186 EOF students enrolled in **ODASIS programs** for the 2013-2014 school year.

88 ODASIS students participated in **summer research programs** in 2014, compared to 75 in 2013.

In 2013, the AAMC ranked Rutgers University, New Brunswick as...

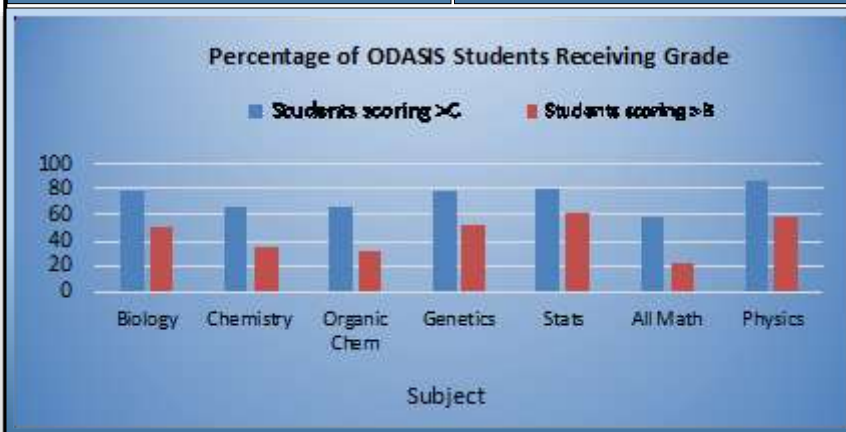
#4 (out of 72 listed) for sending **African American** students to medical school

#10 (out of 56 listed) for sending **Asian** students to medical school

#16 (out of 31 listed) for sending **Puerto Rican** students to medical school

#39 (out of 72 listed) for sending **Hispanic/Latino** students to medical school

Source- AAMC Website <https://www.aamc.org/download/321446/data/2013factstable2-1.pdf>



ODASIS offers **MCAT** preparation classes both in person and online. For the 2013-2014 academic year, the average composite score of these students was a score of **27.58**, compared to the national average, which is **25.3**

62 graduating ODASIS seniors and alumni were **accepted** to Graduate Medical, Dental, Osteopathic, MD/PhD, and BA/MD programs in 2014.

From Recitations to Radiology

In 1986, the ODASIS program was created to increase the recruitment and retention of educationally and economically disadvantaged students from underrepresented communities pursuing careers in the sciences. This mission is manifested through offering supplemental instruction and academic advising.

Sharon Gonzales was one of the first supplemental instructors involved in the initial development of academic support at ODASIS. As a Rutgers University sophomore, she, along with another student, implemented and facilitated recitation classes that included advising, test preparation, and one-on-one tutoring. Now practicing Diagnostic Radiology and Vascular and Interventional Radiology for close to 20 years, Sharon reflects on her foundational experience at ODASIS and the impact such a program has on increasing exposure to the medical field for students from backgrounds similar to hers.

“Coming from a single parent, immigrant family as an only child, I wanted a career that engaged my passion for science and ensured financial security for myself as well as my future family,” says Sharon. After being a founding staff member of the ODASIS program and graduating from the Robert Wood Johnson Medical School in 1995, Sharon is now a radiologist in East Orange, New Jersey. She truly believes that the personalized supplemental instruction, academic support and familial environment of many access and success programs encourage underrepresented students to push themselves to work harder and succeed—because they feel it as an extension of their own family groups.

Through forming close bonds with the ODASIS students

that she advised and instructed almost 30 years ago, Sharon was able to model for them the importance of seeking out shadowing and mentorship opportunities through her internship at Bristol Myer Squibb, where she partnered with a Senior Researcher and eventually went on to design research plans, construct lab procedures, and carry out tests to collect data for various



Sharon Gonzales, M.D.

projects. One of Sharon's most memorable experiences was getting the opportunity to use a machine valued at a million dollars, one that only 100 people knew how to use in the world at the time.

Sharon advises that students on the path to medicine must experience research opportunities and shadowing doctors. She also suggests that individuals in the medical field should remember that there is life outside their careers, and it is important to keep learning about anything and everything. Knowledge regarding many subjects, when applied to medical practice, ensures the versatility of a doctor.

ODASIS was one of the first organizations that furthered Sharon's interest in the sciences through exposure. She believes that programs like this one are still as crucial as they were almost 30 years ago—as issues in inequality still persist.

Scholarship Awards



Sylvia Mwanzia- Faber Future Scholarship

Vanessa Arientyl- Faber Future Scholarship

Kelsey Sorrel- Kathryn D. Ulrich and Stephen Holmes Undergraduate Scholarship

Michael Boateng- School of Arts and Sciences Excellence Award and Lawrence P. English Endowed ODASIS Scholarship

Oluwatoyin Dada- Drs. Christine and Gregory Heyt Endowed Scholarship

Ashley Abbott- Harold and Reba Martin Endowed Scholarship

Aileen Baffo- Hugh E. Thomson Scholarship and the Azzara Family Endowed Scholarship

Ruben Salazar- Herbert Pardes Excellence Award

Summer Research Participants

88 ODASIS students were accepted to various research programs throughout the country this past summer. These opportunities allowed our students to gain experience in scientific research, making them more competitive candidates for graduate and health professional schools. Here are some testimonials from students, indicating the type of research they conducted and the projects they worked on.



Diana Torres
Vanderbilt University

"This summer I worked in Wallace Lab at Vanderbilt University. The lab focuses on multisensory integration and how this is affected in developmental disorders such as in autism spectrum disorder (ASD). In ASD there is a deficiency in the ability to integrate sensory information across modalities, which may contribute to the impairments in communication and social skills observed in ASD patients. My project studied how variable visual feedback given throughout the training, influenced the narrowing of this time window. The study provided further evidence that external feedback in the training paradigm is capable of narrowing the time window of sensory integration and in future studies this training will be used in ASD patients to see if it has the same effects in them".



Denese C. Brown
Keck School of Medicine, USC

"It was previously determined by other researchers that Sprague Dawley rats, when fed a high potassium diet, had increased kaliuresis, natriuresis and diuresis. The McDonough Lab decided to test whether this would hold true for female rats of the same strain due to recent mandates by the NIH to include females in studies as this might have great clinical significance. Our goal was to determine potassium homeostasis in females and compare responses to a potassium rich meal. We ultimately found that females have lower urine and plasma sodium and potassium concentrations as well as osmolality when compared to males".



Henry Uran Jr.
University of Buffalo – CLIMB UP Program

"My research consisted of trying to find if certain neuronal protein markers, GAP-43 and Nerve Growth Factor in this case, were expressed in a heart that suffered a subendocardial infarction. In addition, we also performed a global injection of cardiosphere-derived cell (CDC's), or cardiac stem cells, to see if that would promote some type of neuronal expression which could be a sign for myocardial regeneration. We determined that patients who suffer subendocardial infarctions are less likely to experience ventricular arrhythmias. Also, the injection of CDC's do not have the same regenerative effect in a subendocardial infarcted model compared to transmural infarction".



Nia Carty
BCP – Rutgers Robert Wood Johnson Medical School (Level 2)

"During my participation in BCP, I researched adult hippocampal neurogenesis. The idea that the adult brain has the ability to regenerate neurons has been proposed various times over the past century, yet the possibility of neurogenesis was harshly resisted. Now that research has demonstrated that neurogenesis occurs throughout adult life, the therapeutic potential of neurogenesis has gained wide acclaim. Scientists hope to gain a sufficient enough understanding of the mechanism of neurogenesis, which will enable them to fix impaired neurogenesis in patients with neurological disorders, and/or use neurogenesis to grow new neurons for cellular transplantation".



Nataki Duncan
Johns Hopkins

"Epstein - Barr virus (EBV) is a part of the herpesvirus family. In humans the most common viral diseases, such as chickenpox and herpes simplex, are caused by the herpesvirus group. Like the rest of the herpesvirus family, EBV is known to be a latent infection; the virus undergoes latency in which no genes are expressed, allowing for the virus to survive within the host undetected.

This project assessed the performance and precision of a CIA method (Liaison) compared to the current EIA and form the basis of the clinical laboratory validation for the introduction of CIA for EBV serology testing. This is important because this test has potential to be more cost effective and faster than the current method to detect EBV antibodies and potentially lead to better treatment".



Darius White
NERA – Rutgers New Jersey Medical School

"The Healthy Living Initiative (HLI) is a longitudinal health and wellness community intervention model. The HLI rests on a four-year study which examined individual, social and structural determinants of food acquisition practices (healthy shopping and eating) in three neighborhoods in Newark, NJ. Designed as a systems' intervention, the HLI addresses behavioral, cultural, social and structural barriers to healthy living, particularly among young children living in low-income neighborhoods".

AccessMed Ceremony

The Access Med Ceremony, held on May 1, 2014, included over 300 guests: graduating students and their proud parents, rising sophomore and junior students, and faculty/staff members. In attendance were: Dr. Richard Falk, Executive Dean of the School of Arts and Sciences; Dr. Kenneth Breslauer, Vice President for Health Science Partnerships; and Dr. Michael Beals, Vice Dean – Office of Undergraduate Education.

We celebrated 30 alumni who have graduated from medical, dental, osteopathic and public health schools and the acceptance of 61 ODASIS students into health professions and scientific graduate programs as well as the healthcare workforce. Extending the same celebration to our high school programs, we honored all 22 New Brunswick seniors in our Johnson & Johnson Saturday Scholars' Academy accepted to colleges, with 18 of them being accepted to Rutgers University.

This year's keynote speaker was Dr. Wise Young, Founding Director of the W.M. Keck Center for Collaborative Neuroscience, who discussed his professional journey and challenged the audience to consider the importance of giving back. In addition to Dr. Young's keynote presentation, Gbolabo Sokunbi, MD, an ODASIS alumnus and Orthopedic Surgeon,



Wise Young, M.D./Ph.D

shared his experiences in medicine, motivating and encouraging ODASIS students while they were preparing for finals and the MCAT.

Attendees old and young each walked away with a newfound appreciation for the sciences and medical field after the touching keynote speeches. Current ODASIS student, Andy Reyes, also gave a heartwarming bilingual speech alongside his mother, Dominga Reyes, who both thanked Dr. Khan, Director of ODASIS, and his staff for their endless support, commitment, and dedication to their students.

High Achievers



At the Office for Diversity and Academic Success in the Sciences (ODASIS), the staff celebrates its participants' successes.

ODASIS hosted the High Achiever Recognition Ceremony on Friday, February 21, 2014, at Rutgers University. The students in attendance were our best-performing students who earned GPA's of 3.4 or above, despite having rigorous workloads, both in and out of the classroom. The event's objective was to encourage the students to maintain their high level of excellence. For, academic rigor is a key component in studies on persistence in helping students remain on a path toward matriculation in school.

One of the speakers was Audrey Bennerson, the Director of the Educational Opportunity Fund of Central New Jersey. Ms. Bennerson spoke about how many students overcame obstacles and moved forward, achieving both academic and professional success. The keynote address was presented by Dr. Darrin York, Department of Chemistry and Chemical Biology. Dr. York spoke about the importance of Chemistry, academic excellence, and the limitless career and research opportunities in the sciences. Each student went home with a certificate and special medal as a keepsake to remind them that their stellar efforts were recognized and celebrated.

Medical School Trips



Developmental Specialists Frank Brifu, Jonathan Langowski, and Jessica Escoria escorted several ODASIS students to explore medical programs at many schools including RU- Robert Wood Johnson Medical School, Temple University School of Podiatric Medicine, Philadelphia College of Osteopathic Medicine, New York University School of Medicine, W.M. Keck Center for Collaborative Neuroscience at Rutgers University and the University of Medicine and Dentistry School of Osteopathic Medicine.

Doctors and specialists at each university simulated medical procedures, explained surgical approaches, and went more in depth with different specializations and medical fields. Students were exposed to the application of medical knowledge in the real world, and enjoyed interacting with university faculty and students, to get a feel for the programs and environment of the school.

Through the tours of classes, labs, research programs, students had an opportunity to experience and understand the daily schedule of both students and faculty. The staff at every school was very welcoming and supportive, and provided several helpful tools for students, including student speaker panels, admission member panels, one-on-one question opportunities, and opportunities for summer immersion programs.

Dentist Success Story

"ODASIS was a great form of support for students who harbored an interest in medicine. The supplemental instruction, mentoring, and peer support were all extremely helpful for me" says Dr. Elo Adibe, alumnus and former member of the ODASIS program at Rutgers University (Class of 1998). Elo feels as though the academic support and supplemental instruction helped him manage his time as a student and develop good study skills to be successful in the future.

As a current prosthodontist managing his own practice, Elo was always set on pursuing dentistry, even from a young age. While many college students interested in the sciences usually wish to apply to medical school, Elo was interested in dentistry, and then went on to attend New Jersey Dental School. Elo has a passion for restorative dentistry, and appreciates how his daily routine involves many "sculptures" of teeth. Interacting with patients is another part of being a dentist that Elo enjoys. "I have the desire to do the best I can professionally, and I want to be in the position where I would never turn away any person who needed my help" he says.

Elo made full use of the ODASIS programs as a way to study for the DATs. While most students were studying for MCAT exams, he was motivated to pursue his own unique path as a dentist because of his increasing interest with teeth and restorative



Elo Adibe, D.D.S.

dentistry. After shadowing a general dentist, his interests in the field were strengthened, and he recommends that other students explore different professions before pursuing a particular path. When asked about dental school, Elo emphasized the volume of material he was learning, and how the amount could be overwhelming at times. After his experience at Rutgers, however, he improved his time management and studying skills.

Dr. Adibe now has his own dental practice, and is appreciative of his exposure to the business aspect of the practice, along with daily patient interaction and application of his specialized dentistry knowledge.

Motivational Workshop

Work Study Success



Medical Student Presenters

ODASIS hosted a Motivational Workshop on November 22, 2013, in order to motivate students by providing them with insight regarding helpful time management skills, study habits, and general advice for academic success. Over 500 students, 53 different health professional school representatives from across the country, and the ODASIS faculty, staff, mentors, and supplemental instructors were in attendance. Various guest speakers also included information regarding applications, summer programs, and financial aid.

One of our guest speakers was Jason Smith, MD, an ODASIS alumnus, who is currently completing his fellowship in interventional pain and sports medicine at Coordinated Health in Lehigh Valley, Pennsylvania. We are pleased about the success of all our alumni, and Jason is a great example of how perseverance and hard work pay off.

Other speakers also included Adam Aponte, the Assistant Dean for Diversity and Inclusion of Hofstra North Shore-LIJ School of Medicine and Muffin Lord, the Administrative Director of the Honors Program and the Scholarship Administrator of the School of Arts and Sciences. To give workshop attendees another perspective, we also had current ODASIS students Chioma Moneme and Daniel Guzman give presentations regarding study strategies and work habits that they found to be successful.

These different speakers presented distinct, unique stages of success: from current undergraduates to successful physicians and academic administrators. These accomplished speakers shared one message with the students: that the road to success is difficult, but with perseverance and focus students can achieve their goals.



Nic Balbi

ODASIS is a proud supporter of the Rutgers Student Employment Office and has had the privilege to extend learning and work experiences to numerous work study students. During the 2013-2014 academic year, one work study student in particular stood out among the rest—Nicolas Balbi, or as we like to call him, "Nic".

Nic established himself as an outstanding employee while working for our high school Saturday Scholars Program as a supplemental instructor. Nic assisted all of the high school students enrolled in both our 11th and 12th grade programs by providing them with additional academic support and instruction. He went out of his way on countless occasions to assist students after hours and provide them with further clarifications and support to help maximize their success in our programs. Because our programs work with diverse populations, Nic also helped with translating and communicating information to non-English speaking parents that came to visit or attend our workshops. In addition to working within our office as a work study student, Nic is also enrolled in our ODASIS program, which calls for extensive commitments and academic expectations for our college students. He is extremely passionate about the medical field and has made every attempt to make a difference in his community.

Because of his outstanding performance as a work study student, not only was he nominated for the Charly Totoro Undergraduate Student Employee of the Year award, but he received high honors from the Rutgers Student Employment Office in receiving second place for the 2014 Student Employee of the Year! He is a valuable member to our ODASIS family and we consider it a privilege to have him represent our department.

ODASIS High School Programs: Reaching Out to Our Community



In addition to the college level science and math academic programs offered within ODASIS, another unique support unit provided through our office are the High School Programs, which include the Saturday Scholars SAT Prep Academy, 12th Grade College English Program, AVID Supplemental Instruction Program, and Bridge to Employment Program. These programs are all designed to provide students from the New Brunswick Public School system with exposure to STEM professions, Rutgers University student mentors, faculty, and facilities. Success in our high school programs provides students with a unique opportunity for a gateway into any university and a fantastic way to enhance college applications. All of these programs are made possible through the generous support of Johnson & Johnson and the New Brunswick Board of Education.

Saturday Scholars SAT Prep Academy: ODASIS has been a proud partner with Johnson & Johnson for well over fifteen years in providing these academic programs and services to students enrolled in the New Brunswick Public Schools. Students who are enrolled in the Johnson & Johnson 11th Grade Saturday Scholars SAT Prep Academy are provided with an opportunity to enhance their understanding of mathematical and scientific concepts and applications, as well as to improve their writing and reading comprehension skills. The program is designed to strengthen problem-solving skills, abstract reasoning, critical thinking, and written/oral expression.

Outstanding Achievements: This 2013-2014 academic year, 36 students from the New Brunswick Public High Schools successfully completed the Saturday Scholars program. The student's overall SAT composite average increased a remarkable 282 points, ending with an average score of 1625, making a new record for the Saturday Scholars program!

12th Grade College English Program: The 12th Grade College English Program provides high school seniors from the New Brunswick High School and the New Brunswick Health Sciences Technology High School with an opportunity to earn up to six college credits through the successful completion of Rutgers Basic Composition (English 100) and Expository Writing (English 101). Students who are accepted into this program take these college level English courses with professors from the Rutgers University English Department. Fulfillment of these writing requirements prevents students from having to be placed into remedial writing courses which would limit the number of science courses into which students can enroll.

Outstanding Achievements: For the 2013-2014 academic year, 23 students successfully completed the Rutgers Basic Composition (English 100) course, with 15 students receiving a 3.0 or higher! 22 students moved on to complete Rutgers Expository Writing (English 101) and we are pleased to report that 100% of students successfully completed the course, with 15 students earning a 3.0 or higher!

Bridge To Employment Program: Bridge to Employment (BTE) is a Johnson & Johnson sponsored program that collaborates with FHi360 and has been established worldwide for over ten years. Through educational and work-based experiences, BTE aims to prepare students for higher education and ultimately, a professional role in workplace. Goals include: higher math and science GPA of the students; higher SAT scores; greater number of high school students graduating with college credits; more students applying to competitive institutions of higher education; fewer number of students requiring remedial placement in college; and an increased number of students graduating high school with internship and job shadowing experiences.

Outstanding Achievements: We are pleased to report that 2 students from the initial BTE cohort will be completing medical school next year from Robert Wood Johnson Medical School and NYU. Additionally, 11 students from the second BTE cohort are entering their junior year of college here at Rutgers University. These students are all performing well academically and 4 have recently been extended scholarships due to their outstanding academic performance.

AVID Program: The Advancement Via Individual Determination (AVID) Program is designed to assist students who are in the academic middle. Statistically speaking, these students are those who perform well on standardized testing, but whose grades are not matching up with their ability level. ODASIS plays a large role in providing supplemental instructors for the AVID students of New Brunswick High School, New Brunswick Middle School, McKinley Middle School, and Woodrow Wilson Middle School.

Outstanding Achievements: Through the generous sponsorship of the New Brunswick Board of Education, ODASIS was able to provide 35 AVID instructors to provide supplemental support to students enrolled in the New Brunswick schools this 2013-2014 school year. Overall, the students in the New Brunswick school district have seen an increase in their grades and have developed a solid foundation in their core classes. Also, 100% of the AVID high school students successfully passed the Language Arts section of the HSPA exam!

Special Recognition: ODASIS would not be able to provide such successful program offerings to high school students if it were not for the generous support, sponsorship, and commitment of the New Brunswick Board of Education, Johnson & Johnson, FHi360, and the Rutgers Writing Program. The High School Programs would be remiss if we did not recognize the countless hours of volunteer services that have been provided to our high school students from students enrolled in the ODASIS MCAT courses, Rutgers Honors Program, and MAPS Program. It is through the combined endless efforts of these partners, along with the determination and commitment of the high school students that these programs continue to flourish and achievement gaps are on the way to decline.

Learning Never Ends



Darrin York, Ph.D

"The more I learn, the more I realize there is to learn" said Darrin York, a chemistry professor at Rutgers University. When asked why he enjoys teaching students, Professor York explained that pupils often excel in subjects about which they are most passionate if they cultivate real world connections. Through these endeavors Dr. York said he had seen work from his textbooks come alive in new ways, and he draws great satisfaction from this. He recommends that students take advantage of every research opportunity while also being discerning about the company they keep.

Dr. York has an impressive resume, yet, he is quick to point out that even after receiving a doctoral degree, he sought opportunities to learn and develop. Dr. York has a Ph.D. in Physical Chemistry from UNC Chapel Hill, an NSF Post Doctoral Fellowship in Computational Science and Engineering from Duke University, an NIH Post Doctoral Fellowship in Chemistry from Harvard University as well as an EMBO Postdoctoral Fellow from the Université Louis Pasteur in Strasbourg, France.

The accomplished Dr. York notes, in reflecting on his experience at Harvard University with his advisor, the 2013 Nobel Peace

Prize winner Mark Karplus: "Two of the most important things in research are the people you are surrounded by and how you, as an individual, are affected by them and the science around you." His maxim is also corroborated by the fact that surrounding Dr. York from an early age was his father—a physicist, who inspired him to continue in the sciences.

One of the hardships that students face entering college after high school is finding new 'learning communities' that nurture healthy habits. Dr. York shares that the transition is difficult, yet, he sees academically-based friendships as helping each member gather and share resources while additionally pushing each member to do his/her best. When one friend sees an email for an internship, she is likely to pass it on to another friend that she believes will take the opportunity seriously—an opportunity that might not have seemed obvious to one working in isolation.

We never stop learning. Finding the right community sets one up to discover the right opportunities. Dr. York notes that each experience at one post-doctoral program led him to the people, professors, and resources for another postdoctoral program.

He will continue, like his father did with him, to encourage and inspire students to let their curiosity in the sciences lead them to the right communities.

Overcoming Obstacles: An EOF Student Perspective

Precious Tabansi, ODASIS and EOF alumnus and current medical student at the RU- Robert Wood Johnson Medical School, Class of 2018:

"The life of an individual consists of multiple experiences, challenges, and achievements. All of these components are instrumental in creating one's path to success. Challenges, primarily, can either make or break an individual depending on how the individual can cope. Born in a different country, and immigrating to the United States, I knew that getting the education that I required to live my dream of becoming a doctor would be my main challenge. My undergraduate experience was truly a series of trials from Organic chemistry to taking the MCAT there seemed to always be something that needed to be done. Thanks to the program I always felt like I was in great hands. ODASIS really helped me to structure myself and set goals. The resources that I acquired and utilized through the program were countless and valuable. The support I gained from the staff was endless. Through this program I was able to achieve my dream of being accepted into Robert Wood Johnson Medical School with a scholarship.

These life experiences have helped by empowering my focus and determination in obtaining a medical degree. I am a firm believer that our circumstances do not determine our disposition. The

trials that I have endured from birth till now have defined who I am and made me a stronger individual. I know that obstacles will always be present in my life; but to be successful I must stay focused, be courageous, and carry on. I've come to appreciate the challenge of becoming a doctor and I have proven myself both academically and mentally. I am confident that a medical degree will allow me to overcome obstacles that seem insurmountable. I know that I am capable of conquering and achieving anything that I put my mind to. I see medicine as a great encounter with numerous rewarding experiences and I look forward to a positive, enjoyable, and prosperous career. I thank God for aiding me with the strength to accomplish my dreams and for blessing me with the ODASIS and EOF programs. I am proud to be a part of the Robert Wood Johnson Medical School Class of 2018."



Precious Tabansi (scholarship)

Scholarship and Program Success



Richard Couso

UPenn-Perelman School of Medicine

Scholarship



Julian Watson

Rutgers—NJMS

Scholarship



Jeff Chukwuneke

Columbia College of Physicians and Surgeons:

Scholarship



Tito Mantilla (EOF)

Rutgers—RWJMS

Scholarship

1065 ODASIS GRADUATES FROM 1990-2014

Profession	Number (%)	Profession	Number (%)
Medicine (MD)	410 (38.5%)	Medicine / Public Health (MD / MPH)	4 (0.4%)
Osteopathy (DO)	65 (6.1%)	Chiropractic (DC)	4 (0.4%)
Biomedical Sciences (MBS)	38 (3.6%)	Biomedical Engineering (MBE)	3 (0.3%)
Dentistry (DMD / DDS)	26 (2.4%)	Law (JD)	3 (0.3%)
Biomedical Research	11 (1.0%)	Optometry (OD)	4 (0.4%)
Physician Assistant (PA)	9 (0.9%)	Medicine / Biomedical Sciences (MD / MBS)	3 (0.3%)
Podiatry (DPM)	11 (1.0%)	Research (PhD)	2 (0.2%)
Nursing (RN / BSN / LPN / MSN)	9 (0.9%)	Medicine / Business (MD / MBA)	1 (0.1%)
Medicine / Research (MD / PhD)	8 (0.8%)	Osteopathy / Law (DO / JD)	1 (0.1%)
Pharmacy (Pharm D)	17 (1.6%)	Master of Science (MS)	1 (0.1%)
Osteopathy / Biomedical Sciences (DO / MBS)	7 (0.7%)	Veterinary (DVM)	2 (0.2%)
Public Health (MPH)	6 (0.6%)	Other (e.g., business, education)	408 (38.3%)
Physical Therapy (PT)	12 (1.1%)		

Congratulations to the Class of 2014!

Graduating Seniors and Alumni Accepted to Dental, Graduate Medical, Osteopathic, Physical Therapy, MD/PhD and BA/MD Programs



Luisa Rodriguez,
Rowan SOM
(EOF)



Ezinnem Ugoji,
UPenn



Daniel Guzman,
NJMS

Rutgers– Robert Wood Johnson Medical School:

Gabrielle Abissi
Ijeoma Eleazu
Nicole Heath
Ifeoma Ike
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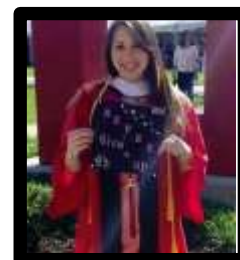
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