Innovators and Entrepreneurs

Increasing Latino Representation
L. Fernández and F. Gómez-Bellengé

Diversity and Net Neutrality
V. Muñoz

Mining the Archive
R. Lopez

Spiffy Gents
A. Hernandez
At first glance, OSU’s population of over 90,000 might seem large and impersonal, but time and again our faculty earn distinction through superior scholarship and research and our students earn acclaim through excellence in academics, campus leadership, and Buckeye pride. To this vibrant community Latinos contribute a significant component of diversity, not solely in terms of our national and ethnic origins, but also in terms of our interests and talents.

We are a community of self-starters and creative thinkers. When she discovered that no such program existed, Morgan Gamble created the Future Buckeye PAs student organization. Abel Hernandez, meanwhile, founded Spiffy Gents, a sustainable fashion company for men. Gonzalo Adriaizola interned in international exports through the Fisher College of Business and earned the prestigious Pace Setter Award in the process. Manny Jacquez, meanwhile, helped to direct Richard II, the first play produced by the English Department’s Lord Denney’s Players. In her article, Tracy Nájera recalls the thirteen men and women who first founded Alpha Psi Lambda, the nation’s first co-ed Latino fraternity, now celebrating its thirtieth anniversary.

This issue boasts a strong science and technology focus. Liane Davila recalls her self-designed internship at the Mayaguez Zoo. Professor Jose Otero and undergrad Fay Catacutan talk biomedical research careers. Sky Dominguez relates her experiences in neuroscience research, and Yvan Delgado de la Flor relates his doctoral work with spiders in Cleveland. Dr. Marcos Sotomayor is uncovering the structure of the inner ear. Steven Villanueva is using advanced telescopic technology to discover hot jupiters at the edge of the observable universe.

Diversity is an enduring concern for both the global community and ours. Lilia Fernández and Francisco-Xavier Gómez-Bellengé summarize the recent report by the Hispanic Oversight Committee, which called for greater Latino representation on campus. In my article on diversity and net neutrality, Sandra Ordoñez, the Outreach Manager for OpenITP, similarly exposes the lack of Latino representation in the field of digital privacy activism. Arts and humanities continue to flourish. Mark Kolat shares his short story, “Latido.” Ayendy Bonifacio relates his interests in nineteenth century poetics and the environment and Theresa Rojas interviews the Chilean Comix duo, Rodrigo Vargas and Fernando Peña of MAPACHESTUDIOS. Finally, Randi Lopez engages us in questions about the politics of archival preservation.

Ever the heart of this publication, the staff—Leticia Wiggins, Staff Writer, Jacinda Walker, Art Director, and Luisa Talamas, Design Assistant—have worked together with the indelible support of Managing Director, Yolanda Zepeda, to make this special feature a reality. I especially thank these women for their formidable contributions.

As reflected in Yolanda Zepeda’s article about freshman legacies, Frankie Gonzalez and Kevin Durphy, as well as Jessica Simmons, Jonathan Rodriguez and Carlos Lugo’s feature of “Spanish for Heritage Speakers,” ours is a family Buckeye tradition united by passion, heritage, and community. I hope that you will enjoy this issue, an homage to the many personalities that make OSU such a special institution.

Con cariño,
Victoria
The Ohio Latino population is young. Currently, about 4.5% of Ohio college-aged youth are Latino. Latino 20-24 year-olds make up 4.3% of their age group; Latino 15-19 year-olds, 4.4%; Latino 10-14 year-olds, 4.9%; and Latino 5-9 year-olds, 6%. Latinos make up over 20% of college-aged, underrepresented minorities today; within ten years this figure will jump to 30%. The Ohio Department of Education, meanwhile, reports that 5.8% of Ohio Public Schools’ first-graders are Latino, which means that in 2025 about 6% of incoming freshmen will also be Latino. This is the figure that matters most to administrators as they plan for the next ten years.

With a rapidly increasing population of first-generation Latino students in Ohio and nationwide, the need for services that cater to this group has never been greater. However, Latinos continue to be underrepresented.

At The Ohio State University Latinos total 2,235 of students in all campuses and at all levels. This figure includes 1,736 undergraduate and 499 graduate and professional students. Undergraduate students are mainly concentrated in Arts & Sciences (731), Engineering & Architecture (272), Business (157), and Education & Human Ecology (126). Latinos make up 3.4% of the total undergraduate population and 3.7% of graduate and professional students.

Compared to other Big Ten schools, only the University of Minnesota has a smaller proportion of Latino undergraduate students. Even schools based in rural areas with small Latino populations have higher proportions of Latino undergraduates. Indiana has 3.9%; Purdue has 3.5% and Penn State, 5%. Rutgers tops the Big Ten list at 10.9% Latino undergraduates, followed by Maryland (6.7%) and Illinois (6.6%).

At the professorial level, gaps also emerge. Currently, Latinos compose 91 (4.9%) of OSU’s 1,862 tenure-track or tenured faculty. Three colleges have no Latino faculty and four have no regular, tenure-track Latino faculty. Ten colleges, campuses, or vice-presidential units have no Latino staff; 12 have no Latino professional staff, 24 lack Latino clerical staff and 21 lack Latino Executive or Administrative staff. There are no Latinos on the Senior Management Council or the Office of Student Life Leadership Team.

In August 2013, shortly after his appointment as Provost, Joseph Steinmetz tasked us with preparing a report with recommendations on how to increase the number of Latino students, faculty, and staff at OSU. We presented our report to the provost in November 2014. It included the following recommendations:

- Make visible, high-level appointments of Latinos to campus-wide faculty and staff leadership positions within the next two years
- Engage colleges and administrative units with significant lack of Latino representation in a dialogue to identify opportunities for improvement and to set expectations
- Use the Discovery Themes initiative as an opportunity to increase Latino faculty at the university
- Establish formal mentoring programs for faculty and leadership development programs for staff
- Develop a marketing plan to advertise staff positions to the Latino community
- Better coordinate pre-collegiate outreach programs to increase the number of targeted Latino students
- Target an approximate doubling of the proportion of Latino undergraduate students to about 6% by 2024, primarily through the enrollment of in-state students, to reflect the Ohio Latino, college-aged population
- Collect relevant data to better inform future decision-making on the recruitment, retention, and success of Latino students, faculty, and staff at the university.

It is hoped that these measures will help to improve Latino representation at OSU and improve the university’s responsiveness to the Latino population of Ohio.

### 2013 Ohio Hispanic Population 24 years and younger

<table>
<thead>
<tr>
<th>Age</th>
<th>Ohio Population</th>
<th>Total Number</th>
<th>Total Percentage</th>
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<tr>
<td>Under 5</td>
<td>690,821</td>
<td>42,460</td>
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<tr>
<td>5-9 years</td>
<td>733,917</td>
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<td>760,597</td>
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<td>15-19 years</td>
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<tr>
<td>20-24 years</td>
<td>793,048</td>
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<td>All ages</td>
<td>11,570,808</td>
<td>389,271</td>
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Forging My Own Path:  
My Internship at the Mayagüez Zoo

By Liane Davila, Senior, Biology

When I was a little girl, I used to spend my days admiring all of the zoo animals in my hometown, Mayagüez, Puerto Rico. The Mayagüez Zoo was the only zoo on the island and in the larger Caribbean; for a while it seemed like the biggest zoo in the world. In reality, it was probably one of the smallest. Nonetheless, my little zoo experience was more than enough to awaken my passion for animal care.

While planning for my summer activities, I had the idea to return to Puerto Rico to visit my old zoo, but not just for fun. I emailed Dr. Juan A. Rivero, Director of the Mayagüez Zoo, and offered my services as a student volunteer. To my delight, I soon received a reply from Ms. Mora González, one of the Zoo’s Directors. The Zoo did not offer formal internships, but due to my prior experience, Ms. González was willing to take me on as a volunteer intern. My adventure thus began.

My internship started in June 2014. On my first day I met my supervisor, David Coke, Head Biologist. I met most of the staff and zookeepers and learned the different responsibilities of each member of the team. I initially worried that the small size of the zoo might detract from my experience. On the contrary, the free-contact environment that the zookeepers are able to cultivate with various animals in their care is a testament to the personalized attention that the Mayagüez Zoo offers. The staff, zookeepers, and biologists display great love for their jobs and the animals in their care. They are a truly inspiring group of individuals.

As an intern, I received a different assignment each week; these charges allowed me to expand my knowledge and to experience different tasks and animal environments. Alongside of the zookeepers and biologists, I practiced animal husbandry; this was a practical way to learn about the various species with which I was working. I gained exposure to a surprising array of species of reptiles, amphibians, birds, mammals, and fish.

I learned extensively about sea turtles in the Rehab Center. During physical exams, Dr. Debra Moore, veterinarian, even allowed me to draw blood from some of these sea turtles. I also learned about arthropods and different butterfly species—their developmental stages as well as facilities maintenance—while working at the Butterfly and Arthropods house. I learned about and cared for the Madagascar, ring-tailed lemurs; Hacko the Lemur liked to jump on my back and eat bananas on my shoulder. Although I found myself tackling new and unexpected tasks each week, my favorite part of the internship was when I was invited to bathe and trim the foot’s hoof of the 32-year-old, African elephant named Mundi, after having cared for her for several days.

Although it was challenging for me to learn the different diets of the animals and the tasks necessary for their care, this internship gave me the chance to grow as an animal lover and aspiring veterinarian. I thus encourage other students to persevere and think independently when searching for an internship; if necessary, try to create opportunities where none may have existed previously. If I had given up when I could not find a summer internship, I would not now have this store of skills and memories that I am able to keep with me for the rest of my life. All the hard work and challenges definitely paid off and I could not be more appreciative of my summer at the Mayagüez Zoo. ☺️
Pursuing a Career in Biomedicine
¿Qué pasa dentro del laboratorio?

By Jose Otero, Assistant Professor, College of Medicine, Pathology

Pursuing a career in biomedical research often stems from students’ desire to help others, to engage in “cutting-edge” research, or possibly to overcome the perceived insurmountable challenge that research signifies to them. Biomedical research represents a diverse and rewarding career path, but it should be pursued only after accruing extensive experience in this field, ideally through undergraduate research rotations. There are unique idiosyncrasies in biomedical sciences that are not present in other career tracks, and students should therefore embark on this path after truly understanding the advantages and disadvantages. For a student from a community that is under-represented in biomedical sciences, this may be particularly challenging as it is difficult to conceptualize the challenges present in biomedical science if one has not personally witnessed biomedical scientists at work.

What unites all of these tracks is the idiosyncrasy that learning does not cease after graduation. This contrasts with other fields that are more certificate-based. Careers in healthcare, for example, have greater professional stability. For example, I can expect that, five years from now, I will be asked to render a diagnosis for a patient suffering from a severe brain disease. Biomarkers and patient management may change over time, but my fundamental responsibilities will not change. Although “continuing medical education” is an aspect of my professional life, it is principally designed to ensure that my skill set and credentials do not lapse. This is in stark contrast to biomedical research. I do not know, and I cannot know, what our lab will be focused on in five years. If I don’t know what we will be doing in five years, how can I predict from where the money will come to support our research? How will I know who my employer will be, and what my salary will be? In my experience, most of the people who drop out of biomedical science struggled with the realization of this aspect of the field. However, people who are committed to biomedical science embrace its unpredictability; they tend to be people that are energized by change and people that would not thrive in a highly predictable and repetitive job.

Optimizing the undergraduate research experience

The main goal for undergraduates, regardless of career track, should be to choose activities that will improve their success after college. What “success” means also depends on one’s goals. Graduating from OSU with a fund...
The Benefits of Undergraduate Research
By Fay Catacutan, Research Assistant

When I first contemplated conducting undergraduate research, I visited department websites and searched for faculty members whose research projects aligned with my interests. I interviewed with a few professors, but through a bit of serendipity, I met Dr. Otero while he was waiting to meet with Dr. William Brustein, Vice Provost for Global Strategies and International Affairs. As we chatted, we soon started conversing about my interest in neuroscience. I later formally interviewed with Dr. Otero and Dr. Catherine Czeisler; it became clear that their experimental neuropathology lab would provide me with a nurturing environment in which to grow and learn.

In the lab we are all assigned to different projects. I had knowledge of basic biology from my college courses and I was trained in all of the necessary technical skills. However, Dr. Otero and Dr. Czeisler also accept students who haven’t taken any biology courses and supplement lab instruction with various reading materials.

When I began my research, I was very unsure of my abilities. I would confirm the answer to every question even when I knew I was right. Once, while I was troubleshooting an experiment, I asked the post-doctoral fellow in the lab for help. Confident in my abilities, he advised me to trust myself as a scientist. He told me to find a learning opportunity in every experiment. From that moment on, I became confident that I could see an experiment through from start to finish by following all the necessary protocols and relying on past experience.

My research has taken me to OSU’s Denman forum, Experimental Biology in San Diego, and Neuroscience Undergraduate Research Forum, a national conference and a research forum hosted by Cleveland Clinic. Becoming involved in research during my undergraduate career was the best decision I could have made. I was able to set and exceed personal goals, work as a team member, network with deans and department chairs, develop greater personal responsibility, and accrue invaluable research experience.
Snap your fingers—and make it loud enough to hear. Right now, the friction between your fingers is creating an audible wave of sound that travels from your fingers through the surrounding air and to your ears. Your brain doesn’t immediately register these sound waves; it can only understand electrical signals. Something is working hard in your inner ear to make sense of the sound waves.

Within the inner ear are tiny cells called “hair cells” that line your cochlea, moving back and forth, interpreting your snap, changing it into an electrical signal, and allowing you to actually hear. But how do they work? What do they look like? What exactly happens when you process sound? Why can’t you hear very well after a loud concert? Answers to these questions are being uncovered within The Ohio State Biomedical Science building, where The Sotomayor Research Group is working to further understand the science of hearing.

By way of Chile, then the University of Illinois at Urbana-Champaign, Marcos Sotomayor has signed on as head of this project out of the Department of Chemistry and Biochemistry where he has worked for the past year and a half. Originally trained as a physicist, Sotomayor now claims the title of a biologist and studies such phenomena as sound waves to understand what happens once sounds are absorbed in the body. Exploring how humans interpret sound, Sotomayor explains, is a perfect combination of his foundation in physics and newfound interest in biological systems.

Underlying this process is a single cell known as a “hair cell.” Thousands of hair cells line the cochlea. Sotomayor is looking at these strange, hair-like tips, which are comprised of the proteins, protocadherin-15 and cadherin-23. The linking of these fine protein filaments is essential to the function of the hair cell. When sound produces vibration, the hair tip links move, and allow ions into the cell, thus creating an electrical signal that the brain can understand.

The study then is focused primarily on the power of the two proteins, protocadherin-15 and cadherin-23. These two proteins must connect to transform sound vibrations into an electrical signal. To study how these two proteins interact, Sotomayor employs X-ray crystallography, which captures an image of the protein with a powerful X-ray-producing synchrotron.

Sotomayor’s lab begins by generating proteins to crystallize. With these images, Sotomayor then utilizes his understanding of computer science and imaging by creating computer-generated simulations of how the proteins connect and move. He studies how much force is required to unbind these two proteins, which, he explains, are connected much like a handshake. Computer-generated predictive models...
Sotomayor’s research explains that there is a unique and important shape that hair cell proteins need in order for hearing to take place. Loud sounds can move the tip links enough to break them, which is why loud concerts may damage hearing. If the sound is loud enough to break the tip link to the point that it can’t regenerate, the cell dies, and that’s what creates deafness. A mutation in the protein linkage might also lead to hearing problems.

Marcos Sotomayor’s 2002 master’s thesis began with the expression, “solo existen dos grandes enemigos.” This phrase well encapsulates Sotomayor’s advice for any Latinos who are interested in entering science. Sotomayor explains that one’s success is self-determined: “You set the limits of what you can do. Sometimes you may fail, but you are the owner of your own destiny, and some of the limitations you place on yourself are not real.” Sotomayor also cautions against the concept of “imposter syndrome,” which causes professionals to question their own self-worth and merit. Sotomayor advises that with careful planning and self-awareness anyone may break through these limitations and do away with this counter-productive imposter syndrome.

There is never a reason to be afraid of failure. In science, things fail all the time. So, having a good attitude about failure is necessary. This is a philosophy that Sotomayor personally cultivates and commends of the other Latinos in his research office. He advises others to know themselves, to avoid setting limitations on their knowledge or goals, and to furthermore maintain good attitudes.

Photo: When we hear, sound vibrations are conveyed to cells and proteins that stretch to initiate sensory perception. Crystals of a key protein fragment involved in hearing are shown in the background, while the structure of this fragment is shown on top, bending and unbending in response to simulated forces from sound vibrations.

Florencia Velez-Cortes Conducts Biomolecular Research at Johns Hopkins

Florencia Velez-Cortes is a rising senior in physics and chemistry. As part of the Research Experience for Undergraduates Program (REU), a National Science Foundation Program hosted by the Johns Hopkins Institute for NanoBioTechnology (INBT), Florencia served as a research intern in the chemical and biomolecular engineering laboratory of Professor David Gracias.

Florencia worked constructing bi-layers out of DNA and acrylamide gel. The combination of the two materials could be used to make biocompatible devices such as microgrippers that could be used in tether-less surgery.

“The best part about this project is that we are working on something completely new and biocompatible that could even be responsive to chemical signals,” she explained.

Also, because the material is composed of DNA, “it could be responsive to certain DNA sequences.”

Florencia said the most challenging thing for her this summer was working with people who are engineers when she is not. “It’s been a steep learning curve for me, but everyone has been really helpful and receptive to working with someone who is outside of their field.”

She also noted that the pace of research in the Gracias lab is a lot faster than what she is used to in her previous laboratory experiences. She said having a mentor she could talk to was integral to her success.

This story was originally published online by the Johns Hopkins Institute for NanoBioTechnology on August 5th, 2014.
Morgan Gamble: Leading the Way for Future PAs

By Yolanda Zepeda, Assistant Provost, Office of Diversity and Inclusion

When Morgan Gamble enrolled at Ohio State, she carried forward a family Buckeye tradition. Her great grandfather earned an Ohio State degree in 1933, and both of her parents graduated from OSU in 1985. This spring, Morgan will add her psychology degree to the family legacy.

Gamble will also leave behind a legacy of her own for Buckeyes seeking a career in physician assistance. She explained her longstanding interest in medicine: “I’ve always had a mind for math and science and an interest in courses like anatomy.” She recognized that patient care fits well with her penchant for caregiving and interest in children with special needs. “I grew up [in Texas] with a child in my community who had Down Syndrome,” Gamble explains, “and my experience with her led me to become involved with the Miracle League.” The Miracle League hosts baseball games for children with disabilities and volunteer “buddies.” In Ohio, Gamble continued engagement through the Dublin Miracle League and Your Night Out, a group that provides free babysitting services for parents of children with Down Syndrome.

During her studies at Ohio State, Gamble learned about the physician assistant profession from her sister who is studying at the Brain and Spine Institute at Texas A&M University. Physician assistants, known as PAs, practice medicine under the supervision of physicians and surgeons, and they occupy one of the fastest growing professions in the nation. PAs examine patients, diagnose injuries and illnesses, and provide treatment.

Gamble realized that she would have to do the legwork if she wanted to work toward this career. “There is no pre-PA major at Ohio State, so I began exploring PA programs and researching prerequisites on my own,” Morgan said. “Not only do coursework requirements vary from program to program, but…patient experience and other requirements [are also needed for] admission.”

Gamble and a friend formalized their efforts and co-founded the Future Buckeye PAs student organization. The group has invited various speakers, including practicing PAs from a variety of specializations and even a representative from the Princeton Review who provided GRE tips. The group also arranges shadowing opportunities, which can be a challenge due to patient confidentiality regulations and the busy schedules of PAs.

Gamble’s passion for medicine has paid off. In July, she will begin attending the PA program at the University of North Texas. For her fellow Buckeyes who aspire to this promising career, Gamble leaves an established student organization to help them navigate their journeys.

As a future medical practitioner, Gamble is hopeful about the promise of technology: “It is amazing what we are able to heal. The kinds of surgeries that are now possible enable us to serve patients so much better than ever before.” On the other hand, she notes that antibiotic-resistant bacteria and endemic infections are key challenges. She also emphasizes the perennial struggle to extend access to medical treatment, stating, “People need to be able to access medical care. They deserve good care.”

8 quepasa.osu.edu
Neuroscience Research at OSU: An Opportunity for Undergrads

By Sky Dominguez, Junior, Neuroscience

I'm a junior in the College of Arts and Sciences. I am from Springdale, AR, but was born in Chicago, IL and lived in Texas for a long time. I was drawn to OSU because this is one of the few schools that offers an undergraduate major in neuroscience and I was lucky enough to earn a scholarship. In addition to my major in neuroscience, I am also minoring in Spanish and Globalization studies. I began working in the lab of Dr. C. Glenn Lin the second semester of my freshman year. In his lab, I have done research on the subjects of Amyotrophic Lateral Sclerosis (ALS), Alzheimer’s Disease, and I will be starting my own project on Major Depressive Disorder.

Neuroscience has always fascinated me. The brain is the source of all our thoughts, feelings, and personalities. There is always something to learn or discover in neuroscience, and I love that this research allows you to ask questions and be curious. What is especially important to me, however, is being able to connect my research to medicine. I want to make sure that my work can directly or indirectly lead to possible therapeutic treatments. Neurological and psychiatric diseases can be life debilitating, and I have had family members who have suffered at the hands of both. My main question when performing research is, “how can I help people?”

I really enjoy working in the lab. My PI (principal investigator), postdocs, and grad students are extremely helpful teachers and mentors. They understand that as a pre-med student involved in a lot of student organizations, I lead a busy life. Still, working in a lab takes a lot of hard work. Experiments often need to be completed at certain times. If you need to come in on the weekend, you do. Commitment, drive, and interest in your work are essential to doing your best research.

In my three years of college, I’ve been lucky enough to work on a variety of projects both at OSU and at the University of California, San Francisco. Still, before I graduate I am hoping to start my own research on depression, a topic that has always interested me. With this project I hope to formulate my own questions and run my own experiment.

After graduation, I hope to enroll in an integrated medical and graduate program (MD/PhD). This kind of program would allow me to continue doing research while still accomplishing my dream of becoming a physician. This kind of program takes a long time to complete, but I feel that my drive and passion will make me a successful student. Although I am not sure if I want to be a neurologist or psychiatrist, I know I love the brain and look forward to spending a lifetime trying to unravel its secrets. 🧠
Ohio State is home to innovators, entrepreneurs, and self-starters who are making the OSU experience unique and personally edifying. Whatever students’ research and career interests may be, ¿Qué Pasa, OSU? challenges all Buckeyes to follow the passions that drive them.

1. Florencia Vélez-Cortés: I’m a fourth-year student in Physics and Chemistry. My research focuses on determining the protein structure of cadherin-23, an inner ear protein essential for hearing. We also want to characterize this protein using molecular dynamics simulations.

2. Brian Smudsky: I am a sophomore studying mechanical engineering. For this summer I have accepted an internship position with GE Aviation.

3. Brandy Burgos: I am a junior in biology. Last summer, I participated in the Summer Research Internship Program at the University of Virginia. I worked in a cardiovascular research lab assessing the interactions between regulators of atherosclerosis.

4. Monica M. Gaudier-Diaz: I am a second-year graduate student in Neuroscience. I currently work on projects: “How social interaction influences inflammatory response upon ischemia?” and “What are the behavioral effects of chemotherapy?”

5. Anisley Valenciaga: I am an MD/PhD student currently working on CDK/Rb pathway activation in medullary thyroid cancer (MTC). We are looking at CDK inhibitors’ effect in MTC to use as potential therapy.

6. Shawn Hampton: I am a graduate fellow (Physics) studying string theory. In particular, we are attempting to use string theory to obtain a complete description of black holes.

7. Steven Villanueva, Jr.: I am an NSF Graduate research fellow in Astronomy. I study planets and other stars (exoplanets). I am also rebuilding the robotic DEMONEX telescope, which is used to monitor star hosting transiting exoplanets.

8. Jennifer Patritti-Cram: I am a junior majoring in Neuroscience. I am conducting research on the evolution of cell signaling networks to identify new tumor suppressor genes and to understand how they influence cell signaling and cell division.

9. Carlos Mendez: I am a junior in Biomedical Engineering. In Jaipur, India, I will be helping to design experiments and collect data to improve the materials and production methods of the award-winning Jaipur prosthetic foot.

10. Daniel Moussa: I am a junior in Biomedical Science. My research is on treatment of a traumatic brain injury (TBI). I spent the summer studying methylene blue as an effective TBI treatment option.

11. Jose Lorie Lopez: I am a second-year graduate student in Chemistry and Biochemistry. My project uses solid state nuclear magnetic resonance techniques to characterize battery materials.

12. Jose Polanco: I am a sophomore in Neuroscience. I work with my advisor and principal investigator, Dr. Randy J Nelson, in the Behavioral Neuroscience Laboratory at the Wexner Medical Center at The Ohio State University.
Steven Villanueva: Success Written in the Stars

By Yolanda Zepeda, Assistant Provost, Office of Diversity and Inclusion

Steven Villanueva is reaching for the stars, or to be more exact, exoplanets. Villanueva, a Dallas, Texas native and U.S. Air Force Veteran, is a third-year doctoral student of astronomy whose work is focused on transit observations of giant, gaseous planets called Hot Jupiters. As Villanueva explained, “hot Jupiters are exoplanets. That is, they lie outside of our solar system and orbit a star other than our sun.” As he later playfully added, “if you put a Hot Jupiter in a giant bathtub, it would float because it is made of gas, similar to Saturn.”

Understanding of hot Jupiters is unfolding fast, according to Villanueva. “The first exoplanet was discovered in 1992, and the first hot Jupiter in 1995. By the year 2000, there were only 30 known exoplanets. Today, there are thousands of known exoplanets.” They orbit close to their parent stars and create a “mini-eclipse” when they pass in front of their stars. In order to learn more about the properties of the system, Villanueva is analyzing 75,000 images representing three years of transit observations data that was collected by the DEicated MONitor of EXotransits telescope, or DEMONEX.

Villanueva’s work has won him a prestigious National Science Foundation Graduate Fellowship. At the national conference of the Society for the Advancement of Chicano/ Hispanic and Native American Scientists (SACNAS) last fall, Villanueva won the Best Oral Presentation Award. With eight publications on record, Villanueva’s career is already well advanced.

Nonetheless, Villanueva’s educational journey has been anything but conventional. Upon high school graduation, Villanueva enrolled at the University of Dallas. A struggling, first-generation college student, short on funds, he left college after one year of study and enlisted in the Air Force. Through the aid provided by the G.I. Bill, Villanueva completed his service and applied for admission to...
Texas A&M University (TAMU). His freshman grades were not good enough for direct admission, but Villanueva was directed to the campus Veteran’s Office where a caring advisor counseled him about enrolling at a community college and then reapplying to TAMU.

Villanueva took his advice and found himself at Texas A&M during the International Year of Astronomy, a celebration of the 400th anniversary of Galileo’s first use of a telescope. The university had just established a new astronomy program and hosted astronomy fairs to attract students. Villanueva took his first astronomy class at TAMU with Dr. Casey Papovich, and as he put it, “it blew me away.”

“I didn’t know that you could have a job doing what Professor Papovich did,” Villanueva admitted. “I wanted to do that.” He presented himself to his professor asking for a job, but was turned down because he lacked necessary computer programming skills. However, the professor noticed the mechanical expertise Villanueva gained in the Air Force where he served as an Aerospace Ground Equipment mechanic supporting the maintenance of F-15 fighter jets. His professor passed along Villanueva’s resume to a colleague, and soon Villanueva found himself overseeing the production of a lunar scintillometer, a device for measuring the effects of the Earth’s atmosphere on astronomical observations. Scintillation is the scientific term for the “twinkling” of stars.

Only a sophomore himself, he enlisted engineering students to create circuit, optical, and mechanical designs, and turned to the machine shop to order and assemble the parts. Villanueva was sent twice to Chile to test and demo the scintillometer at an observatory there. Under the tutelage of Professor Darren DePoy, Villanueva realized his passion and talent for astronomical instrumentation.

Reflecting on his experience, Villanueva credits several mentors for contributing to his achievements. When the university asked him to represent TAMU at a joint meeting of the National Society of Black Physicists and National Society of Hispanic Physicists, Villanueva returned to campus with a heightened awareness of the dearth of minorities in physics and in higher education in general. Outreach and mentorship have been an integral part of his educational journey ever since. At Ohio State, Villanueva mentors Latino students as a LASER mentor and hosts youth and other visitors at planetarium shows. He has been instrumental in establishing the first Ohio State chapter of the Society for the Advancement of Chicano and Native American Scientists (SACNAS). Bringing his science and mentorship together, Villanueva recently hosted a planetarium open house with LASER high school students and parents, as well as Ohio State STEM students.

Villanueva is currently preparing for his doctoral candidacy exams while eagerly unpacking containers of materials to rebuild DEMONEX. On cloudless nights, you just might find him on the roof of Smith Lab pondering his journey to the stars.

On Veterans Day 2014, Villanueva was invited to meet with National Science Foundation officials and program officers, and then presented his research to the public in a poster session at NSF’s headquarters.

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As cities expand and population increases worldwide, understanding how alterations in land use influence ecosystem processes is critical for the conservation of biodiversity. Ecosystem processes include the interactions among biotic and abiotic components including nutrient cycling, energy flux, primary production, and regulating climate. Unlike many other major cities, Cleveland, Ohio has experienced a population decline in the last 50 years resulting in 20,000 vacant lots, which is approximately 3,600 acres. We believe that these vacant lots can be successfully managed in a way that may benefit people and enhance biodiversity.

We chose to work with spiders because they are generalist predators and one of the most diverse groups of organisms with approximately 38,000 species described, which is equivalent to the number of species of mammals, birds, reptiles, and amphibians combined. Spiders can be found in all continents; they occupy all ecological niches, and their distribution is primarily determined by abiotic factors. Spiders have been increasingly used as biological indicators in several studies in the last decade to scope the effects of climate change, restoration, habitat change, and the accumulation of pollutants.

The ubiquity and abundance of spiders generates the question, what do spiders eat? How much? How often? Spiders consume a wide variety of insects, but prey species might differ considerably in their suitability as food. Spiders are fluid-feeding predators; they largely prey on insects, and their cryptic behavior represents the biggest challenge to studying their dietary niche. Due to the difficulty of studying spider-prey encounters in their natural habitat without influencing their behavior, DNA techniques are preferred to study species interactions through the analysis of their gut content. Next-Generation Sequencing (NGS) is a novel molecular technique that allows us to identify prey items to different taxonomic levels. This technique allows us to identify several prey items through the simultaneous sequencing of numerous DNA barcodes and thereby explore the multi-trophic interactions of species, addressing major biological questions about the species composition of arthropod communities in specific locations.

All in all, my project, under the advisement of Dr. Mary Gardiner, Entomology, will be looking at how vegetation complexity within vacant lots influences spider richness and abundance. We will also evaluate the gut content of five sheet-weaver spiders using NGS to assess what single spider species are eating and whether their diets overlap. I will be using pitfall traps and vacuuming techniques to collect spiders in vacant lots with a different assortment of native and non-native plant communities such as grasses, shrubs, and several flowering plants. We expect to find a greater diversity of spiders in more diverse plant communities. We also expect to find that spiders have a preference for some prey items, and that they tend to occupy different niches to maximize their food intake and avoid competition with other close relatives. In summary, spiders are important predators and understanding their response to human activity will allow us to manage vacant land more efficiently, thereby increasing biodiversity, and enhancing ecosystem functions in Cleveland.
Diversity and Net Neutrality:
A Global Problem

By Victoria Muñoz, PhD Candidate, English

Internet technologies offer numerous boons to modern life. In the face of an increasingly digitized world, however, the global community is now tasked with balancing the need to protect civil liberties with the need to preserve individual and collective security. Among the concerned lawmakers, activists, citizens, and “techies” currently engaged in the effort to tackle this difficult issue from all fronts—political, technological, ideological—Latinos will be especially needed to lend a bicultural perspective to the ongoing debates surrounding internet freedom and internet security.

In order to understand how Latinidad intersects with both the internet security and online civil liberties movements, I sat down with Sandra Ordoñez, the Outreach Manager for OpenITP, a global project headed by the Open Technology Institute, which spreads awareness about anti-surveillance and anti-censorship web technologies. A recipient of the U.S. Latino Award by Fundación Carolina, Ordoñez has been helping organizations to navigate collaborative culture and community cultivation for over two decades. She is a former Communications Manager for Wikipedia and has multiple years volunteering in the FLOSS (Free/Libre Open Source Software) community.

OpenITP supports the software creators behind FLOSS anti-surveillance and anti-censorship technology, also known as Circumvention Technology. Ordoñez’s responsibility is to cultivate community and facilitate communication among these software creators and the various players that use these tools, including NGOs, humanitarian workers, multilateral organizations, and other individuals concerned with protecting civilians’ personal freedoms in a digitally advanced world. The debate about anti-surveillance and anti-censorship technology is often polarizing for a post-9/11 culture. However, Ordoñez emphasizes that “the internet is neutral. What you do with the internet is not neutral. That’s a human, societal question that we have to address.”

According to Ordoñez, far too few Latinos and women are active in Circumvention Technology, and this leads to poor cultural sensitivity, inaccurate translations, and cultural misunderstandings in the development of all manner of these tools. As she explains, for example, a journalist or activist in a foreign, authoritarian state that may be under surveillance must understand how to properly use anti-surveillance tools because the consequences of misuse could mean life or death in some cases. This is one reason why she believes that multiculturalism and diversity are so important. Moreover, lack of diversity also impacts other more common FLOSS tools such as Wordpress. “The problem,” Ordoñez explains, “is that people in tech do not understand how to do diversity. Technology at the end of the day is not about technology, but about meeting the needs of human beings. If X needs are not met because X is not represented in the conversation, then you are creating a future that is still exclusive.”

Technology at the end of the day is not about technology, but about meeting the needs of human beings.

One of the dangers posed by this lack of diversity is indicated by the current controversy over a process known as data discrimination. Service providers, such as search engines, selectively filter the information they share with end-users based on individual “profiles” they create for each user. These automatically aggregated analytics are used by diverse institutions from private businesses seeking to target certain demographics to state governments looking to keep some content private. For reasons of expedience these analytics certainly have their uses and benefits, but human rights experts, lawmakers, and activists do worry that “big data” could lead to privacy violations and further oppress the underclass. In the United States, Ordoñez relates, commercial data profiling is solidifying existing inequalities and almost “digitizing” discrimination. Ordoñez’s colleague, Seeta Peña Gangadharan, further discussed this issue in a recent article for The New York Times.

However one feels about the debate over privacy regulation, a sensitive and complex situation such as this must invite input from individuals of diverse backgrounds and expertise. The daughter of Cuban-American immigrants, Ordoñez witnessed firsthand how cultural influences may shape one’s attitude toward issues like freedom and security; she credits her upbringing for fostering her passion for advocating for civil liberties. As multicultural persons, Latinos have an important contribution to make to the conversation about how global technologies should impact our everyday lives and where the balance between freedom and security must lie. This may be the most important question that the global community faces as we forge forward into the wide unknown of the digital era.
OSU is home to many traditions. A leading research institution known for its beloved Buckeyes, OSU is also the birthplace of Alpha Psi Lambda (ΑΨΛ), the nation’s first co-ed Latino-interest fraternity. This year, ΑΨΛ will celebrate its thirtieth anniversary; the organization has supported the growth and development of leaders not only among Latinos, but also among the greater Columbus community. A recognized national fraternity with over twenty-five chapters in nine states and over 2,500 members, Alpha Psi Lambda is also a leader and founding member of the National Association of Latino Fraternal Organizations (NALFO).

Alpha Psi Lambda began with thirteen forward-thinking young men and women who decided that there was something missing from their collegiate experiences. On February 11th, 1985, they formally established Alpha Psi Lambda; members now nationally recognize this day as Founder’s Day. Every chapter organizes formal events to honor the luminaries that started it all: Annette Saldivar, Annette Seda, Carolyn Christian, Clara Isern, Diana Acevedo, James Cordero, Juan Casimiro, Juan Vera, Marisol Lugo, Nancy Romo, Saddy Rivera, Tammy Harris, and Yolanda Natal.

The fraternity has always been different in that it provides a co-ed experience emphasizing a strong sense of **familia** among the brothers and sisters. The design is deliberate in that the fraternity creates a leadership learning lab, thereby providing members with opportunities to interact with other people of different backgrounds and experiences.

I joined the fraternity in the winter of my freshman year. As a group of motivated students, we achieved far more than any one of us could have done alone and the friendships that we forged continue to this day. Recently, I had the opportunity to participate in several fraternity events as an alumna and was encouraged to witness the same level of dedication and sense of **familia** that I felt as a student. More recently, my daughter and I attended a high school musical starred by the daughter of one of my fraternity sisters. As my sister and I caught up, the years melted away. I was reminded that our friendships are life-long; we really are family.

Alpha Psi Lambda will celebrate its 30th Year Celebration on OSU campus on June 27th, 2015. This weekend-long celebration will attract over 300 undergraduate, graduate and alumni members from across the country. For more information, visit http://www.alphapsilambda.net/
Alpha Psi Lambda Made Me Who I Am

By Florentina Staigers, former Alpha Psi Lambda President, Class of 2008

Alpha Psi Lambda is where I found not only my raices, but also my familia. Before joining, I had grown up in a rural Ohio town of 99% Caucasians. I didn’t have any context for the way my El Salvadorian mother had raised me. Things that I had dismissed as quirky parenting, like her having me wear wool ponchos to school or using a machete to chop weeds, suddenly made sense. I realized that these were traditions that I shared with others and that I should take pride in them.

My ΑΨΛ brothers and sisters never questioned my Latina-ness. Instead, they took me under their wing, fried me platanos, showed me the steps to salsa, and handed over their old-school Shakira cds. Moreover, through its strong philosophies on academic achievement and community outreach, the organization nurtured my passion for social justice and my drive to excel in school, while teaching me to channel this energy into the Latino community. Above all, the Alpha Psi Lambda family accepted me for exactly who I was while helping me strengthen my identity as a Latina, as an ambitious young professional, and as an activist.

Members were each other’s emotional support and we went through the highs and lows of college together. Over the years we’ve experienced personal triumphs, health emergencies, graduations, dropouts, weddings, births, deaths, celebrations, and emotional breakdowns. Everything that a family experiences, we have all experienced together.

Looking back on this time, I realize that the fraternity has been one of the biggest gifts of my life and I can’t imagine what my life would be like had I never joined. I worked for five years at an organization serving Latinos under the visionary leadership of a fellow Alpha Psi Lambda brother. I stood shoulder to shoulder with a sister in Washington DC as we watched the inauguration of the first Black president. Two sisters met me for a weeklong trip in Zanzibar while I was traveling the world alone for a year. These are just a few examples of the hundreds if not thousands of other memories that I have made with my fraternity brothers and sisters over the years. They are the people with whom I have shared the joys and triumphs of my life and whose words have uplifted me in the most challenging times. And these are the people with whom I will continue to share my life and love.

Florentina earned both her BA and JD from OSU and served as President of Alpha Chapter while she was an undergraduate student. Today, she is a New Orleans based writer, social justice advocate, and life coach.
Staging Shakespeare’s *Richard II*: A Challenge and Opportunity

By Manny Jacquez, PhD Student, English

In high school, reading Shakespeare felt like a chore. When reading traditional novels, it is typical for readers to skip over pesky, foreign words and rely on the context in order to determine the meaning. However, with Shakespeare, words may be treacherous; they often contain multiple meanings, connotations, and ambiguities that require thorough consideration. Modern editions typically provide annotations and footnotes for these terms; as a high school student I tended to treat these notes as extraneous. However, as an undergrad at California State University, Fresno, I discovered that these notes were well worth reading. Once I had revised my reading practices, I developed a greater appreciation for the richness of Shakespeare’s language and quickly grew to admire his works.

There is a reason why Shakespeare’s plays have endured from one generation to the next; for the curious and diligent reader, Shakespeare’s eloquent, but knotty representation of human nature—with all of its contradictions, affections, jealousies, and vain ambitions—has the capacity to enthrall, perplex, and penetrate to one’s core. However, I like to remind myself of my early frustration with and even distaste for Shakespeare in order to be more cognizant of the challenges of making Shakespeare more comprehensible for modern audiences. On the page, Shakespeare’s plays display great vitality, but it is certainly through the stage that these works became immortal. I recall the first production of a Shakespeare play that I observed: an adaptation of *The Winter’s Tale* by Greg Doran, Artistic Director for the Royal Shakespeare Company. I was greatly impressed with Sir Antony Sher’s show-stealing portrayal of King Leontes, but more than anything, I was awestruck that *The Winter’s Tale* could so thoroughly resonate with me in performance even without my ever having read the play.

What distinguishes performance from rote reading? When a player speaks a line, he or she delivers it with a distinct tone and attitude. When a battle or duel ensues, players gesture dramatically and interact with the space. Performance opens these plays for study and best approximates how Shakespeare’s works would have been consumed in his own time—not as words printed on a page (although his plays were later sold in print), but as living art pieces that could be adapted, expanded, revised, and improvised. My early experiences with Shakespearean productions fueled my great desire to adapt his plays for the stage. Right from the start, I dreamed of directing my own plays. This interest in studying Shakespeare not only in literature, but also through live theater is what brought me to The Ohio State University, which has an exclusive partnership with the Royal Shakespeare Company and a vibrant faculty dedicated to English Renaissance studies. At one point, attending OSU and directing a Shakespearean production was my wildest dream. And yet, that is where I now find myself.

Through support from a generous, anonymous donation, the English department is currently mounting a new production of Shakespeare’s *Richard II* to be performed on April 17th, 18th, 23rd, and 24th at 7:30pm at The Columbus
Latido
By Mark Kolat, Junior, Spanish and French

Finalmente llegó el fin de semana que Miguel había esperado por tanto tiempo. Al llegar a casa de su empleo, recibió una llamada de su amigo invitándole a pasar rato con él y otros amigos el sábado por la noche. Miguel aceptó la invitación, y el sábado por la tarde se preparó con vestirse de la ropa casual que llevaba cuando pasaba tiempo con sus amigos, y salió.

El día siguiente era domingo, y él sabía que tenía que cuidar de su sobrino, Paco, mientras su madre iba de compras. Entonces, el domingo Miguel se levantó por la mañana, se duchó y decidió ir al mercado antes de ir a la casa de su hermana para comprar ingredientes para preparar las galletas que a él y a Paco les encantaban tanto.

De camino al mercado, vio a mucha gente andando a diferentes destinos. Lo peculiar de este camino era que muchas de ellas le miraban como si fuese forastero. Unas pusieron caras antipáticas, otras guardaron a sus niños como si Miguel fuera a lastimarlos, pero algunas le saludaron a Miguel con una sonrisa o le dieron la mano.

Después de comprar los ingredientes del mercado, los cuales incluyeron azúcar, chocolate y crema de maní, Miguel partió para la casa de su hermana. Al llegar, Paco le dio un gran abrazo; el tío Miguel era su favorito. Siempre jugaban juntos a los deportes, construían fortalezas, y contaban cuentos. Por lo tanto, a Paco le alegró mucho de que viniera. Empezaron a jugar a un juego de fantasía al que habían jugado tantas veces antes, pero, sin embargo, Miguel todavía no sabía la razón por la que tanta gente le miró con expresiones tan extrañas y, por eso, esta vez no funcionó su poder mágico.

Fue al espejo para asegurarse que se veía bien: el pelo estaba cepillado y la ropa hacía juego, pero, de repente, dejó de latir el corazón; todavía estaba por la muñeca la pulsera de los colores de un arco iris que había llevado el sábado por la noche. Se puso nervioso de que gente la hubiese visto porque era un secreto de muchos, pero, después de unos segundos, se puso feliz, más feliz que nunca jamás había estado- se dio cuenta de que ese día fue el primero en el cual, en realidad, había vivido su vida real.

Entró su sobrino y exclamó, “¡Ay, que bella pulsera! ¡Vamos! ¡Quiero jugar al escondite!” Desde ese día, el corazón de Miguel ha continuado a latir, sin interrupción.

Performing Arts Center. I have the honor of serving as assistant director for this production under the general direction of Dr. Sarah Neville (Associate Professor, English). Helping to direct this play would be a unique opportunity for any scholar, but especially for me as a PhD student. Richard II is one of Shakespeare’s most compelling plays; it deals with questions of authority, usurption, madness, and the king’s divine right to rule. RII is heavy material, but also a very human play. Its nuanced exploration of the characters’ various personal dramas is something with which modern audiences are likely to identify. Owing to my own early struggles with Shakespeare, I aim to introduce people to the magic of the theater in ways that are personally relevant and also reflective of Shakespeare’s great allure.

However, this charge is by no means easy. There is no surviving actor’s or director’s guide to explain the playwright’s original intention. Shakespeare’s plays contain little to no stage blocking or instruction regarding the tone and intonation actors should use when performing the dialogue. The act of adapting Shakespeare is very much a creative one with unlimited possibilities. While some interpretations are a bit more cogent than others, there is very much a sense of freedom and inherent risk to adapting a Shakespearean play that makes every performance personal, unique, and surprising. For me, this is the true magic of live performance that makes every rehearsal a challenge and opportunity.

Richard II closed with high acclaim as this issue went to press. The Lord Denney’s Players look forward to future productions in upcoming years. Follow them on Twitter at @denneysplayers.
My interest in the archive as a material and symbolic entity began while I was working as an undergraduate research assistant at the University of Colorado Boulder. As an undergraduate student, I relied on archives for historical context. I soon realized, however, that archival research requires an entirely different lens from that to which I was accustomed. Even the most carefully organized archives are illusionists. What I am looking for ultimately has less significance than what I find. A challenge that I face as both a researcher and a literary scholar is to acquiesce to the materials present: the artifacts that occupy the particular archive I am exploring.

In the past I have dreaded handing back certain materials to the archivist. What if I missed something? What if I did not read carefully enough? How can I request more material when I am still unsure of the material I have just sifted through? Box after box, folder after folder, photo after photo, my presence in the archive changed it. It was not I who needed the archive, but the archive that needed me. Although I was somewhat reluctant, I removed the archive from the historiographical pedestal where I had so long kept it. I chose to no longer revere the archive and instead opted to develop a partnership with it, a relationship that bridged history and literature.

My experiences in archives have suggested that “archive” is a concept first. Why should literary scholars care about the voices in the archive? What are the relationships among history, historiography, and literature? The Archive, as the physical resting space for material history, indicates absolute, indisputable, artifact based historiography. It is the keeper of history that matters, history that actually occurred. Thus, it is the Archive that we turn to for infallible truth.

Democratizing the Archive involves exploring different and more inclusive approaches to preserving history.

Both concepts of the archive are predicated upon a hierarchy of access and predetermined prioritization. Delving further and further into archive as a concept as well as a practice, I found that not only was I questioning the historical authority of the artifacts, but also becoming inundated with questions of “who?.” Who organized this material? Who decided which materials were important enough to preserve? Whose history was ‘worthy’ of preservation? Who may access archives and why is archival material almost always inaccessible to the nonacademic world? Of course, in the true fashion of a researcher, I began to note every question that arose from my research into the preservation of material history. If, in fact, archives are an amalgam of historical perspectives, where are non-material or erased histories stored? Democratizing the Archive involves exploring different and more inclusive approaches to preserving history. My engagement with the Archive continues to evolve as I begin to reimagine and reconceptualize how I will define it. Developing a reparative archival praxis that considers accessibility, erasure, and absence has the capacity to connect many different modes of knowledge. Still, perhaps archives are the proverbial shape shifters. Even as I consider what I hope the Archive will become, I remind myself to stop looking.
Spiffy Gents: An Entrepreneurial Venture

By Abel Hernandez, Graduate Student, Design Research and Development

As a first-generation Dominican-American raised in the Hartford Projects, a notoriously dangerous public housing complex in Providence, Rhode Island, I certainly never envisioned that one day I would have the privilege of pursuing a Master of Fine Arts degree in Design at OSU. I credit my success to such non-profit organizations as New Urban Arts and College Visions, which introduced me to my remarkable mentors, Simon Moore and Jason Yoon. I was also very much inspired by my siblings, two of whom paved the way for me by graduating from the University of Rhode Island with their undergraduate degrees. My dream was to one day own my own company that made products that I would be proud to sell.

The idea for my company, Spiffy Gents, came to me in the summer of my junior year of high school while I was staying with my parents in their rural hometown of Santiago Rodríguez, Dominican Republic. I was captivated by the distinct way that older countrymen dressed—their perfectly tailored trousers and polished shoes. I started spending time with my older brother’s Dominican tailor, Rafael, who shared his passion for sewing with me. We tailored suits that I found at local thrifts stores, tapering the pant legs to make them narrower, and adjusting the lengths of the trousers and sleeves. I wore my tailored suits to class critiques at Rhode Island School of Design (RISD), where I was earning my Bachelor’s in Fine Arts. During my senior design show, my professors, mentors, and peers greatly encouraged my labors and began to inquire about how they, too, could get affordable suits. I continued to develop my craft and then decided to launch Spiffy Gents.

Spiffy Gents is a men’s clothing company that explores the growing industry of sustainable fashion. I develop high-quality men’s accessories made from recycled materials, thereby giving them new life and keeping waste out of our landfills. Spiffy Gents has been in development since October 2011 when I began interning with local tailors in Providence. I slowly developed the company brand by offering style consultations and crafting original products.

I am currently pursuing a Master of Fine Arts degree in Design Research and Development at OSU. I utilized previously earned AmeriCorps funds in order to enroll in a course within the Department of Design through the Office of Distance Education and eLearning. The following fall, I was accepted to the terminal master’s program within the Department of Design. The design program at OSU has encouraged me to step outside of my creative practice to broaden my knowledge and understanding of business. Courses in business plan writing and costume design have proven invaluable; I learned how to compose a professional business plan, and further developed my sewing skills while constructing a garment for the musical, City of Angels, produced by the Departments of Music and Theatre.

In 2013, I visited the Museum of the Rhode Island School of Design with the invitation to share my creative process through live demonstration as part of the “Artist/Rebel/Dandy” Exhibition. Here in Columbus, I continue to work with underprivileged youth. I hope to inspire others just as my mentors encouraged me.
Chilean Comix Artists
Stand Out at Latino Comics Expo

By Theresa Rojas, English PhD Candidate, MIT Predoctoral Fellow

Rodrigo Vargas and Fernando de Peña, up-and-coming comics artists and founders of MAPACHE STUDIOS based in Santiago, Chile, presented their work on the history of Chilean comics at the most recent Latino Comics Expo (LCX) in San José California, along with other Ohio State comics scholars. I had the pleasure of meeting these two good-natured comics artists in an exclusive interview for ¿Qué Pasa?.

TR: Tell us more about your studio name. Where does it come from?
MS: We just wanted to get together and start producing comics, and we were looking for a name... Mapache means raccoon in Spanish, though we don’t have those kind of animals here in the south. Anyway, they’re known for being sneaky and some sort of thieves. We liked that. “Studios”... was just wanted to feel important.

TR: How did you get into comics? Why did you start MAPACHE STUDIOS?
MS: We both used to read, a lot. Rodrigo was making some comics by himself, Fernando had some movie scripts, and suddenly we decided to start working as team.

TR: Tell us about the state of Chilean comix and the difficulties encountered by cartoonists since Pinochet’s dictatorship.
MS: Well, the Golden Age of comics in Chile ended with torture and human rights violations that broke the line of production and everything mostly died. So, it was underground cartoonists, inspired by the underground cartoonists from the US, who started giving birth and life to this new comics production, without any industry behind it, or wages. Maybe that is what makes it more difficult. Now, it’s not easy (and mostly impossible) to make a living this way.

Parada, Rafael Navarro, Carlos Saldaña, Javier Hernandez, Crystal Gonzalez [and] even a scholar of comics and Latino culture, Frederick Aidama, (OSU LASER Founder and Humanities Distinguished Professor, English). Everyone was really nice, Ricardo Padilla, co-founder of the LCX, made us feel like part of his family. We think issues that affect Latino creators in the USA are the same ones that affect the rest of Latino creators in the whole continent and probably in the world. Arriving to the states and sharing with people that are similar was really good for us, making us feel in some ways at home; we definitely look forward to meeting again and hope the LCX grows.

TR: How was your experience at LCX?
MS: We had an amazing time meeting awesome creators, like Daniel Parada, Rafael Navarro, Carlos Saldaña, Javier Hernandez, Crystal Gonzalez [and] even a scholar of comics and Latino culture, Frederick Aidama, (OSU LASER Founder and Humanities Distinguished Professor, English). Everyone was really nice, Ricardo Padilla, co-founder of the LCX, made us feel like part of his family. We think issues that affect Latino creators in the USA are the same ones that affect the rest of Latino creators in the whole continent and probably in the world. Arriving to the states and sharing with people that are similar was really good for us, making us feel in some ways at home; we definitely look forward to meeting again and hope the LCX grows.

TR: What about Latino representation in comics, particularly in Chile?
MS: Well, in Chile, comic book creators tend to look up to mainstream comic book characters. So, when they start making their own work, they relate better to middle-class, White Americans instead of the people that actually surround them. At the same time, it’s not really an issue of how you paint your character’s skin, but to understand where in the world you’re standing and whose story you are trying to tell. America as a whole continent has a historical culture clash and we think it’s up to media creators to take notice of it and decide what kind of story [they] want to tell. Latino representation should be as diverse as Latinos are diverse.
**TR:** You explain that *Elisa y los mutantes* originated from your observation of female representation in comics. What does that mean for you?

**MS:** The same way we wanted to tell stories that are closer to our environment and outside the US stereotype of Latino people, we wanted to tell a story about a girl we could be proud to call our friend and family. Female representation in comics is usually horrible and tends to exploit the female persona as a sexual device to attract teenagers and repressed older guys. Luckily, this is changing; we’re not the only ones taking notice and particularly a bunch of feminist creators are also taking the reins in this long overdue revolution.

**TR:** Your website features a sticker that says, “DEFIENDE A LOS COMICS.” Why do comics need to be defended?

**MS:** Because they have been held hostage. You can’t think about comics outside the “superhero box.” Comics need to be diverse and free.

**TR:** What advice do you have for people, particularly Latinos who are interested in doing comics?

**MS:** Go ahead and make ‘em and make them good. Today, it’s easier than ever to make comics and publish them online or [as] zines.

**TR:** How may people access your comics?

**MS:** Please talk to us; we get bored and have nobody to chat with. You can check out our website or work something out. We’re super nice; don’t be afraid of the Latino nerds. We’re kinder than the other kind of nerds. 📚

For more information on these comics, visit mapachestudios.org or contact Rodrigo and Fernando at holi@mapachestudios.org. For more information on LCX, visit latinocomicsexpo.com.
Frankie Gonzalez and Kevin Dunphy Continue a Family Buckeye Tradition

Traditions serve to transmit cultural history and remind us of the events that shape a family. One such tradition is the Puerto Rican parranda, a popular Christmas caroling tradition that many families honor as part of their national pride. For the families of Frankie Gonzalez and Kevin Dunphy, however, parrandas likely fuse various cultures. Their parrandas just might include “Carmen Ohio” and “Hang On Sloopy” along with “Las Navidades.”

Kevin and Frankie are old friends. Their fathers, Kevin, Sr. and Francisco, Sr., were good friends and fellow Buckeyes before them. This lifelong friendship was the catalyst that brought Kevin and Frankie to where they are now.

Frankie is a freshman and engineering major at OSU. Originally a native of Pembroke Pines, Florida, he grew up cheering for the Buckeyes. Before enrolling at the university, Frankie had already visited campus multiple times and attended two Ohio State games at the Shoe and a handful in Florida. Frankie is grateful that he can share this tradition with his father: “Being a second-generation Buckeye is great; I definitely think that it has created a unique bond between my dad and me.”

Kevin is a sophomore and Computer Science and Engineering major. Although he started college at Florida Atlantic University, family tradition eventually won out. Kevin explained, “My second year of college I decided to transfer to Ohio State to follow in my dad’s footsteps with my bud Frankie whose dad is my dad’s best friend.”

Kevin spent his early childhood in Puerto Rico where the Atlantic Ocean proved no barrier to the Dunphy family’s OSU Pride. “I was definitely a Buckeye before I came here,” said Kevin. “When I was a kid growing up in Puerto Rico, my dad would always watch the football games on TV. So, that’s how I eventually became a huge fan.” Kevin moved with his family to Weston, Florida when he was ten, but he still managed to make it to a few OSU games every year. “I attended the Texas game in 2005 and a few season home games, but…this year was my first Michigan game ever!”

Kevin displayed his Buckeye Pride in a video mash-up that he made to highlight Ohio State’s path to the Sugar Bowl. A video hobbyist, Kevin decided to undertake the project on a whim: “One day I was finishing studying around 4 am, and I happened to stumble upon an OSU hype video online. I remember saying, ‘Heh, I could do a better job,’ so I did.” The video went viral, scoring well over 200,000 views and is even featured on the Big Ten Network website.

Like their fathers when they were at OSU, Kevin and Frankie enjoy going to the gym, playing basketball, and attending football and basketball games together. Frankie looks forward to a well-rounded education: “My survey class in particular has me thinking about many opportunities outside the classroom, such as internships and co-ops.” Kevin agrees: “Ohio State is a wonderful place and I hope one day I am successful enough to give my kids the same opportunity my dad gave me to come here.”

The bonds that the Gonzalez and Dunphy families forged at and through the university contribute to the tableau of personal histories and traditions that make up this institution; thanks to Frankie and Kevin, the story lives on. 🏈
From OSU to Hong Kong: My Journey Across the World

By Gonzalo Adiazola, Junior, Fisher College of Business

A brisk wind blows down from Victoria Peak, the highest spot in Hong Kong, onto the rooftop terrace of the 21-story high-rise in the Soho entertainment district, dispersing the hot, humid, daytime air. The sun sinks into the sea behind the skyscrapers. Down below, car horns honk, air-conditioners whir, and people speak English, Cantonese, Mandarin and Indian languages. But up here, all those sounds meld into a solid murmur of noise. I pause to reflect on the events and milestones that led me here.

I am a fourth-year International Business and Marketing student. My family immigrated to the United States from Perú in 2011. At first, I struggled with language and cultural differences, but eventually hard work, consistency, and a driven mindset helped me to pursue my dream of becoming a business professional and making a difference in the world.

During my first year at Ohio State’s Marion campus, I secured a full-time job in banking. I participated in many university marketing campaigns and was featured in local billboards and other types of advertising. I was even elected as OSUM Homecoming King. In the midst of all of this excitement, I made sure to make classes a high priority and maintained a high GPA.

The following year, I migrated to the insurance business, which made me aware of the importance of networking and community outreach. I joined the Hispanic Chamber of Columbus and was recognized as one of 10 future Latino business leaders in Who’s Who in Latino Columbus.

My admittance to the Fisher College of Business opened a world of opportunity for me. After taking a semester-long, export-focused course taught by industry professionals, I consulted for U.S. Bridge through the Ohio Export Internship Program and helped the company to reach markets in South America. The peak of this experience was when I represented my company in a weeklong international conference organized by the U.S. Commercial Service in Bogotá, Colombia. I also participated in competitive symposia and conferences such as the 2013/2014 National Conferences of both, ALPFA and NSHMBA, the 2014 P&G Leadership Advantage Camp, the 2013 KeyBank and Fisher Leadership and Creativity Symposium, and the 2014 International Business Student Forum in Cancun, Mexico.

Involvement has been a key component to my development. I am proud to be the Vice President of the Hispanic Business Student Association, a brother of Delta Sigma Pi, the Professional Business Fraternity, and regular attendant of meetings of the Latino Student Association, the International Business Club and the Business Builders Club.

At the beginning of 2015 I visited Perú, where I was invited to direct leadership seminars and workshops in local universities. Now I find myself in Hong Kong studying abroad as part of the Fisher Exchange Program and I will return in June to start an internship with the Marketing Department of Cardinal Health.

Recently, I was awarded The Fisher Pace Setter Recognition, an annual award granted to top students on the basis of academic performance and leadership and voted upon by faculty, staff, and peers. A recognition reserved for less than 3% of undergraduates, this award represented a great honor for me.

It has gotten dark on the rooftop terrace in Soho. Lights are glowing in millions of windows. I look upon this remarkable setting and hope that my peers will also be able to live out their dreams. Every single one of us is full of talents and virtues. Set your sights on something great, something that you can be proud of, and work like there is no tomorrow to achieve it.

Spring 25
Spanish for Heritage Speakers: 
A Family of Language Learners

By Jessica Simmons, Senior, Chemistry; Jonathan Rodriguez, Junior, World Politics; and Carlos Lugo, Junior, International Studies

On the first day of Spanish 3413: Spanish for Heritage Speakers, we all went through the similar anxieties: What if my Spanish isn’t fluent enough? What if I say the wrong word and other students feel that I don’t belong here? Growing up listening and speaking Spanish, but feeling insecure about one’s writing skills is a familiar struggle, but this is precisely what SPAN 3413 works to remedy.

In this class, students came from different nationalities and backgrounds from all over Latin America and Spain. Spanish fluency varied from student to student, but the lessons were designed to aid our development at all levels. The class informed us of the nuances of language from a cultural perspective. For example, we learned that even a common word like ahorita could cause miscommunication among individuals of different nationalities. Owing to the manageable class size, we were able to develop friendships that helped to bolster our Spanish speaking skills inside and outside of the classroom. This bond among individuals with similar cultural backgrounds and shared language acquisition goals fostered the idea of a Buckeye Nation within our group, creating something that we considered uniquely ours.

The readings in this class related to the Hispanic experience in The United States. As Latinos and heritage speakers, we learned a great deal about our position within Ohio and in the greater United States. We researched Latino organizations in Columbus, and interviewed key leaders about their visions for the community. A few U.S. of published opinion pieces in the local newspaper, El Sol de Ohio.

Spanish 3413 provides students with the opportunity to speak Spanish daily in interaction with one another. We recommend this class as a unique and edifying opportunity for heritage speakers looking to improve their Spanish and learn more about the Latino experience at OSU.

Coming AU 2015: Spanish for Heritage Speakers
SPAN 3413 | Tue/Thurs 12:45-2:05pm.
¿Quién es un hablante de herencia? Es un individuo que ha sido expuesto al idioma, principalmente en casa, y tiene alguna capacidad receptiva y posiblemente productiva del español. For more information contact Dr. Elena Foulis at foulis.5@osu.edu.

My Research In Ecopoetics

By Ayendy Bonifacio, PhD Student, English

My research in the long, nineteenth-century, American context concerns conceptions of nature, citizenship, and empire during the antebellum (Fuller, Thoreau, Emerson, Douglass) and postbellum (Whitman, Melville, Dickinson, Du Bois). Since its academic inception in the late 80s and early 90s, ecocriticism has been called an issue-driven movement still lacking certain field-defining statements, which makes defining its methodological focuses difficult. My methodology, however, is landscape-based. I study poetic conceptions of nature through a historical lens in order to cross-examine the developmental links between literary scholarship and the environment.

My second interest is historical ecopoetics, a sub-category of ecocriticism. Since my approach is historical, I occupy a presentist vantage point to study nature, poetry, and the social and political conditions engendered by conceptions of the natural world. I also have a historical interest in the reader’s relationship with poetry as a living ecosystem. At its core, therefore, my research considers how poets depict the environment while expressing interest and disinterest for the natural world.

I was born in Santiago de los Caballeros, Dominican Republic. When I was three, my family and I immigrated to Brooklyn, New York. I grew up speaking Spanish to my parents and English to my siblings and friends in one of the most crime-ridden neighborhoods in Brooklyn, New York. I encountered the classic signs of the “hood:” gang-violence, drugs, low literacy. However, I grew up with loving parents and open minded and supportive friends. I only mention the particulars of my upbringing because they play huge roles in my creative and academic work. I’ve learned to be grateful for the things I get to do in the academy, in Columbus, Ohio. I always tell my family and friends that I represent them in all I do. And their perspectives and gratitude humble me.
Recognizing Excellence at OSU

Honors and Awards

Gonzalo Adriaizola was awarded The Pace Setter Award, the Fisher College of Business’s highest honor.

Andrew Braun participated in the Harvard School of Public Health’s Fostering Advancement and Careers Through Enrichment Training in Science Program, an intensive 4-week program dedicated to public health.

Mariantonieta Gutierrez Soto was top 15 at the 29th annual Edward F. Hayes Graduate Research Forum (2015) poster competition.

• was a finalist on the Technical Paper and Poster Competition at the 2014 National Conference of Society of Hispanic Professional Engineers (SHPE).

Jose Otero was named Distinguished Undergraduate Research Mentor at the 2015 Denman Undergraduate Research Forum.

Marcos Sotomayor was named Distinguished Undergraduate Research Mentor at the 2015 Denman Forum.

Steven Villanueva won the Best Oral Presentation award at Society for the Advancement of Chicano/Hispanic and Native American Scientists (SACNAS).


Valerio, Miguel. La noche de Ohio. Editorial Paroxismo, 2015. Print. This is Valerio’s second poetry collection after Los presentes de la muerte, which won Editorial Paroxismo’s 1st International Poetry Prize in 2012.

Presentations


Publications


Summer ‘14 Graduates

Associates

• Sierra, Adrian, AA, Spanish

Bachelors

• Arellano, Nicholas, BA, International Studies
• Bonillo, Raymond, BA, History
• Carballada, Kiara, BS, Animal Sciences
• Caro, Silvia, BA, Criminology
• Carrillo, Evelyn, BS, Biology
• Castillo, Nickolas, BS, Architecture
• Castro, Melvin, BA, Political Science
• De Matto, Michael, BA, Linguistics
• De Nardo, Matheus, BS, Environment and Natural Resources
• Harding, Naomi, BA, Social Work
• Hibbard, Shannon, BS, Geological Sciences
• Laroque, Philippe, BA, Communication
• Law, Robert, BS, Chemical Engineering
• Omer, Alicia, BA, Psychology
• Ortiz, Jacyna, BS, Visual Communication Design
• Ortiz, Jasmine, BA, Speech and Hearing Science
• Pereira Cejas, Veronica, BA, Psychology
• Pompa, Danica, BA, Linguistics
• Rich, Joshua, BA, Chemistry
• Ring, Alexander, BS, Civil Engineering
• Ritt, Alexandra, BA, Sociology
• Roman, Natalie, BA, Communication
• Salvan, Nissa, BA, Anthropology
• Schulstad, Erica, BS, Psychology
• Shalash, Safiyeh, BS, Biology
• Torem, Michael, BA, Biology
• Valdes, Nicole, BA, Neuroscience
• Vera, Elizabeth, BA, Psychology
• Villarroel, Jesus, BA, Economics
• Villumsen, Meibe, BA, Hebrew

Masters

• Aguilar, Angelica, MA, Speech Language Pathology
• Aguirre-Moreno, Jazmin, MA, Education, Educational Policy & Leadership
Summer ‘14 Graduates (continued)

• Barbero, Maria, MA, Comparative Studies
• Bryant, Nikki, MA, Speech Language Pathology
• Bustamante Amaya, Christian, MA, Economics
• Catalan Pino, Fernando, MPH, Public Health (MPH)
• Cruz Perez, Benjamin, MS, Biomedical Engineering
• Furuchtgott, Natasha, MS, Dentistry
• Iturra Rivera, Victor, MS, Agricultural, Environmental & Developmental Economics
• Jara Valencia, Benjamin, MS, Agricultural, Environmental & Developmental Economics

• Link, Gabriela, MA, Education: Educational Policy & Leadership
• Moya Calderon, Christian, MS, Electrical and Computer Engineering
• Ospina Acero, Daniel, MS, Electrical and Computer Engineering
• Santiago-Torres, Juan, MS, Biomedical Sciences Graduate Program
• Sieg, Melissa, MBA, Part-Time Master of Business Administration
• Sosa, John, MS, Materials Science and Engineering
• Walker, Ebonee, MS, Nursing

Doctorate
• Bueno Perez, Lynette, PHD, Pharmaceutical Sciences
• Fontes, Jorge, PHD, Chemical Engineering
• Forsythe, Vibh, PHD, Psychology
• Jimenez, Eliseo, PHD, Education: Physical Activity and Education Services
• Marzago, Thiago, PHD, Political Science
• Pimentel, Carlos, PHD, East Asian Languages and Literatures
• Puffenberger, Synthia, PHD, Psychology
• Torres, Carlos, PHD, Biophysics

Fall ‘14 Graduates

Associates
• Atkinson, Sierra Alexis, AA, Criminology
• Sanders, Justina Fayne, AA, Biotechnology
• Stanley, Peggy Sue, AA, Undergraduate Non Degree
• Wilson Fabian, John, AA, Spanish

Bachelors
• Ahrendt, Ana Elena, BA, Speech and Hearing Science
• Aquino, David, BS, Civil Engineering
• Arevalo, Christopher Adam, BS Mechanical Engineering
• Barber, Brandt Abraham, BA, Film Studies
• Beck, Hannah Lee, BS, City and Regional Planning
• Benitez-Schaefer, Katherine Paige, BA, Psychology
• Benson, Olga Lucia, BS, Computer Science and Engineering
• Brandon, Christopher Lee, BS, Physics
• Brown, Blaique Joanna, BA, French
• Calderon, Eric, BS, Consumer and Family Financial Services
• Campos, Corey Eloy, BA, Linguistics
• Centeno, Victor Antonio, BS, International Business Administration
• Chamberlain, Forrest David, BS, Mechanical Engineering
• Charles, Nateesha S, BA, Anthropology
• Cipituca, Nicolas Dario, BA, International Studies
• Cruz Raygada, Max Benjamin Alexis, BS, Mechanical Engineering
• Cruz-Santos, Genesis Francisco, BS, Food Business Management
• D’Astolfo, Alexandra Danielle, BA, Art
• De la Pena, Alyssa Emily, BS, Human Nutrition
• Dias, Ruvini Nina, BA, Political Science
• Diaz, Kayshla, BS, Biology
• Espinoza, Paola Valeria, BS, Chemical Engineering
• Farias, Lauren Schell, BA, Art
• Fernandez, Elizabeth Maria, BS, Civil Engineering
• Garcia, Rachel Ellen, BS, Human Development and Family Science
• Gonzalez, Ryan Christopher, BA, International Studies
• Gonzalez Ramos, Ana C, BS, Marketing
• Gutierrez, Fidel P, BA, Psychology
• Hepburn, Michael W, BA, Globalization Studies
• Leon, Phillip Craig, BA, Psychology
• Levinson, Brenna, BS, Education - Sport Industry
• Llavona, Jacqueline Sophia, BS, Electrical and Computer Engineering
• Lojo, Sarah Nicole, BS, Animal Sciences
• Lopes, Michelle Odette, BA, International Studies
Lopez, Tani Olivia, BA, Communication
Luque, Estefania, BS, Nursing
Madera, Moises Antonio, BA, French
Marcial, Adrian Thomas, BA, Communication
Martinez, Lauren Elizabeth, BS, Marketing
Medina-Fetterman, Hector Javier, BS, Computer Science and Engineering
Metzker, Nora June, BA, English
Michel, Ryan Nicholas, BS, Food, Agricultural & Biological Engineering
Morales, Shenice Y, BA, English
Morales, Kaitlyn Nicole, BA, Anthropology
Morla, Melquiades Eliezer, BS, Construction Systems Management
Murphy, Michaela Rose, BS, Human Nutrition
Narciso, Ana Iris, BS, Human Development and Family Science
Nava, Hector Rufino, BS, Economics
Ortiz, Dionicio, BS, Logistics Management
Padilla, Carol Isabel, BA, English
Parsons, Daniel Joseph, BS, Civil Engineering
Pasquel Cifuentes, Alvaro Alejandro, BS, International Business Administration
Perez, Manuela D., BA, Korean
Perez, Nathalia, BA, Communication
Peters, Lindsey Marie, BS, Public Health
Poupart, Angela Christine, BA, Communication
Pozuelo, Jose Andres, BS, Finance
Rebollar, Vanessa Denise, BA, Psychology
Rivera, Madgenith, BS, Human Nutrition
Rivera Vargas, Habib Ali, BA, Psychology
Rondinelli, Melissa Hope, BA, Speech and Hearing Science
Ruballo, Bryan Joseph, BS, Civil Engineering
Ruvalcaba, Brandon, BA, Psychology
Santiago, Justin Philip, BA, Criminology
Swad, William Basil, BS, Communication
Thiemann, Carina T, BS, Neuroscience
Valdebenito, Cristobal Mario, BA, Biology
Velez, Alejandro, BS, Computer Science and Engineering
Villarreal, Sara Tiffany, BA, Sociology
Willis, Christopher Micheals, BS, Logistics Management
Holguin, Kerrie Nikaido, MS, Materials Science and Engineering
Lado, Gabriel Alejandro, MS, Electrical and Computer Engineering
Ortiz-Rosario, Alexis, MS, Biomedical Engineering
Paredes Orozco, Guillermo Alberto, MA, Sociology
Rodriguez, Jesus Alfredo, MB, Master of Business Operational Excellence
Shakalli Tang, Miriam Joan, MS, Chemical Engineering
Toledo-De Leon, Rogelio, MS, Food, Agricultural & Biological Engineering
Van Hilsen, Zachary Xavier, MS, Dentistry
Wendt, Benjamin James, MD, Education: Educational Policy & Leadership

Masters
Alzate Correa, Diego Fernando, MS, Pharmaceutical Sciences
Amaya, Peter, MS, Biomedical Engineering
Baker, Amanda Rose, MA, Education: Educational Policy & Leadership
Benitez, Cinthia, MA, Psychology
Connolly, Cristina Aurora, MS, Agricultural, Environmental & Developmental Economics
Deighan, Clayton James, MS, Chemical Engineering
Gomez, Norma Janeth, MS, Agricultural, Environmental & Developmental Economics
Herrera, Luis Carlos, MS, Electrical and Computer Engineering

Doctorate
Cabrera, Eusebio D, PhD, Industrial and Systems Engineering
Da Costa, Luciana Bignardi de S Brisola, PhD, Comparative and Veterinary Medicine
Del Pilar, Joselyn, PhD, Chemistry
Fernandez Rivera, Alfonso Andres, PhD, Geography
Gomez Lacayo, Juan Pablo, PhD, Spanish & Portuguese
Oliver, Kendea Nicole, PhD, Psychology
Santana, Estevan, PhD, Biomedical Sciences Graduate Program
Students from Dr. Sotomayor’s Research lab mimic the double helix structure of DNA at the 2015 Denman Research Forum.