



*The 2019
Garnish
Scholar
Awards*

Saturday, September 7, 2019

The 2019 Garnish Scholar-Athlete Awards

From the Director's Chair

George VanderZwaag

Executive Director of Athletics

Today we recognize ten of our senior students as Garnish Scholars. The Garnish Program was created in honor of Lysle "Spike" Garnish, coach and mentor to many Rochester students from 1930 to 1948. He became a trainer and assistant basketball coach in 1931. He was named an assistant baseball coach in 1932. Spike was an assistant football coach from 1945-48.

The Friends of Rochester Athletics, through an alumni committee, reviews nominations of students from our varsity teams who have achieved at a high level in both their athletic and academic pursuits through their junior year. From these nominees, a small number are selected as Garnish Scholars.

Periodically, the Garnish Memorial Citation is given to a graduate, faculty member, or a staff member for dedication and contributions to the intercollegiate athletic program.

These students represent the ideal of the scholar-athlete. They lead our teams on the field of play, while doing outstanding work in the classroom. I am continually inspired by what our students are able to achieve when given the opportunities at a great institution like Rochester. What we know about the students that we recruit is that they set high goals for themselves inside and outside the classroom. What we learn from our Garnish Scholars, and reaffirm today, is that Rochester students are able to demonstrate educational excellence through an outstanding combination of athletic and academic achievement.

The Garnish Committee is proud to present to you these exemplary University of Rochester undergraduates and the Friends of Rochester Athletics continues to remind us of the values of this institution through the Garnish Program.



Harleigh Kaczegowicz (r.) starred in softball in all four years. She was elected as an Academic All-American and graduated with Phi Beta Kappa honors. She is ranked in the top 10 in 19 career stat categories.



Jacob Wittig (r.) earned All-East honors from D3hoops.com and First Team All-UAA accolades. He finished his career fourth in assists (460), ninth in steals (132), and scored 1,011 points.

The Garnish Scholars Excel in the Classroom and on the Field...



Bryce Ikeda (c.) of the men's soccer team, pictured here with George VanderZwaag, was elected as an Academic All-American, a First Team All-American, and named the Midfielder of the Year. Rochester advanced to the NCAA Men's Soccer Final Four.



Kylee Bartlett (r.) was a three-time NCAA Division III Individual National Champion. She earned five All-America honors in track & field and was elected as an Academic All-American three times. She was the NCAA national individual runnerup in the pentathlon in March, 2019.

You won two All-America honors in sprints at NCAAs last year – the 60 meters (third place) and the 200 meters (sixth place). What's the key to succeeding in shorter races?

You need to have a strong start. For the 60, that majority of your race is the start. Good starts mean having a fast reaction time, big arm swings, and the ability to maintain the optimal angle between your body and the ground. We tend to practice starts at least once a week, and a lot of our lifts involves power-lifting to ensure that each start is explosive and demonstrates that we are ready to compete.

At the starting block, what's going through your mind?

Honestly, nothing—or at least that is what I am trying to do. When it comes to most things I do in life, I have a tendency to compare myself to others. It is a bit of an unhealthy habit, because it usually makes me be too hard on myself or overthink the task at hand. I learned in high school that if I started to try to compare myself the girls running in the heats before me, I would be a little too “in my head” for my own race. A lot of the time before I have to get in the blocks, I am trying to clear my mind of those feelings and focus on the things I can control. I will usually keep my back to the starting line and ignore any of the heat-winning times being announced overhead.

Are you running against people in adjacent lanes or just concentrating on doing as well as you can?

As any wise coach will say, run your own race. In shorter races, like the 60 and 100, focusing on what other people are doing can be detrimental to your own block start. You get so focused on seeing what's going on around you that your starting form suffers and you miss out on some extra speed. Sometimes I will put my hands on the sides of my face before getting in the blocks to remind myself that the only person whose race I can control is my own.

When did you become a sprinter?

I started sprinting in the 7th grade, which is the first year you can do sports in my school district. My family is not very athletic, but I knew from a young age that I wanted to do a sport in middle school. Most of my friends were distance runners and ran for our cross country team. I tried going on the mile-or-so run on the first day and promptly quit. I tried out for the track team the following spring and did sprints. That way, I could still see my friends without having to run as much.

How does a typical week of training break down for you?

I have two days that I lift; one day will be mostly leg/lower body exercises, while the other day is arms. For running, my week often starts with some sort of tempo running, such as repeat 200s. We run these workouts at a slower speed, but our rest is also decreased so it is a bit of a challenge. I have two days of explosive and acceleration drills. This is when I will be practicing my block starts. One day a week is the hard running day, where we do high intensity running for longer distances, in order to build speed endurance. Finally, I have a recovery day where coach usually has me aqua-jog in the pool.

What appealed to you about your major?

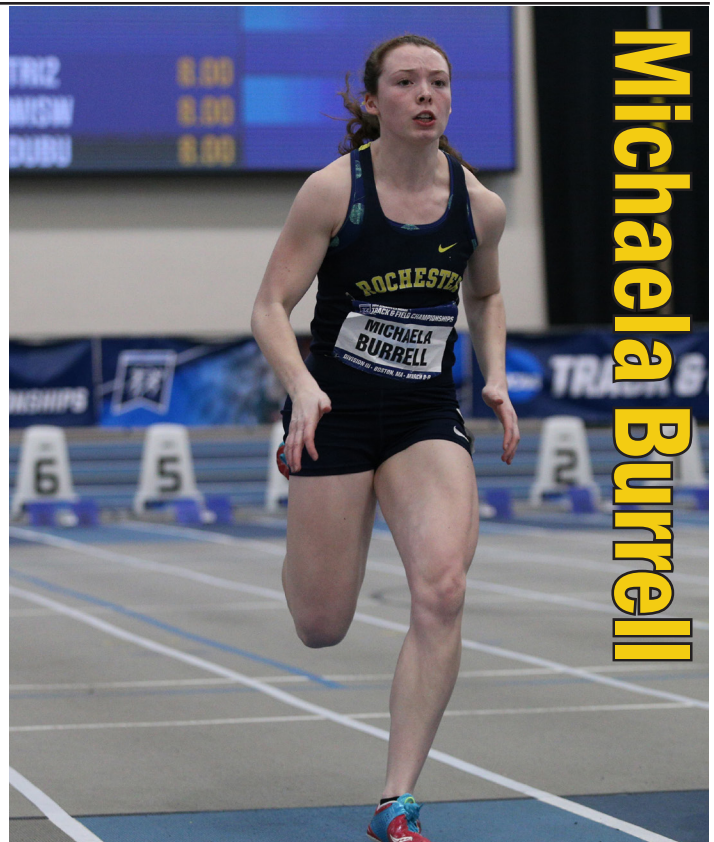
Ever since I was little, I have had a strong affinity for the outdoors. My grandmother taught me how to identify different birds when I was about 4. Growing up, I always knew I wanted to have a career working with animals, perhaps as a vet or zookeeper. I became set on a career in ecology after seeing the B.P. oil spill on the news. For the first time in my life, I saw birds that were in grave danger due to human action. From that moment on I knew that I wanted to do work that could contribute to conservation.

What are some of the projects you are doing?

I have been working with Dr. Fry for two summers, as a part of the McNair Scholars Program and the de Kiewiet Summer Research Fellowship. My project consisted of examining the effects of varying ethanol doses on the mating success of the common fruit fly, determining whether male flies exposed to non-lethal doses of ethanol differed in the amount of time taken to begin copulation when compared to males lacking this exposure. This fall, I am taking an independent research course with Dr. Chen, analyzing eBird data from the Cornell Lab of Ornithology to see how specific bird populations have changed over the past 20 years due to climate change.

What led you to apply to Rochester in the first place?

My sister was moving to Pittsford the summer before my senior year of



HOMETOWN: Corning, NY
MAJOR: Ecology & Environmental Science

high school. I had first heard about Rochester when a classmate received an award from the University that previous spring. Out of general curiosity for the school (and wanting to find an excuse to not help my sister unpack), I suggested to my mom that we should visit the campus on the day of the move. As fate would have it, I got a recruiting letter from Coach in the mail the week before we left, and the rest is history. Rochester was the only Division III school I was looking at for track, the rest were Division I programs with intimidating recruiting processes. Coach Albert has a charismatic personality that appealed to me and made me feel at ease when I was visiting and applying. I could tell right away that he was the kind of coach who supports his athletes in all areas of the college experience.

You have volunteered at the Braddock Bay Bird Observatory. What do you do there?

Over the fall migration season of 2018, I learned the methods of mist-net extraction and banding used to conduct research on migratory songbirds. Birds migrating will stop on the shores of the Lake to stock up on food prior to continuing their journey. This is because Lake Ontario is a large ecological barrier for migrating birds, meaning they must have optimal energy levels before crossing. Each morning, volunteers set up nets to catch these birds to study them for a brief period of time. We gather data such as their species name, sex, age, and then take various measurements of their physical features (weight, leg length, wing length). This data can be applied to a seemingly endless amount of studies for ornithology. Finally, we band the bird. A band is a small aluminum tag containing a serial number specific to that bird. The band goes around the leg near its ankle—like a little bracelet! That way, if this bird is caught again at our station or one elsewhere, other banders can look up the information gathered previously for this bird.

Which courses are you looking forward to this year?

I am really excited to take BIO 259: Applied Population Biology with Dr. Chen! This course uses population ecology and evolutionary biology to the conservation and management of natural populations. This course seems to perfectly align with my career goals, and I am looking forward to look at real examples of population genetics being used to help create conservation law.

How did you get started throwing the javelin?

It was a pretty lucky circumstance that led me to javelin actually. My high school only allows track coaches to coach two of the three seasons a year. Going into high school, I had primarily played baseball as a pitcher and third baseman, but my brother coerced me into joining cross country my freshman year. I ran distance, very poorly I might add, for the same coach for Fall and Winter seasons but when Spring came around, the new coach told all of the freshman to go to their areas (sprints/throws/distance) that they had been used to competing in during winter track. I took the chance and ditched distance to go with the throwers and it was the best decision I could have made.

Can you describe it for a moment? How long is it, how heavy is it, and how challenging is it to control?

The average length of a javelin is around 8 ft 8 in and weighs 800 grams, and the officials are very strict taking measurements and weights to ensure that all athletes have an equal playing field. It can be very difficult to control, primarily because of the length and the fact that the handle is oriented so that you are throwing from a point behind it's center of mass. But the main factors are actually flex (stiffness) and tip/mid width, which come into play when faced with various weather conditions such as headwind or tailwind for example.

What are the keys to throwing it successfully?

The few main keys towards throwing a javelin successfully are to be patient and flexible. It is helpful to think of javelin as a stretching and pulling event rather than a throwing event. Your goal is to let your arm sit back in the same position as long as possible as your hips, core, chest, and shoulders rotate quickly and sequentially. From here your chest, core and throwing arm are essentially in a tandem stretched position. It is at this point when keeping your arm back any longer is impossible that it shoots forward to throw the jav.

When you make your approach, can you tell if it's going to be a good throw or not?

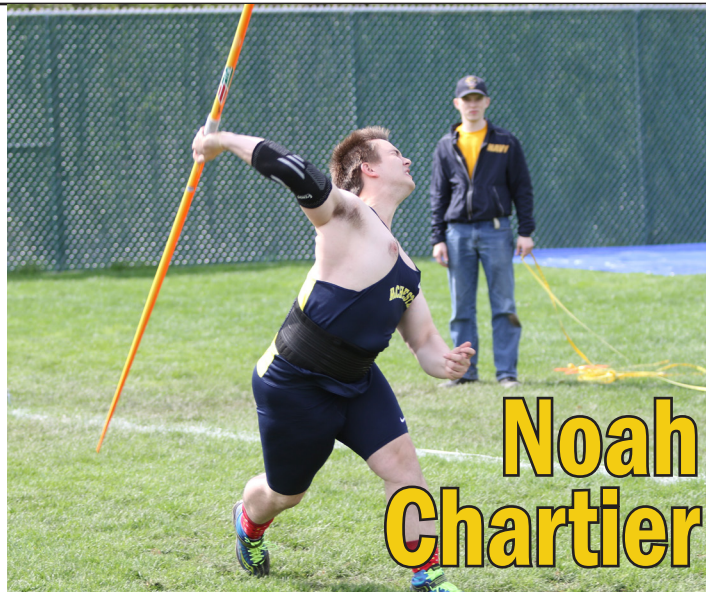
To an extent. As you run up you begin facing forward in the direction you are going to throw but as you approach the line you pullback and orient yourself perpendicular to your running direction and begin crossovers. This is the position you want to be in to be able to whip your body around as I mentioned in the last question. It's here in these crossovers that you'll be able to tell if something doesn't feel right, whether it be you didn't come in with enough speed or that you crowded yourself too close to the throwing line. Luckily, you have 30 seconds to throw once they call your name to step on the runway. So if you catch these feelings of uneasiness early enough, you can stop your approach, reset, and take another chance at it.

Besides distance and accuracy, what tells you it was a good throw?

If it feels like you didn't try to throw it, you know it's a good throw. As I mentioned before, it's more so a stretching/pulling event than it is a throwing event. It's very easy to want to go up there and power it out with your arm, but that won't get you anywhere. A good throw happens when it feels like it had to fly out of your hand because of the position you put your body in rather than you having to strain yourself to make it fly out. On top of that, a good throw should make the javelin look very stiff while it is flying through the air. If you see it wobbling or vibrating in the air after you release, it means you put too much transverse force into the javelin, taking away from force you should be directing through it's tip. This is a sign that it was most likely not a good throw.

What are your training sessions like? It's not an event that you can practice indoors.

Actually, it is. We have indoor javelins that are not quite as long but weigh the same amount and have rounded rubber tips on the front so we can throw them into nets. But throwing only happens around once or twice a week for short periods of time because it takes quite a toll on your arm and back. Besides throwing, a good deal of time is spent doing approach runup work, core strengthening, weight lifting, conditioning, med-ball throwing, and lots of hip stretching.



HOMETOWN: Berkley, MA
MAJOR: Mechanical Engineering

When you are getting ready to throw, what's going through your mind?

Usually "Everytime we Touch" by Cascada, because that's my premeet song. But besides that, I always remind myself that I am at these meets to represent my team and hopefully bring home some points. Meets are an opportunity to show myself and my coaches what our preseason work has been going towards especially since with javelin, as an outdoor only event, we practice from October-March and only compete April-May.

Coach Albert called you the leader of the throws group. What do you say to the other throwers – whether they throw the javelin or some of the weight events?

My main piece of advice to them is to always drop their form-thinking during competition. It is so easy to be critical of your form mid-throw and to try to correct things during your approach, but meets are not the time for that. We practice for a reason, and we focus on these issues we are having throughout the week. Competition is the time to just step out onto the runway or into the circle and just be confident and comfortable with yourself and the work you've done all week. Then anything that goes wrong gets added to the agenda for things to work on in the coming week.

Let's talk about academics a bit. What led you to Mechanical Engineering?

I had originally applied to all of my colleges with a Physics major in mind, however as I closed out my senior year of high school I began to realize that down the road I would rather be involved with design/application rather than theory. Mechanical engineering was a perfect combination of theory and application that could lead me towards a design role.

This begs the question a little. Do you apply any engineering principles to throwing the javelin?

I like to think of javelin as a problem of conservation of momentum. A good friend from the University once said to me during practice that "Body is the muggle, Jav is the wizard...and your foot is platform 9 ¾." Like most of the stuff he said, it didn't make any sense until he explained it. As you run up into your throw, you are accelerating until you are ready to plant and release. As you plant, your front foot (opposite of throwing arm) straightens and hits the ground hard so that your knee practically bends inward. All of this forward velocity of your body essentially stops instantly and is propelled almost entirely into the javelin. So what he was trying to get across is that you run up as the muggle, hit into platform 9 ¾ (your front foot), and the wizard (jav) passes through. Sure it's a bit convoluted, but it was all it took for me to fully understand the technique needed to execute this velocity transfer to start throwing farther.

You are from the southwest corner of Washington State, just north of Portland, Oregon. What attracted you to Rochester?

I actually first found out about Rochester through Eastman School of Music! I was originally considering a degree in music therapy and when I searched for institutions that had the level of competition I was hoping for in soccer, a strong music department and an overall highly academic reputation, Rochester continually stood out. I reached out to Coach Sike and he instantly made it clear that not only would this school be the right fit for soccer but it would be a place where I would have the opportunity to pursue all of my passions. While I love the northwest, I also wanted to get a chance to experience a different part of the country and coming over to the east coast felt like the right move.

As a first-year, you were one of the team scoring leaders with four goals and three assists. How has your role changed since then?

My first year I played almost exclusively on the right outside midfield and provided a strong source of attack for our team. Since that year, I have maintained my role as an attacker (coach says I foul too much to put me on defense) but have been able to try out different positions as a striker and center midfielder too. I've really worked on becoming a flexible player so that I'm ready to play wherever I'm needed and wherever the coach feels like I can have the greatest impact on the game.

Is there one game that sticks out in your mind in the first three years?

That would have to be my junior year when we beat #2 William Smith 2-1 on their home field. It may have been one of the toughest, grittiest games I've played and what stuck out to me most was the unified accomplishment in that win for us. Our team had never felt more cohesive and strong than after that win. It really set the tone for the rest of our season.

As a captain, what goals have you set for yourself for this season?

I want to lead this team to success and so any goals I set for myself are a direct reflection of what I hope to see manifest in our team. I personally want to see us make it back to the NCAA tournament and advance further than the previous year. As a captain I want to push myself to do whatever I can to make this goal come to fruition, whether that be through my leadership, the way I play on the field, or the kind of teammate I am to others.

What do you tell the first-years as they get ready to embark on a college career?

Be flexible with their plans. I came into college thinking I would major in music and am now pursuing a career in medicine! Be open to change and listen to your instincts. Always ask questions and don't be afraid of doing something just because other people say it might be hard – prioritize passion over comfortability.

You are majoring in Brain & Cognitive Science and are on a pre-med track. What led you to that academic path?

After taking both music and chemistry my first year, I took a surprise liking to chem and while I enjoyed music, I realized it wasn't an area that I wanted a career in. My dad is a neonatologist (*Ed. – medical care of newborns*) so the medical field had always been present in my life. I knew I wanted to work and help people directly and with my newfound interest in science I decided it was worth shadowing in the hospital to figure out if I could see a future for myself in the healthcare field. I actually loved the role that the doctor played in making decisions about patients and trying to determine the best outcome. With that in mind, I decided to try out a BCS course along with Organic Chemistry when I came back in the fall. I fell in love with Orgo and it became my favorite class. At the same time I realized that the brain really intrigued me and was fascinating to learn about and so I switched to premed that fall.

You're working in the URM Emergency Department in the research assistant program. What does that involve?

I started working as an Emergency Department Research Associate (EDRA) during fall of my sophomore year. As an EDRA I screen all patients in the ED for certain eligibility criteria and then approach, enroll and consent patients into a multitude of different studies. The studies we do vary from drug trials to community intervention programs and it's been really interesting to learn about the world of clinical research from the frontlines. One of my favorite studies we did last fall investigated



the effects of concussions on young adults and adolescents which was particularly interesting to me from my experience in sports.

Which courses are you looking forward to this year?

I'm really excited to take Neurobiology this fall as it's taught by one of my favorite professors! It sounds very intricate and specific and I'm looking forward to Dr. Davis' teaching style. I'm also excited about a writing course "Technology, Healthcare and Being Mortal". This class follows the book "Being Mortal" by Atul Gawande and investigates how we care for an aging population in the US and how our healthcare system currently treats patients with terminal illnesses.

Your academic schedule includes classes at the Eastman School of Music. What are you concentrating on?

Despite changing my course of study to science, I've still been able to maintain my love of music through Eastman. I have taken piano and voice lessons at Eastman each year and have received incredible instructions from my professors there. More so than a class, these lessons give me the opportunity to stay engaged with music and continually grow as a musician.

You participated in an acapella group. Where did you perform?

I was part of Trebellious acapella group my first year. We had multiple group shows throughout the semester and then performed at other local colleges and community events during the school year. I absolutely loved the group and made some incredible friends through that experience!

Which is the more pressure-packed situation: singing in the acapella group – or taking a penalty kick in the last 5:00 in a conference game that is tied?

Alright that is a tough one to answer! I think that they are equally pressure-packed BUT I do think that singing a solo is harder. I have practiced and taken many penalty kicks and due to the muscle memory of it, I find it easier to block out the stress and anxiety from that situation than when I am on stage performing. Emotions can interfere on the field, but the voice is such a raw instrument that emotions put you in a much more vulnerable and exposed position. You have to be very purposeful in controlling your emotions when you sing which can be very tough in high pressure situations.

You changed positions between sophomore and junior seasons, going from an outside hitter's role to the setter. How did that come about?

I had played both hitter and setter equally up until last season, when we only had two setters and the other one was injured early in the season. I became a full time setter because it was a role the team needed to be filled.

The setter is the one directing the flow of the offense. You're required to watch the entire court, aren't you?

Essentially, yes. In order to run an effective offense, it's my job to assess the current situation, the other team's defense, what our team has previously done offensively, what I would like to do in future plays, and understand the strengths of the players that are on the court.

You averaged more than nine assists per set. That's in the top 10 all-time for a single season. Were you pleased with the way you played in that role?

I just try to play as best as I can for my team and if we are winning, that's all I care about.

What's the key to setting the ball properly for the hitters?

At the end of the day the motion is made with your hands, but the most important part is to set your feet and square up parallel to the net.

You have 100 service aces in the last two seasons. Without giving away any trade secrets, what are you looking for just before you toss the ball and hit it?

To quote American Sniper... aim small, miss small.

If the casual fan came to watch a match, how could he or she determine that you are playing well?

I guess the easiest way to know if someone is playing well for my position(s) is if the team is getting kills, which is when you score a point as a direct result of your hit or attack. If I'm setting, my teammates are scoring a lot off of kills, and if I'm hitting, then I'm scoring a lot of kills.

You are majoring in Biomedical Engineering with a concentration in Biomechanics. What made that attractive as a major?

I didn't intend on being an engineer when I entered college but I kept seeing the work that other BME students were doing and, this is going to sound nerdy, their homework looked fun. It seemed like the perfect way to combine my fascination of anatomy and my love of physics.

You worked as a teaching assistant for a sophomore level Biomechanical Engineering MATLAB class. What do you help the students to do?

I help run a lab section where the students learn to code in MATLAB through weekly lab assignments.

Beth Ghyzel



HOMETOWN: Centerville, VA
MAJOR: Biomedical Engineering

In the Spring semester of sophomore year, you studied at the Universidad Carlos III de Madrid, a respected technical institution. What did your studies involve?

I took two engineering classes for my major, a Spanish language class, and my favorite, Spanish Art and Architecture where we went on guided tours of Madrid's landmarks and museums with our Professor.

Did you have a chance to do any sightseeing?

I did! I went to three additional countries including a Spring Break trip in Italy, a weekend in Paris, and exploring Spain as much as I could. That semester was an experience I will cherish forever and never forget.

Your brother, John, played baseball for three years and was drafted by the Cincinnati Reds. Do the two of you talk and tease each other about which one is the 'better athlete'?

He's not an athlete, he's a pitcher.

You had a nice family tradition to uphold when you arrived with your father (Scott '88) and brother (Mark '15) as alumni and soccer players. They must have given you great insight to the University.
It seems like I have been around the University in one way or another for pretty much my entire life. My father and brother have always enjoyed sharing their insight and experiences with me from their years at the U of R. That has allowed me to gain a much better understanding of the University and soccer program before even stepping foot on campus as a first-year.

Over the last three years, you have played in every game of your college career. In 59 games, the team has conceded 54 goals. That's a great defensive effort.

Our program has always taken a lot of pride in team defending and I think that statistic just reflects how much focus and work we put into defending as a unit each season. We always strive to play the best defense we can for every single minute of every match, and throughout the past three seasons we have been very successful in that aspect of the game.

You're a key part of that defense, playing in the midfield. What are your primary responsibilities in each game?

(Mainly) controlling our team's speed of play with my passing from the midfield. Since I play in a slightly deeper position in the midfield, I also help the defense build out from the back to get the ball into advanced positions to our more attacking players. Defensively, I put a lot of focus on organizing our team's defensive shape and also on winning headers and challenges in the midfield to prevent the opponent from creating scoring opportunities.

Last year, the team got off to a 7-0 start with four shutouts. When did it start to feel like everything was clicking?

I personally felt like things were clicking ironically after we opened UAA play with a 1-0 loss to the University of Chicago. They are a great program that has been very successful on the national stage in recent years. We played a very hard-fought match against them and were unfortunate to lose in the final minutes, but our great performance reinforced to me that even on the road we could go toe-to-toe with and be in a good position to beat any team in the country.

You earned an NCAA playoff bid and played the first two games at home. Then a snowstorm moved the Sectionals to the Prince Athletic Complex (from Messiah). What was the feeling in the locker room on Saturday before UR played Eastern?

The locker room had a great vibe and atmosphere prior to our Sweet 16 game against Eastern. We were very excited to be in the comfort of Fauver and our own locker room that weekend and even though we knew Eastern would be a tough test, we felt very confident in our ability to come out on top in our home stadium.

And then what was the feeling on Sunday before the game vs. Messiah (which beat UR in the Sweet 16 a year ago and won the NCAA title)?

Again there was an excitement in the locker room about having the chance to play against Messiah who beat us in the NCAA tournament the previous season. It was a rematch we had been waiting on for almost a year, and we sort of felt a sense of destiny to be able to play them again. The overall locker room atmosphere was so positive and energetic, and we knew we were in a great position to make history that day on Fauver.

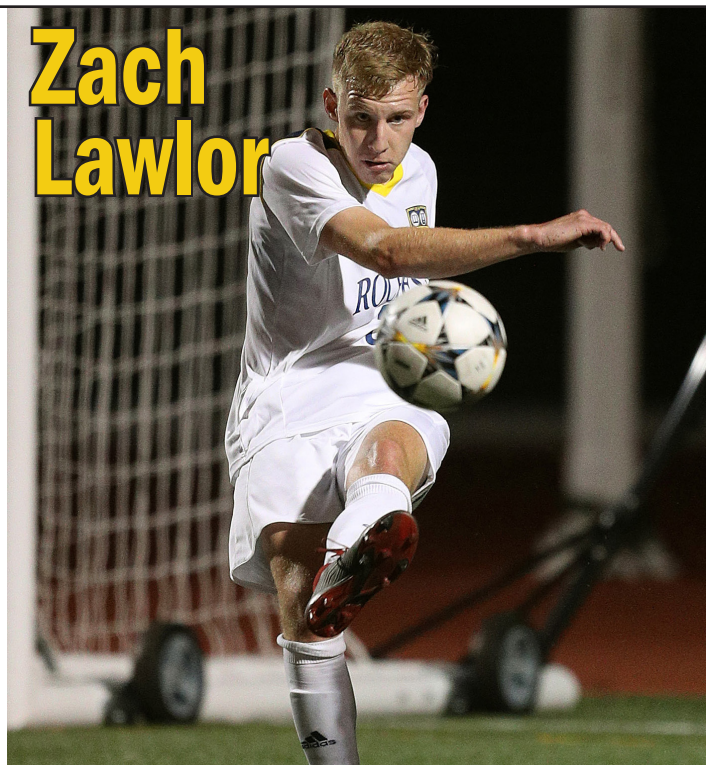
Besides the win over Messiah in the Elite 8, is there another game from last year that stands out in your mind?

A game that really stands out was our October 12th match on the road against Brandeis University. It was a very tough game that ended up going into overtime. A few minutes into extra time Cristian Baltier scored a fantastic goal to give us the win against a great Brandeis team. I will never forget how great of a goal it was and the excitement we all felt after that UAA match.

You work as a Teaching Assistant in the Economics Department and do some research in the Political Science Department. What do those jobs entail?

As a T-A in the economics department, my main responsibilities included attending lectures to keep up on course material and hosting frequent office

Zach Lawlor



HOMETOWN: Webster, NY
MAJOR: Financial Economics

hours and review sessions that were available to students. In addition, I was also responsible for grading exams and problem sets. In my role as a political science research assistant, my work specifically focuses on the steering committee of the 19th and early 20th century U.S. senate. One of my major assignments is to find and analyze historical newspapers that help to better our understanding of the growth and development of the steering committee.

The team volunteers with the Yes Pa Program at the Monroe County Correctional Facility. What kinds of topics do you discuss with the inmates before they are released?

We discuss many different topics with the inmates including the struggles that they have faced throughout their lives and also their goals upon being released. The discussions always seem to take on a life of their own and include dialogue about anything ranging from relationships to attitude to loss. The conversations are always insightful and everyone involved in Yes Pa program, both the volunteers and inmates, are able to learn and take away many valuable lessons.

You have interned with two companies tied to your major in Financial Economics. What assignments did you have?

Two summers ago I was a research & analysis intern at a Real Estate Investment Trust (REIT) company. A few of my assignments included creating macroeconomic and peer REIT comparison reports for senior management members. I was also responsible for writing an informational blog piece regarding the state of the industrial real estate market for use on the company website. This past summer I was a commodities trading intern at a firm in New York City. There I did a good amount of work analyzing financial data and used Microsoft Excel to build models to assist the firm's power and natural gas liquids trading desks.

And lastly, what drove the interest in Financial Economics?

I came to the University not entirely sure about what I wanted to study. I ended up taking an introductory economics course my first semester on campus and really enjoyed the class material and knew that economics was something I wanted to pursue further. From there my interest in the subject continued to build, and after taking a few finance and accounting courses the following semesters, I felt that the Financial Economics major was a perfect fit for my interests.

When you arrived on campus as a first-year, what aspirations did you have?

I remember talking about this with my dad before my freshman year actually. I wanted to leave with a conference championship and an NCAA championship. We won the Liberty League my sophomore year so this year we're aiming for a second conference title and big goals for NAAs. Out with a bang hopefully!

You knew the program and the University pretty well by that time, didn't you? Two Manheim Township graduates played here – Michelle Relin in field hockey and Alexander Leslie in basketball. Did they offer advice?

Both of them were incredible athletes and set the bar high. I missed playing with Relin by a year but she was definitely one of the players largely responsible for putting URFH's name on the map. Al was good friends with my brother in high school and really took me under her wing my freshman year when she was a junior. She kept me humble for sure but also was a familiar face that was always there to turn to when classes, field hockey, and just life in general got overwhelming. She was instrumental in me realizing how special a home UR was, especially UR athletics.

Your first collegiate goal was the gamewinner in an NCAA victory over Shenandoah. Do you remember anything about that game?

Hm, I remember we were playing at home in the first round of the tournament and there was kind of a lull in the game. I saw an open lane to take a shot - that goal wasn't anything super fancy. I remember thinking it was time to turn it up a bit and that was the first game I really understood the "survive and advance mentality" of the tournament. Winning your first NCAA game with your team is definitely a feeling that gets you hooked.

What's the most challenging part about playing as a midfielder in field hockey?

Physically, the running. It's literally non-stop running haha. Mentally, having to be engaged 100% of the time on the field. Any lapse in concentration or awareness on the field and you open up a chance for the other team to take over.

In the last two years, you've been a playmaker – eight goals and 19 assists. When you come upfield with the ball, what are you watching?

I am looking at my teammates and the cuts they're making ahead of me or alongside me-trying to find the best lane to attack the goal. I think once you can connect with and feed off your own team's movement is when you're able to set the tempo and control.

What advice do you offer the first-year players – between athletics and academics?

Don't compare your success to others, your teammates and classmates are on a different schedule. Study hard and train hard; when you find the right balance for yourself, both will be fun. Remember, people have your back here, coaches, trainers, professors, and teammates all want you to be the best you can in



both your sport and your studies.

You spent the summer at the University of North Carolina doing summer research. What did that involve?

Chapel Hill was a great experience. I worked on designing a new immunogen for a vaccine against Dengue virus (closely related to Zika virus). I modeled and designed the proteins on the computer using a software called Rosetta. I was able to go to Seattle to present my work at the end of the summer which was really rewarding!

Last semester, you presented your work at the Northeast Society of Developmental Biology conference in Massachusetts. How did the presentation go?

It was great! I presented the work I did in Dan Bergstrahl's lab at UR on protein evolution. I actually won silver in the poster competition.

How would you describe computational biology?

It's the interface of computer science and biology. I really like the applications it has to medicine and biomedical research.

When you think back to the 2019 season, what sticks out in your mind?

Although there were so many memorable things throughout the 2019 season, the thing that truly sticks out to me is the Liberty League Championship. For the entire year leading up to the season, everything we did was in pursuit of that trophy. That was the thing that kept everyone sharp at practice and looking for that one extra repetition in the weight room. It took every single member of our team to be in the position to lift the Liberty League Champions banner at the end of the season.

You really started to hit your stride in the game vs. Skidmore at the end of March – a six-hit shutout with six strikeouts. What made the difference?

Coach Reina called me into his office the Wednesday before the Skidmore series to tell me that he and Coach Shattuck were interested in moving me from my relief role back into a starting position. He wanted to know how I felt about making the change and I told him that I wasn't really sure I was the right fit. I had started a game against Cortland earlier in the week and didn't feel like I had performed particularly well. I've always been a perfectionist, which is a problem, especially considering being perfect in baseball is pretty much impossible. Coach Reina helped me recognize that my mentality was the only thing holding me back and told me that he knew I had the potential to excel, but only if I got out of my own way.

In the opening game of the Liberty League playoffs, you threw a nine-inning no-hitter against RPI. Baseball superstition says nobody talks to a pitcher in those circumstances. Did your teammates give you a cold shoulder during the game?

Yes, you could certainly say that. I didn't really notice a difference until later in the game because early on, it was still really close. Our offense was so strong last year that my focus was mainly on trying to get us back in the dugout as quickly as I could to keep our bats in a rhythm. When we pulled away in the sixth inning, I started to notice that no one was standing near me in the dugout or talking to me between innings.

How did you feel when you got the swing-and-miss for strike three on the last RPI hitter in the ninth?

I am from the Rensselaer area and played with the last RPI batter that I faced when we were in Little League. When Austin stepped in, I knew that one way or another, he was the last batter I would face that day and it felt really fitting. When I threw the last pitch I knew right out of my hand what had happened but I never let myself plan for what I was going to do if I actually completed the no-hitter. I watched the video back that night and saw myself throw my glove down but I don't really even remember doing that in the moment. I think I was feeling a combination of excitement and relief because my heart hadn't stopped pounding since the start of the 7th inning.

Two days later, you started the winner-take-all game vs. Clarkson. Did you ask coach if you could pitch, did he ask you, or was it a mutual agreement?

Coach Shattuck went down the line and asked all of the pitchers before the first game on Saturday how they were feeling and what they were going to be able to give that day. I had thrown the complete game on Thursday so I was on very short rest but I said I would do whatever I needed to. After we won the first game, I told him that I wanted the ball for the second game. After already having played four games in just three days, a lot of our guys had thrown previously and I knew that the fifth game would take everything we had left. The great thing about our pitching staff last year was that we were so solid top to bottom, I never had a doubt in the last game that anyone we put out there would be successful. I am grateful that Coach felt I was the right choice to start the game and thankful for the guys that followed me to close it out.

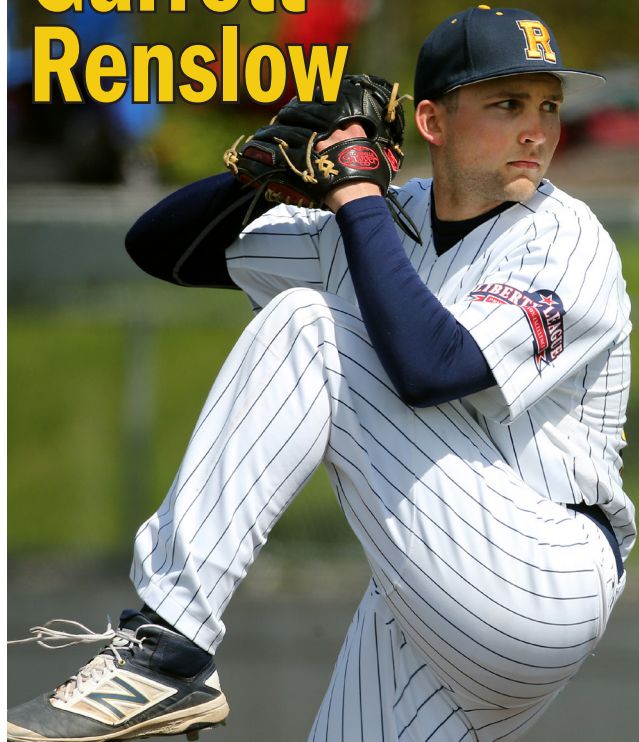
Can you tell early in a game when you are 'on'?

I think that I can usually tell after the first batter if I am 'on' or not. I have a habit of making Coach Shattuck nervous in the bullpen when I am warming up because I don't always look quite as polished as I would hope. The first in-game batter is really a pretty good metric of how my day is going to go. It isn't always an exact science though; sometimes I feel like I am throwing great but teams are still hitting well and other days I feel like I don't have my best stuff but I am still successful.

Let's talk about academics. You are doing research work in Neuropsychology this summer at the Albany Medical Center. What are some of the tasks you've undertaken?

The research project I volunteered to assist with was aimed at examining the relationship between ADHD, anxiety and executive functioning in kids aged 8-16. Executive functioning basically includes a lot of higher-level brain

Garrett Renslow



HOMETOWN: Castleton, NY
MAJORS: Neuroscience & Psychology

functions and processing such as inhibiting impulses, mental flexibility and focused attention. I got the opportunity to become familiar with a lot of the tests aimed at quantifying these processes as well as some of the assessments used to quantify IQ which was used to standardize the executive functioning data across the different participants. A lot of what I was tasked with beyond that was compiling a database of potential participants that fit the criteria of the study for recruitment. It was a really great opportunity to experience some of the methods I have learned in class put to use in a clinical setting.

You were a Teaching Assistant in Organic Chemistry and did some work with Neurobiology and Human Physiology. Can you explain some of the projects you helped students do?

Most of what I have done as a T-A is to work with students and try to push them in the right direction without leading them directly to the "correct" answer. Especially with organic chemistry, a lot of the problems I worked on with students could be worked out and conceptualized in more than one way. I feel like I was able to learn just as much from the students that I worked with as they learned from me by allowing them to develop their own mental models of the material we covered.

You're a double major in neuroscience and psychology. How do those fields tie together?

Neuroscience and psychology are essentially two sides to the same coin. In my neuroscience courses, we often dive deeper into the biology of the central nervous system and the brain while my psychology courses have taken a broader look at the large scale results of all the biology that underlies human behavior.

When did your interest develop in these fields?

I have always been interested in biology. In each of the general biology courses that I have taken from middle school on, my teachers and professors brought up the idea of the central nervous system as the "control center" the human body but never went much further in-depth due to time constraints. My interest in the brain and human behavior developed from this absence of material as I was always curious to find out more about how this "control center" really worked. I found my first neuroscience course fascinating and I knew that I was in the right field. Now I am able to explore neuroscience and psychology even more in-depth and am still steered by that sense of curiosity that drew me in at the beginning.

How early did you start diving?

I started diving when I was 11 at an after school program run through my school district because one of my friends was also doing the program, however I didn't start diving competitively until my sophomore year of high school.

What made diving attractive over swimming?

It was a good transition from gymnastics and I never enjoyed the monotony of swimming. I never actually considered swimming because I didn't like the idea of having to hold my breath while I exercised.

You've had a great run of success in each year. What have you done on your off-seasons to get ready for the new year?

In the off seasons I wasn't able to dive, so I try to stay in shape physically by going to the gym regularly.

When you get ready to step onto that one-meter board, what's going on in your mind?

Usually I'm singing along to the song that's playing on the pool deck, but right before I start my dive I take a deep breath to clear my head and focus on what I am about to do.

And the same question as you climb the ladder for the three-meter dive?

This process is the same for three meter except I usually take a bit more time to clear my head since it's a higher board and it hurts more than the one meter if I mess up a dive. I try not to think too much about what could go wrong and try to leave the board as soon as I can so that I don't overthink and psych myself out.

At meets like the UAAs and the NCAA Zone Championships, you do five voluntary dives and six optional dives. Please talk about that process.

In an eleven dive meet like UAAs and the NCAA Zone Championships, the five voluntary dives are each from a different category of dive (front, back, inward, reverse, twist) and must also have a combined degree of difficulty less than 9.5. These dives are typically easier to complete but harder to execute very well; they show the judges that you can dive with control and form. The six optional dives have no limit for degree of difficulty and are more difficult to complete than the voluntary dives. You must do one optional dive in each category and then one additional dive in a category of your choosing. In the meet you always compete your voluntary dives before you compete your optional dives.

How do you determine your final championship list?

You usually would compete the list of dives that has the possibility to maximize your total score, taking into account how well you can execute each of the dives, the degree of difficulty, and whether the dives can be put into a competition-legal list.

Your major is Data Science. What does that encompass?

Data science generally encompasses using computer science for data analytics and is very similar to the B.A. in computer science with additional mathematics and statistics courses. At Rochester



HOMETOWN: Pittsburgh, PA
MAJOR: Data Science

you also have the opportunity to specialize within the data science major according to your 'area application courses' and I have taken my area application courses in Brain and Cognitive Sciences.

What did you do at the University of Potsdam in Germany over this summer?

I was doing a three month research internship at the University of Potsdam through a German internship program called DAAD RISE Germany. I was working with a PhD student to build and train a computational model that classifies German recorded conversation and tweets according to whether or not they contain tag questions (a linguistic phenomenon common to the German language).

Your second minor – in addition to German – is Music and Linguistics. How is music tied to linguistics?

Music and language are closely related as they both are partially processed by the auditory cortex in the brain and they both have complex structural patterns.

What attracted you to Rochester?

Both the open curriculum and the opportunity to continue my diving career were what attracted me the most to Rochester.

Are there academic courses you are really looking forward to this year?

I'm looking forward to my Data Science capstone course in which I will work on a semester-long project related to data science because this will definitely be a great learning experience. I'm also looking forward to a class for my Music and Linguistics minor called 'Music and the Mind' because it sounds very interesting.

What made Rochester attractive as a place to study and a place to play?

I was first introduced to the University of Rochester when I attended a lacrosse clinic my junior year of high school. I fell in love with the campus and was enticed by the academic opportunities the school offered and the focus on student research. I knew that I wanted to compete at the college level and push myself academically, and U of R really placed emphasis on the balance of competitive athletics and academics. Coach Behme was very communicative and enthusiastic throughout the recruiting process and that pushed me to apply Early Decision.

When you arrived on campus as a first-year, what expectations did you have of yourself making the adjustment to college?

It definitely took some time to adjust to the pace of a college academic schedule. I sought help from professors, TA's and teammates whenever I could. I learned that although the courses can be challenging, hard work really pays off and there are so many resources available to help you do well. On the athletics side, I had hopes of becoming a key contributor for my lacrosse team early on and my coaches and teammates helped me get there. Coach Behme and one of the captains at the time who was a great mentor to me really helped me find confidence on the field as a first year.

How challenging is it to balance sports and academics?

While playing two sports and balancing my academic schedule is demanding, I find that I manage my time best when I am busy.

What do you tell the younger players as they start to make their mark at Rochester?

Take advantage of every moment, every opportunity that you have to show what you're made of. Your time here is short, so make the most of it! Do what you enjoy and don't be afraid to put yourself out there.

When did you start playing lacrosse?

I tried out for my school modified lacrosse team in 7th grade. Ever since then I have loved the game!

Your skills on the lacrosse pitch – 86 goals in three years – mean you draw plenty of attention from the defense. How do you prepare for that defensive focus?

Teams definitely try to disrupt our offense, but we work together as a team to find the best scoring opportunities. That might mean that other players get more looks to goal, or I position myself differently on the field and look for cutting opportunities instead of driving. It's really a team effort to find what is working against a team and how we need to adjust.

What drove your interest in microbiology?

Coming into U of R, I knew I wanted to major in Biology and then pursue a career in medicine. I was most interested in the electives offered by the Microbiology department, and after getting some research exposure in Microbiology I knew I wanted that to be my focus in my undergraduate education.

You worked at the URM Cornberg Medical Research Center for two years. Can you tell us what you did?

I worked on a few different projects in the Dunman Microbiology Lab that were aimed toward developing novel therapeutic interventions for bacterial infections. The project I spent the most time on was developing a system for testing different antimicrobials on *Staph aureus* to design and test drugs that could be used to treat Staph infections. I used that project as my own four credit independent research class.

Jamison Seabury



HOMETOWN: Manlius, NY
MAJOR: Microbiology

You're working in the URM Emergency Department now. What sorts of studies do you discuss with patients there?

I spent the summer as an Emergency Department Research Associate, where I would enroll patients in clinical research studies that they were eligible for. There are a lot of fascinating research studies going on in the Emergency Department that are aimed at improving health outcomes in patients presenting with stroke, traumatic brain injury, blood clotting, asthma, and much more. Getting to experience the ED and enroll patients in various studies was a great way to get exposure in the field of medicine.

Last fall, you played soccer and helped the Yellowjackets reach the NCAA playoffs. Then after a winter break, you returned to the lacrosse pitch. Did that make for a long year?

When I joined the soccer team, I was introduced to a program with amazing coaches, teammates, and a strong sense of team culture. I feel like I grew a lot as an athlete and teammate during my time on the soccer team, so when lacrosse came around again I had more to offer my team. I love to compete, so playing two sports was more fun for me than it was a chore.

Soccer, lacrosse, research work and strong academics. Do you ever have a chance to relax?

The school year is definitely hectic, but I had a really fun and relaxing summer. I had the opportunity to coach a local youth Rochester girl's lacrosse team, I played a lot of golf, and I got to spend time at home with family and friends.

Which classes are you looking forward to in the coming year?

I am really looking forward to taking Intro to American Sign Language. It's not for a major/minor or cluster, but I've heard from friends that it's a fun and interactive class. I am also looking forward to taking Human Anatomy for my major.

In high school, you played football and competed with indoor and outdoor track and field. Which events did you partake in track and field?

My main even was high jump, I also triple jumped and long jumped.

Did you consider track and field at Rochester?

Although I enjoyed track and field, and I was dedicated to track to the point of being a team captain, I always considered football to be my main sport, and I knew I wanted to focus on it in college.

You started every game last season and were one of the team captains. What expectations did Coach Martinovich have for you entering last season?

Coach Martinovich had many expectations of me after seeing me be a leader during the spring. Although I felt that I grew into the leadership position as the season progressed, I also feel that there are many ways that I can further improve and continue improving this year.

Senior year has arrived. What expectations do you have for yourself on the field?

With this being my final year of football I want to be the best I've ever been and also have the most fun with all my close friends on the team.

And what about in the classroom?

In the classroom I want to find the areas of my major that are the most interesting to me and expand my knowledge on those subjects.

Coach Martinovich said you were a tremendous help with the younger players last season. What advice did you offer them dealing with both athletics and academics?

I feel the most important part of doing well in school is managing stress. Just take it one step at a time, and learn from your mistakes without dwelling on them. Aside from that make sure you also have time to enjoy yourself and relax after getting all of your schoolwork done.

How did you spend the summer getting ready for the 2019 season?

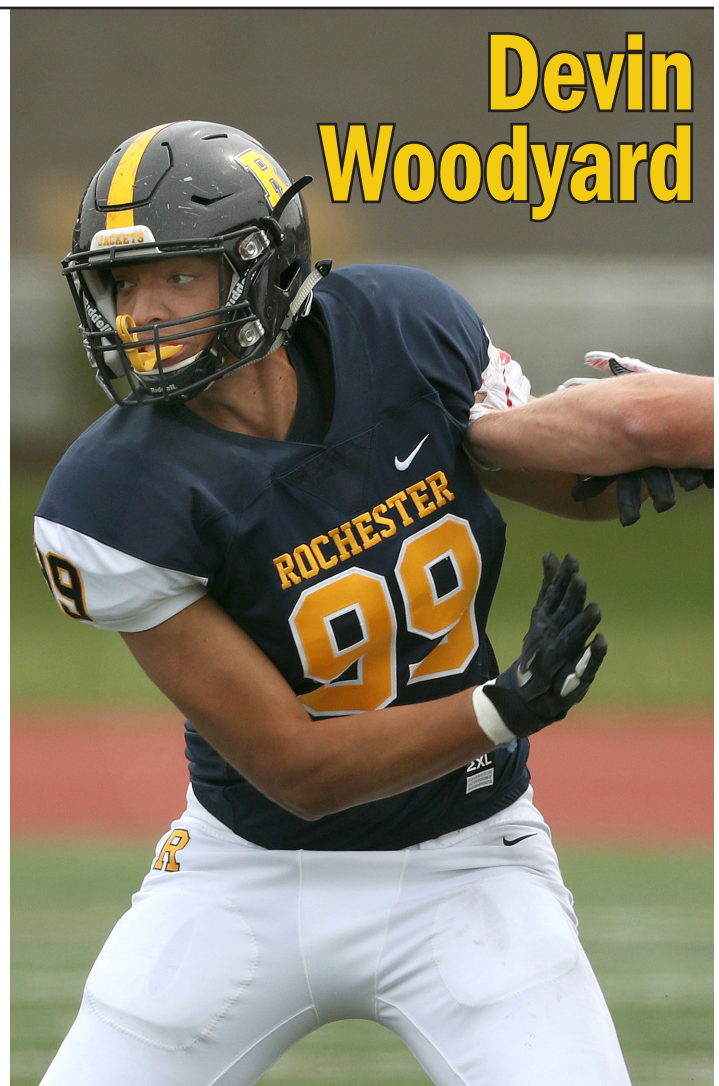
I worked out whenever I could around my two summer jobs. I also helped out at two camps that the football team held..

What drove your interest in mechanical engineering as a major?

I've always been interested in mechanical design, and I high school I really enjoyed math and physics classes. I took a lot of engineering related electives in highs school that were some of my favorite classes, so I knew mechanical engineering would be a major that I would really enjoy.

What academic courses have you taken that you've really enjoyed?

Two of my favorite classes I took last year, fluids lab and heat transfer. In fluids lab my group and I did a study on trying to find a more aerodynamic toy nerf dart. Heat transfer was a class about



HOMETOWN: Brighton, NY
MAJOR: Mechanical Engineering

how heat moves though solid bodies. I also really enjoyed all my art and my art history classes for my cluster in art and art history

Which courses will you take this year that you are looking forward to?

I am very excited for senior design this year, where a group of my peers and I will have a design project that spans the majority of the year that we present at the end of the year.

Mechanical engineering is a wide-ranging field. Where is your concentration?

As of now I do not have a concentration.

And one last question: when a defender lines up across from the offensive tackle, ready to charge at the snap, who has the edge?

Right as the snap happens the offensive lineman has the advantage as he knows the snap count and he knows where the play is going. This quickly changes when the play gets moving, because the defensive lineman has vision of the backfield and where the ball actually is.