¿Qué Pasa, OSU?

An Independent, Student-Run Magazine About the Latino Communtiy at Ohio State • Volume XI Number 2 • Winter 2004

Dr. Miguel Villalona

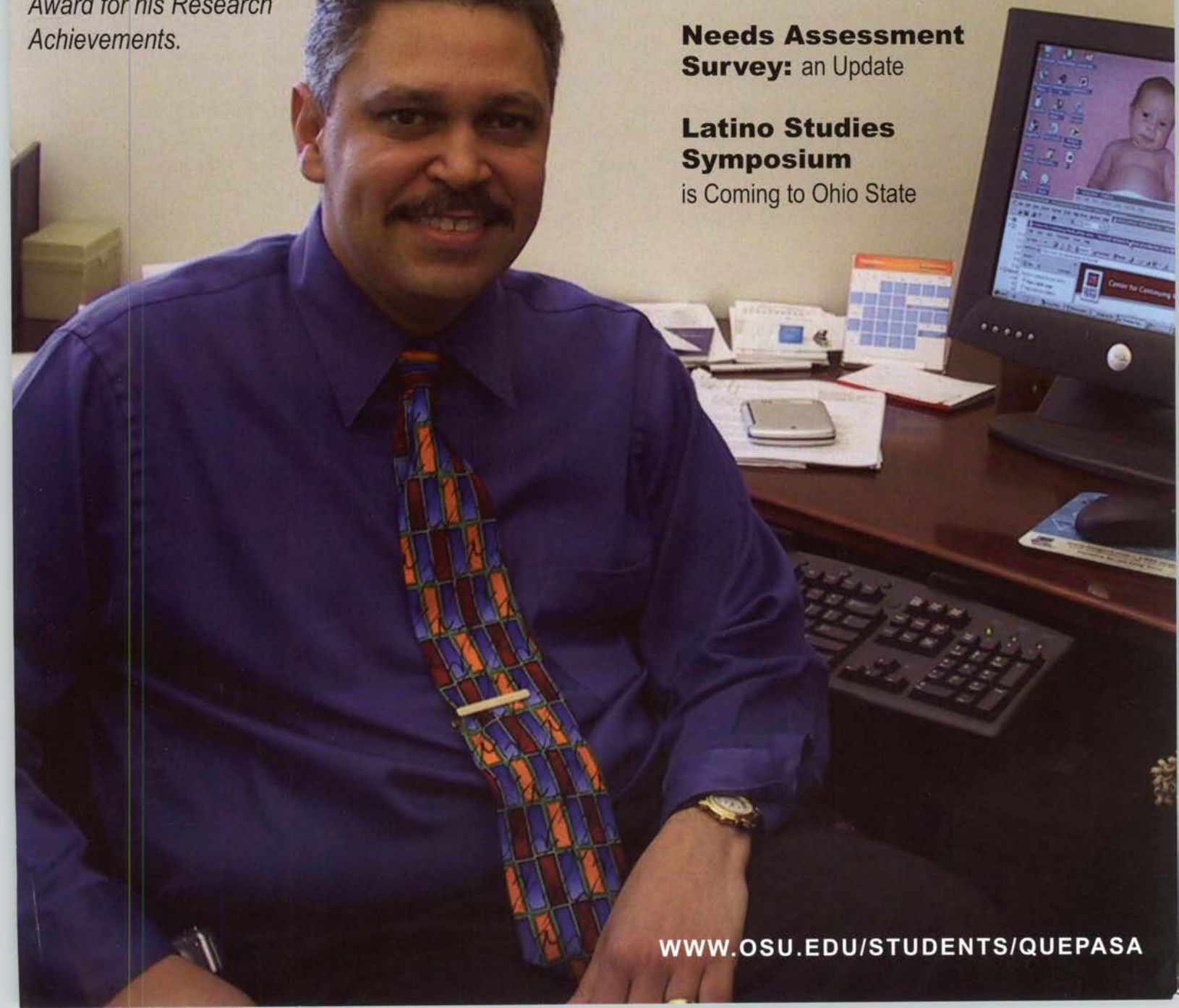
Received the Prestigious Fray Anton de Montesinos Award for his Research Achievements.

Plus:

From Mango Street to Campus Drive: Advice on Adjusting to College Life

Needs Assessment Survey: an Update

Latino Studies Symposium is Coming to Ohio State



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The Changing Face of Columbus

How is Ohio State Addressing the Increasing Presence of Latin@s?

by M. F. Ramos-Pellicia, Ph.D Candidate

Esquina del Editor

The increasing presence of Latin@s is changing the demographic, political, socio-cultural, economic and educational landscape in the United States. According to the US 2000 Census, the Latino population has grown from 22.4 million in 1990 to 35.3 million in 2000. While Latin@s increased 57.8%, the total US population increased only 13.1%. Traditionally, US Latin@s concentrated in Texas, California, Florida, New York, New Mexico, but now are spreading all over the United States.

The growth impacts all sectors of the economy, with businesses changing strategies to attract Latin@s as consumers. Similarly, Latin@s are becoming an important presence in the educational pipeline. According to the Western Interstate Commission for Higher Education (WICHE), Latin@s are projected to be nearly 20% of all US high school graduates by 2017-18, while White non-Latinos will be 58%; and African Americans, 13%. Educational institutions around the country recognize the challenges of the demographic shift and are trying to understand the issues affecting Latin@s.

Although Latin@s constitute only 2% of the Ohio population, their growth rate is noticeable. For instance, the Latino population in Franklin County increased 63% in 1990-2000; Latino public high school graduates are projected to increase from 1,316 in academic year 2000-01 to 3,842 in 2017-18. Beyond demographics, issues such as diverse national origins, language, culture, and adaptation need to be addressed.

The Latino community is diverse: individuals come from Spanish-speaking countries, or are US-born. They migrate to obtain an education, or to work legally or illegally. Undocumented Latino immigrants face a number of problems, among them, gaining access to higher education for their children. While many Latin@s know English, Spanish-dominant Latin@s find their language to be a barrier in obtaining a better education, and, consequently, in finding better paying jobs. Tara Fast discusses these issues in the *Letter to the Editor*.

Beliefs about a college degree play an influential role. If the family's economic situation is difficult, students may attend college while working, or enroll in college later in life, instead of applying for scholarships or taking loans. Another complication is being the first generation in college, thus, lacking the emotional support and the discipline needed to complete a college education. Also, Latin@s have very close family ties and moving away to attend college is emotionally daunting. However, many eventually make new friendships and seek assistance. Ernesto Escoto, Senior Staff Counselor at Counseling and Consultation Services, discusses students' concerns and makes suggestions for a successful transition to college life.

Ohio State is engaged in improving recruitment, retention, and enrichment of Latino students, faculty, and staff. In the late 1980's and early 1990's, Ohio State's administration worked with the Latino community in developing and implementing the Hispanic Action Plan (HAP) to address these issues. Among HAP initiatives were creating a position in Counseling and Consultation Services, establishing a Latino Studies minor, supporting the Office of Minority Affairs' outreach and recruitment initiatives, creating *¿Qué Pasa, OSU?*, supporting cultural and leadership initiatives through Latin@ organizations and the Office of Hispanic Student Services. The Latino community and OSU's administration continue monitoring together the needs of Latino students, making adjustments accordingly. The Needs Assessment Survey (NAS) Update presents the summary action items recently discussed by different OSU officers.

Ohio State is on the right track, taking proactive steps with the Latino community. *¿Qué Pasa, OSU?* encourages using the services available at Ohio State. These were created to help us obtain our degrees.

¿Qué Pasa, OSU?

Volume XI Number 2
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Profiles:


Photo by Francie Buschur

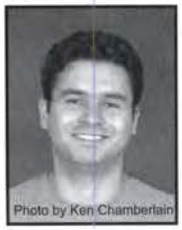


Photo by Ken Chamberlain

Welcome to our newest Editorial Board Member, Mauricio Espinoza Quesada!


Photo by M. F. Ramos-Pellicia

Photo by Francie Buschur

Please send all letters, press releases, or etceteras to:

Victor Mora, Associate Director
Office of Undergraduate Admissions and First Year Experience
930 Lincoln Tower
1800 Cannon Drive
Columbus, Ohio 43210
e-mail: mora.1@osu.edu
quepasa@fa.adm.ohio-state.edu
quepasa2@fa.adm.ohio-state.edu

Cover Photo by:
M. F. Ramos-Pellicia

Su Opinión

Redefining the Field of Latino/a Studies

by Professor Ignacio Corona


Photo by Francie Buschur

Next Spring Quarter, OSU will host *Latino/a Studies in the Midwest: A Symposium*, an event of great relevance to the development of this academic field at our institution. This Symposium is made possible thanks to the effort of the Latino/a Studies Committee, and the support of many university offices, academic units, and organizations, such as OHFS and HOC. Leading scholars and new practitioners of Latino/a Studies will present their most recent work. They will also discuss how the field is evolving after a decade of undeniable growth in American academia, growth which seems to respond to the demographic shift that has placed Latin@s as the largest minority in the United States. Directors of programs and research centers will also share with the OSU community their unique experience of pioneering an academic field at a time when there were few programs organized around issues of ethnicity. The aim of the event is then two-fold: to revisit the institutional and intellectual history of Latino/a Studies while envisioning the future of the field.

The recent academic consensus around the term "Latino/a", as in "Latino/a Studies," marks a certain shift from identification based on particular national communities (i.e. Chicano or Puerto Rican Studies). It also represents a critical response to the official use of the term "Hispanic." Regardless of the context, agreeing on a specific identification category always implies an exercise in cultural politics. While "Hispanic" or "Latino/a" may be used interchangeably to include different Latino groups, the term "Hispanic Studies" now mostly refers to the study of those cultures in which Spanish is the dominant language. Therefore, it tends to focus on Spain and Latin America, in spite of the increasing relevance of Spanish in this country –the United States is the fourth largest Spanish-speaking country in the world. Latino/a Studies evolves, then, as a field of inquiry, not only by establishing distinctions and connections with Latin American, Hispanic, Caribbean, Chicano, American, hemispheric, and transnational studies, but also by contributing to the encompassing field of race and ethnic studies. This means that one of the challenges for Latino/a Studies at any institution is its positioning among disciplines, area studies, and ethnic studies programs. Likewise, addressing the needs of the Latino communities in the United States and exploring their cultural diversity remain, and should remain, at the core of its intellectual enterprise.

The Symposium's focus on the Midwest requires perhaps further clarification. It recognizes the importance of migration in relation to this region and, in general, to the changing demographic realities of the United States. With the exception of a few enclaves in the area, the increased presence of Latino/as in the Midwest is quite recent, although it represents a more diversified Latino population. This provides scholars with the opportunity to imagine new possibilities of interaction, transnational identity, and *convivencia* of the different Latino groups beyond the unitary and homogeneous community imagined by some and evidenced through frequent marketing and political strategies. The focus on Latino/as in the Midwest mainly attempts to capture the new geo-cultural and social realities. Some universities in the region are already taking note of these developments. A new resident fellowship program at UIC "Latino Chicago: A Model for Emerging Latinidades?" established with funds from the Rockefeller Foundation may serve as an example. Our institution should follow suit and contribute to the introduction of ways of understanding these social trends through innovative theoretical perspectives.

The development of Latino/a Studies at OSU, as part of a broader academic configuration for the study of comparative ethnicity and not as an independent program, promises to avoid an insularity that in some cases has placed programs at risk in other institutions, i.e. lack of funding. Necessary ways of intellectual interaction and negotiation at different levels will, then, be the order of the day in the immediate future of Latino/a Studies. We should, therefore, keep open the channels of communication among the administration, faculty, staff, and students as we continue redefining the field and our different expectations in relation to it. It is in this context that we expect that the April Symposium will engage a large number of participants, familiar or not with Latino/a scholarship, and it will go beyond the ways in which Latino/a identity is conceptualized to become a forum which will highlight the contributions of the field to the academic plan, the commitment to diversity, and the academic mission of the university.

Latino/a Studies Symposium

The Latino/a Studies Symposium is Coming to Ohio State!!!

by M. F. Ramos-Pellicia

Organized by OSU's Latino/a Studies Program, the Latino/a Studies Symposium on Latino/a Studies in the Midwest will take place April 16-17. Professor Luz Calvo of Comparative Studies explains that the Symposium "presents a tremendous opportunity for OSU students and faculty to hear some of the leading scholars in Latino/a Studies." According to Professor Catriona Rueda Esquibel of Women's Studies, the Symposium is a very important event because it demonstrates "what a vibrant field Latina/o Studies is in this region" at the same time that it "directs attention to the work of Latino scholars from throughout the Midwest."

The two-day Symposium promises a formidable stage for discussion. According to Professor Rueda Esquibel, "the program features leaders in the field, like Frances Aparicio, Ruth Behar, and Suzanne Oboler, as well as more junior scholars who are up-and-coming.... The panels historicize Latina/o studies, study new cultural productions from Latina/o communities, and provide reports from directors of Latino/a Studies programs in the region."

Professor Rueda Esquibel added that "in addition to demonstrating to the OSU community what a vibrant field Latina/o Studies is in this region, the four panels will contextualize the work we're doing here in Latino/a Studies. We also hope to create a resource for Latino/Latina scholars in the Midwest to connect with one another's work and to come together for future collaborations." David Horn, Chair of the Department of Comparative Studies, emphasized support for the Symposium, which "presents exciting opportunities to work with neighboring institutions to build durable collaborations in Latino/a studies, and to bring into comparative perspective the particular experiences of Latino/as between the east and west coasts."

The meeting is not limited to scholarly work but will feature a special cultural event. Ángeles Romero, Visiting Assistant Professor of Latino/a Studies, has organized the event to reach university and community members: "To complement the Symposium, we propose to create an evening of cultural performance highlighting some of the Latino cultural activities in the region and bringing into focus how artists, practitioners and educators communicate a diverse and complex set of perspectives, traditions, and new interpretations of their identity."

For paper titles and complete scheduling information on the Symposium, please visit the program's website: http://comp-studies.ohio-state.edu/latinostudies/events.htm

Faculty Profile

Dr. Miguel Villalona, a Leading Expert Developing New Anti-Cancer Drugs!

by M. F. Ramos-Pellicia


Photo by Francie Buschur

In April 1999, Dr. Miguel A. Villalona joined the Ohio State faculty, recruited as an Assistant Professor by his previous supervisor Dr. Clara Bloomfield to join the division of Hematology/Oncology in the Department of Medicine and the Arthur James Cancer Hospital, Richard J. Solove Research Institute. His recruitment does not come as a surprise since he is a leading expert in the development of new anticancer drugs. Recently, he received the prestigious Fray Anton de Montesinos Award from the Alumni Association of the University of Santo Domingo in New York City. Every year, this prestigious award is given to a professional born in the Dominican Republic, but living in the United States and who has substantially enhanced the reputation of his/her country through his/her achievements.

Professor Villalona became interested in the medical career following the example of his family physician, who was very personable and dedicated. At a very young age, Dr. Villalona witnessed the loss of a classmate to cancer. The experience stimulated his passion to dedicate his life in finding a cure to this terrible disease. Professor Villalona's studied in the Universidad Nacional Pedro Henríquez Ureña, and did a rotation in Internal Medicine at Danbury's Hospital, an affiliate of Yale University. While in Medical School, he volunteered in the Oncological Hospital Heriberto Pieter. Afterwards, he was chosen by the National Resident Matching Program for his residency in Internal Medicine at the Kings County Hospital, State University of New York Health Science Center at Brooklyn. Dr. Villalona compares his residence to a boot camp, particularly because it was very intense: long hours of work, tremendous responsibility and the many very sick AIDS patients treated.

How does cancer develop? How can we attack it?

Cancer is a code carried in the genes that causes cells to keep growing, reproducing and spreading to other organs, instead of dying. Factors such as radon, asbestos, as well as smoking and second-hand smoking, influence the predisposition.

Treatments, such as radiation, chemotherapy and surgery, revert the growth of cancer cells. Radiation and surgery are the best treatments for localized cancer. The combination of several chemotherapy sessions and surgery may also result in a better life prognosis. There are also several products such as the epidermal growth factor receptor and pills that block cancer growth and others intensify chemotherapy. Although cancer is a genetic predisposition, certain environments foster this type of disease. Thus, it is a good idea not to smoke, or to quit smoking; avoid second-hand smoke, and check basements for radon and buildings for asbestos.

At the University of Minnesota, he began his research in cancer. Afterwards, he moved to Roswell Park Cancer Institute in Buffalo, NY to finish his training in oncology. For two years, Dr. Villalona worked in an underserved area in rural Alabama. This provided valuable experience both at the professional and personal levels. After these two years, he moved to the University of Texas, San Antonio for a special fellowship position to study the development of new drugs to treat cancer. A year later, he was appointed as faculty member at the University of Texas. The four years spent at the University of Texas were invaluable for the development of his career since he collaborated with Dr. Daniel D. Von Hoff, a world wide known expert in the development of new therapies for cancer. Dr. Villalona opened a clinic for pulmonary cancer patients where he applied the most recent strategies to fight cancer and took the approach of immersing himself in laboratory animal studies as a way to connect with basic scientist and the most recent discoveries in the molecular biology of cancer. His experimental research on pulmonary cancer was financed by the National Cancer Institute (NCI).

At Ohio State, Professor Villalona was assigned to develop the clinical research program and the pulmonary cancer research program at the Arthur James Cancer Hospital, Richard J. Solove Research Institute. His research projects are supported by NCI and pharmaceutical companies. In July 2002, Doctor Villalona was promoted to Associate Professor in the Department of Medicine and granted Tenure. He directs the program on experimental therapies on solid tumors, and studies new strategies and new agents to fight cancer. However, this is only the beginning for Professor Villalona as he foresees many long battles against cancer ahead of him. To prevent more victims of this disease, Dr. Villalona recommends to use your brain "not to be convinced by the tobacco campaign!".


Photo provided by Liz Cutler Gates

Alumni Profile

Mónica Ramírez

Ohio State Law Grad Awarded Equal Justice Works Fellowship: Mónica Ramírez will work with migrant farmworker women.

by Liz Cutler Gates

COLUMBUS, Ohio — More than 70,000 farmworker women in Florida are benefitting from the work of Fremont, Ohio, native Mónica Ramírez after she graduated last spring from the Moritz College of Law at The Ohio State University. Ramírez has been awarded a post-graduate fellowship for her work with migrant farmworker women through a national public interest organization, Equal Justice Works (EJW).

"As a future public interest lawyer, my job is to provide access to justice to individuals who would otherwise not be afforded such representation," Ramírez said. "Farmworker women fall squarely in this category and I am honored this fellowship will grant me the opportunity to work to cure the injustices that they face."

In 2003, EJW awarded 31 Route A fellowships and approximately 20 Route B fellowships throughout the nation. Route A fellowship applicants create their own topic, establish their own plan of action for carrying out their proposal, and select a sponsoring organization to host their project. Route B applicants apply through a sponsoring organization to work on the project that the host organization has created.

Ramírez received a Route A Fellowship for her proposal to represent migrant farmworker women who have fallen victim to gender discrimination. She will focus her efforts on victims of sexual harassment, along with those who suffer other inequities existing in farm labor, such as lower wages and discriminatory job placement.

"Based on my experience as a farmworker advocate and through other research, sexual harassment and other forms of gender discrimination are wide-spread problems among this population," Ramírez said.
Her project will be the first targeted effort to comprehensively and systematically deal with gender discrimination among farmworkers. This project is the first of its kind in the nation and she intends to create a template that can be used by farmworker legal services throughout the country. The Florida Bar Foundation will provide the Migrant Farmworker Justice Project with the financial aid necessary for Ramírez to create this program. Ramírez is one of only four individuals who were awarded Route A fellowships for the entire state of Florida for the upcoming fellowship term. The fellowships last two years and will run from 2003-2005.

According to Amee McKim, the Assistant Dean for professional development at the Moritz College, two Ohio State law graduates received Route B fellowships in 2002. However, Ramírez is the first Moritz student to receive a Route A fellowship since its creation in 1992.

"This is very exciting for Mónica and the entire Moritz College of Law," McKim said. "Our students have consistently shown a commitment to public interest work and it is wonderful that they are getting national recognition for their efforts."

McKim stated that the fellowship process is long and arduous. Prior to the actual application process, a candidate often spends many months and years developing their proposal. Further, she said that only individuals who are particularly focused and passionate are ultimately selected from the national pool.

"Mónica is particularly deserving of this opportunity due to her great passion for her work, her longstanding commitment to farmworker women and her extreme focus and dedication throughout her three years here," McKim said. "Mónica has exhibited strong leadership skills and legal talent throughout her time at Ohio State. I have no doubt she will excel and make a real and tangible difference for these women."

Mónica is the daughter of José A. and Margaret V. Ramírez. She is a 1995 graduate of St. Joseph Central Catholic High School, Fremont, and a 1999 graduate of Loyola University, Chicago.

The Moritz College of Law at The Ohio State University is Ohio's flagship law school. Approximately 650 students attend classes at the school's John Deaver Drinko Hall, located at 55 West 12th Avenue, Columbus.

Graduate Student Research Profiles

Academic Matters

Carolina Reyes

I am from Ecuador where I obtained a Bachelor of Science in Agricultural Engineering. In Fall of 2003, I graduated from the Master's program of one of the best Food Science and Nutrition programs in the nation, here at Ohio State.

In my Master's project, I used two different applications of image analysis to analyze foods. The first study analyzed thermal conductivity used in processes, such as baking, drying or freezing, that involve heat. A model that accurately predicted thermal conductivity for porous foods, such as the breads or muffins used in the study, did not exist. A statistical program provided an equation that predicts thermal conductivity. Already existing models were modified to include information regarding food structure not accounted for by previous models. The second image analysis application focused on the development of a method to determine coating evenness. Coating evenness is a very important aspect of potato chips because consumers prefer to eat chips with an even coating. Potato chips are usually coated with flavored seasonings; the evenness of such coatings is determined by a panel that looks at each chip. In the food industry, this is a time consuming and unpractical process, for such a reason, an instrumental method that determines a product's coating evenness is very useful. The methods developed in my studies assess evenness measurement in a simple way.

I will start looking for a job in Texas, and will be leaving many friends in the OSU Latino community with whom I shared many memories. Meanwhile, I am enjoying my time after almost two years of doing experiments, writing and being part of the graduate school.

How to can food!

The canning food process is very simple and it involves seven steps:

1. Cleaning, peeling and cutting all the ingredients.
2. Mixing
3. Putting all the ingredients in the container (either a can, a glass or a plastic bottle).
4. Pulling a vacuum and sealing.
5. Retorting (heating) with vapor, water or hot air to cook.
6. Cooling.
7. Labeling the container.

The cans are sealed BEFORE cooking!

The ingredients are mixed in large batches!

The canned foods are cooked in large vats such as this one.

Franklin Anariba

Molecular Electronics Research

My name is Franklin E. Anariba and I was born in Tegucigalpa, Honduras. I obtained a Bachelors of Arts in chemistry from Rutgers University - New Brunswick, New Jersey, in January of 1999. I came to The Ohio State University in the summer of 1999. I obtained my Master of Science in the Spring of 2002 and am currently a Ph.D. candidate in the Department of Chemistry working towards the culmination of my dissertation. My current work is directed primarily at understanding electron transport in carbon based molecular junctions. A molecular junction is basically the sandwiching of a molecule, or an array of molecules, preferably in parallel, between two electrodes. In particular, I sandwich monolayer of molecules varying in structure and ranging in lengths from 0.6 to 1.7 nanometers thick between a carbon substrate electrode and a titanium top contact. The results have been so far both encouraging and exciting. It can be concluded from the experimental analysis that, indeed, by changing molecular structure electron flow is affected. The results demonstrate the suitability of molecules for potential use in molecular circuitry.

Broadly speaking, my current topic of research focus on molecular electronics. Most of you are familiar with current devices such as television sets, disc and DVD players, and mobile phones. They all contain a common component: field-effect transistors (FETs), which are also heralded as the basic unit of current powerful desktops and compact laptops, which dominate today's daily business and professional activities. Most of today's microelectronic devices are based on silicon technology, which became a major player in the 1970s mainly due to its intrinsic semiconductor properties, wide availability, and cheap production costs.

In order for current microelectronics to become more powerful and efficient, nanoscale (< 100 nm) dimensions are required. 1-nanometer scale is 10,000 times smaller than the diameter of a human hair. However, there are limitations associated with simply nanoscaling current silicon-based components. As a result, many resources have been put forward in an effort to develop molecular devices, where the smallest unit is the size of a molecule or about 1-2 nm. To date, a wide range of molecular electronic junctions have been fabricated. Electronic devices based on molecular technology are expected to be commercially available within a 5-year period.

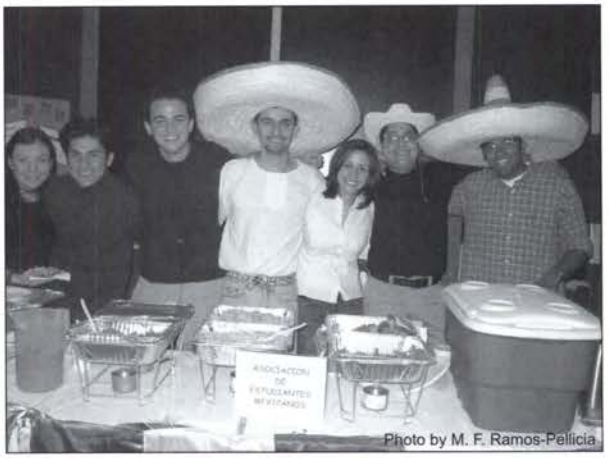
A glimpse into the Life of the Latino Community at OSU!

Taste of OSU

Students enjoyed conversation, good food prepared by different student organizations and danced to the music of DJ Ray "Ritmo" Arebalo in the Ohio Union Ballrooms. Alpha Psi Lambda, Puerto Rican Student Association and Asociación de Estudiantes Mexicanos were among the many student organizations that collaborated in Taste of OSU.

Alpha Psi Lambda

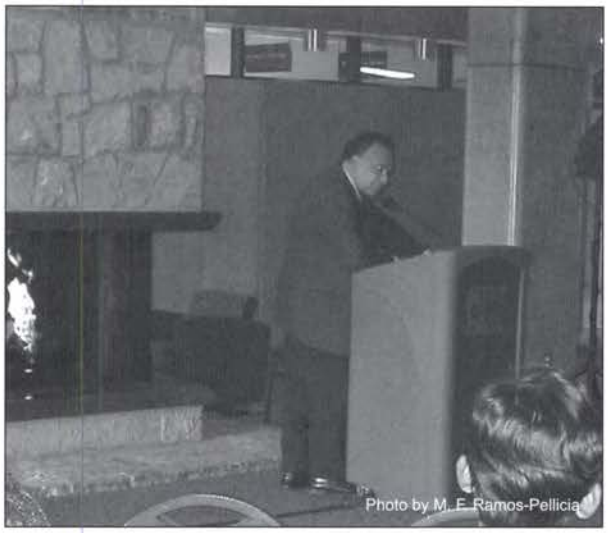
Puerto Rican Student Association



Asociación de Estudiantes Mexicanos

ISTEC

Prof. Ramiro Jordan (University of New Mexico), the founder of ISTEC (Ibero American Science & Technology Education Consortium) discusses ISTEC's plans.

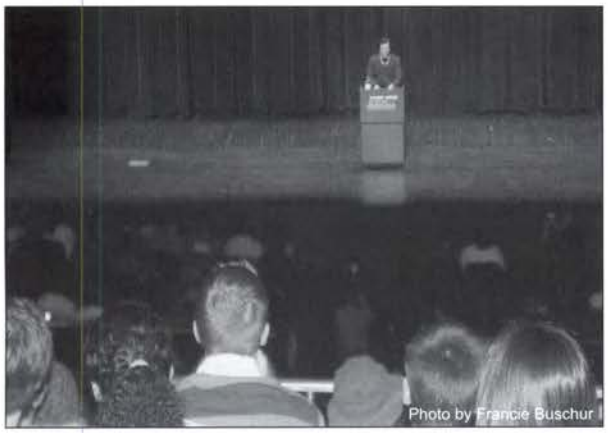


Dr. Samuel Betances

Dr. Betances discussed issues pertaining to the relations between African Americans and Latinos. His talk is part of The President and Provost's Diversity Lecture Series.

University-wide Council of Hispanic Organizations

University-wide Council Hispanic Organizations
Officers of the different Latino Student Organizations discuss activities for Winter Quarter. UCHO is committed to support all Latino organizations and individual Latino students at OSU.



John Leguizamo

John Leguizamo amuses his audience while discussing his struggles to make it in the entertainment industry.

Needs Assessment Survey (NAS)

an Update

by M. F. Ramos-Pellicia

In the last of a series of meetings, the Organization of Hispanic Faculty and Staff (OHFS) Student Matters Committee met with Martha Garland, Vice Provost and Academic Dean of Undergraduate Studies, Bill Hall, Vice President for Student Affairs, and Mac Stewart, Vice-Provost and Director of the Office of Minority Affairs, to continue discussing the NAS survey results and action plans.

OHFS recommended the creation of a mechanism to oversee the implementation of plans and maintain communications between the areas of Student Affairs, Academic Affairs, Minority Affairs, Undergraduate Studies, and International Education and the Hispanic community. Funds have been assigned for the plan's implementation.

Dr. Martha Garland, Undergraduate Studies, assured that funds available for scholarships have increased due to the higher numbers of students enrolled. The funds are an attractive recruitment mechanism. OHFS recommended efforts similar to the Graduate and Professional Student Visitation Day needed to recruit qualified Latino graduate students. Dr. Mac Stewart expressed the need to increase the graduate student Latino population by improving recruitment techniques and efforts.

OHFS pointed out that the participation of Latino faculty, staff and students in orientation needs to improve, perhaps, by becoming involved in activities organized by Orientation and First Year Experience. Vice President Bill Hall suggested seeking the participation of the Latino community in the development of activities and materials for Parents' Weekend. The creation of a Parents' weekend for Latino parents, or a distinct Latino component in the current Parent's weekend was discussed. Funds could be provided to facilitate travel to campus for need-based scholarship parents. Dr. Stewart recommended asking for the community's input on making available funds for visiting parents of Latino students during this weekend. The creation of a central location which would offer services such as tutoring, cultural events, academic lectures, adaptation and development workshops (e.g. career counseling, financial management, support groups) was also discussed. This program is being envisioned as a living and learning center and would also provide students with a cultural and residential center. Dr. Garland expressed concern about retention and graduation rates and wonders whether the center would help students to access the necessary academic support services they use. She added that we need to be mindful of the Diversity Plan in relation to Latino issues. Vice President Hall expressed that the Living and Learning Center will need a minimum number of interested and committed students, and there is a need for Faculty, Staff and student organizations to participate. It was suggested that there is a greater need to seek input from the Latino community. Dr. Garland reminded the Committee that the Center must be culturally based and opened to Latin@s and non Latin@s.

Through a collaborative effort of OUAB and FYE, it was also suggested that top profile Latino personalities be invited to OSU. Their visits would highlight the presence of Latin@s on campus and promote a sense of pride and belonging among Latino students. Dr. Garland added that this could extend the Diversity Lecture Series into a variety of activities involving the Latino community. Vice President Hall suggested the cooperation of Union for expenditures.

Since *¿Qué Pasa, OSU?* is a very popular communication tool on and off campus, OHFS discussed the need for new funding sources to further develop and expand the publication.

The results of this meeting have been shared with Yolanda Zepeda and José Castro, co-Chairs of OHFS. The organization hopes to be able to accomplish many of these goals within the calendar year and has expressed a desire for community members to join in these important events that impact upon the academic and general well-being of the Hispanic community at OSU.

The Office of Minority Affairs Tutoring Program:

"Helping Students Help Themselves."

by Manuel Cortés-Fontcuberta


Photo by Francie Buschur

Since 2002, the Office of Minority Affairs Tutoring Program has seen significant growth in the numbers of students using its services. Designed to assist Academic Advancement Services in enhancing and enriching the students' academic success, the program develops, implements, and evaluates an academic enrichment program consisting of tutoring and study/learning skills development.

The Office of Minority Affairs-Tutoring Program started the 2003-2004 academic year with many changes and challenges. Several changes were made to better serve the students. An early deadline, the second Friday of the quarter, was established for students to make tutor requests. This ensures that a student is assigned a tutor by the third week of the quarter. The Tutoring Program offers tutorial services for most science and math courses (75%), foreign languages (9%), social sciences (11%) and humanities (5%). During the present academic year, the fulfillment of tutor requests courses increased from 87% to 92%. The number of requests and tutor assignments increased from 220 per quarter to 600 by Winter Quarter of 2004. This increase is attributed to more aggressive advertisement that presents the benefits of the program. While increasing the numbers does not constitute an objective of the program, it reflects its success and the need to continue providing this valuable service. Success of the program is demonstrated in a small study that compared the effects of the Tutoring Program on students' GPAs. Two groups of students were compared; both similar in terms of ACT score, high school GPA, and other demographic variables. Those who received tutoring obtained a GPA 0.4 points higher than those not tutored. Students may choose individual, group, or walk-in tutoring and are eligible to receive up to 4 hours of tutoring sessions per week per course. Sessions are scheduled from Monday through Sunday.

The creation of a test bank is a new service of the Tutoring Program. Participating students are required to submit copies of the exams from all courses they are taking during the quarter they are tutored. Currently students and tutors may come to 1030 Lincoln Tower and make copies of old exams or they may gain access to the test bank via the following website (http://oma.osu.edu/aas/) beginning Spring Quarter.

The Study/Learning Skills area began a series of seminars on "How to study..." These seminars target skills and information necessary to excel in specific courses at OSU. Seminars for Architecture 100, Psychology 100, Economics 200, and Mathematics 050 to 150 are currently offered. The program is also developing seminars on test taking strategies, motivation, etc. Student may make a request to the study skills specialist to develop a seminar that addresses other topics. The study skill specialist, (Akanksha Misra) is available for individual appointments by calling 292-8732.

I want to encourage students to use our services. The Tutoring Program can be the difference between an A and a B. Upper class students looking for an opportunity to "give back" by helping other students are encouraged to apply to become tutors. In addition to providing a valuable service, tutors can earn extra money. Due to the increase in demand for tutors, The Tutoring Program has posted both the tutor sign-up form and tutor application form on the web. For further information, please visit: http://oma.osu.edu/.

From Mango Street to Campus Drive

by Ernesto Escoto, Senior Staff at Counseling and Consultation Service

"I don't believe I have what it takes to get a college education." "I long to be with my family and friends." "I am feeling conflicted between continuing my education and helping out my family." "I often feel misunderstood by faculty and classmates." "As a person of color, I often feel out of place on a majority campus." "This is too tiring. I work two jobs; plus I go to school full-time"

These and many other statements reflect legitimate concerns of many students of color, particularly Latin@s, as they attempt to successfully transition to college life. A transition—i.e., the passing from one stage to another—can be both unsettling and rewarding. Most college students enjoy learning, making new friends, visiting new places, growing intellectually, personally and spiritually, and look forward to attending college—a decision that may involve all of the above.

However, several weeks into a college career and the excitement felt during the first few weeks of the academic year can be eclipsed by less enjoyable or just painful experiences. Facing the contradictions between two cultures while enduring identity changes as one steps into a college campus can lead to feeling unprepared, isolated and lonely, longing to be home (or just someplace else), feelings of self-doubt, experiencing a sense of alienation from your family and the things that remind you of your culture, or feeling insulted and violated by derogatory comments or jokes.

As students of color in a predominantly White institution, Latino students' personal and academic experiences diverge from those of their counterparts, White students. And while college life can be at times difficult, there are ways to enhance its experience.

Here is a list of helpful tips to help you make a successful transition and maintain a sense of constancy in the middle of change:

Just remember the vowels…

Advance the Life of Others: Become involved in at least one student-, academic-, social-, religious-, or community-based organization. Apart from helping you feel connected, this experience is likely to enhance both your life and the lives of others. For a list of Latino Organizations check ¿Que Pasa, OSU?'s website (http://www.service.ohio-state.edu/students/quepasa/).

Establish Affirming Relationships: Individuals that value and exercise respect and honesty tend to form affirming relationships, where differences as well as similarities are embraced.

Identify Previous Successes: Though you may feel overwhelmed and believe there is no solution to a problem, more than likely you have already succeeded in facing similar concerns in the past. Identify a previous challenging transition (e.g., starting a new job or relocating) and the coping skills you implemented to successfully overcome this event. Once you have identified these skills, apply them to find a solution to your current concern.

Obey your thirst: That's a relevant slogan for a popular soft drink. The idea is to pay careful attention to your social, emotional, physical, spiritual, intellectual, and psychological needs and engage in activities aimed at addressing these needs. For example, if you're feeling isolated and lonely, talk to a supportive friend, family, faculty, or staff member. If you're feeling swamped by academic tasks, discuss you concerns with a faculty or a tutor.

Utilize Campus Resources: A first step to reaching out to others may involve identifying a potential resource. The Ohio State University's Student Resource Guide website lists numerous on- and off-campus student resources. From Counseling and Consultation Services (this writer's home at work is a safe place to talk about any concerns that may be troubling you) to the latest exhibition at the Wexner Center for the Arts, just a fine place to kick back with friends, go to: http://studentaffairs.osu.edu/resourceguide.asp

For some student perspectives on adaptation, we have continued on the next page!

Adapting to Campus Drive:

Continued from previous page

Will and Veronica found support in the Latino group that Dr. Ana Berrios runs at the Younkin Success Center. Their success shows how a concrete resource available for Latino students can make them feel connected to OSU and help them to become successful.

Will Heilbut

Major: Biochemistry
Country of origin: Born in Miami, FL; raised in Colombia
In the US: 4 years: 3 years in Columbus, 1 year in Dallas

Challenges you faced?

Nobody was there to support me financially. I couldn't get involved in the university life. I had my own apartment, had full financial responsibilities and commuted every day to work and school. I held a full time job as a department manager in a retail store and had many responsibilities. As soon as I moved on campus and was able to focus more on my studies instead of my job, things started to look up. The lack of a support group at the beginning of my freshman year, since I lived by myself, proved to be challenging. My parents still live in Colombia and it is expensive to call them, so I seldom spoke to them.

What helped you to adapt?

The most helpful thing in adapting has been getting involved in the university. After I moved to the dormitories, I still had to work because I had financial responsibilities and bills to pay, which, with classes, left little time for anything else. After I did research in the Summer of 2003, I took on an RA job. Having a life/job IN the university made a big difference. The financial responsibilities, although still there, are not as visible. Financial aid pressure is off my back and that has helped me to think more about my career than just about surviving. Involvement has made me more comfortable in the university.

Veronica Yoo

Major: Economics and International Studies
Country of origin: Argentina
In the US: 2 and a half years

Challenges you faced?

I guess one of the biggest challenges when coming to OSU was trying to adapt to the large body of students. I also had to get used to new teaching and learning techniques which were quite different to those used in my home country.

What helped you to adapt?

Getting involved is one of the best ways to deal with the adaptation process. Especially in my Freshman year, I tried to get into as many student organizations and campus activities I could. Once you get involved, you feel that you are part of the whole community at OSU, and having that sense of belonging is what makes adaptation a lot easier and better. I've also tried to take advantage of all the free services that OSU has to offer. Many students are not aware of all the resources that exist on campus with the main purpose of aiding students in their college experience. Either a counselor, an advisor or a tutor, there's always going to be someone to help you.

Health Issues

HIV and the Latino Community

by Raquel Raíces

The Acquired Immunodeficiency Syndrome (AIDS) is a serious condition caused by infection with the Human Immunodeficiency Virus (HIV). HIV attacks critical immune cells that would normally fight off disease. As a result, HIV infected individuals have a weakened immune system, are more prone to bacterial/viral infections and cancers than uninfected individuals, and subsequently develop AIDS. As of yet, there is not cure for HIV/AIDS. However, drug treatments are becoming increasingly effective in delaying or alleviating AIDS symptoms.

The HIV/AIDS epidemic had impacted 40 million people worldwide, as of the end of 2001. The most affected regions were Sub-Saharan Africa (28.5 million), South/Southeast Asia (5.6 million) and Central/South America (1.5 million). Latinos in the US comprised 20% of the 950,000 HIV/AIDS reported cases in the United States and 43% of cases among all Latin@s in the Americas. AIDS is one of the 4 leading causes of death among Latin@s between 25 and 44 years of age. The majority of the cases in the United States concentrate in five large metropolitan areas -- New York, San Juan, Los Angeles, Miami and Houston.

The length of time between HIV infection and development of AIDS varies among individuals. In fact, AIDS symptoms could appear 7 to 10 years after infection. Many factors, like drug treatment and general health care, play a crucial role in delaying AIDS onset. In terms of accessing HIV health care, Latin@s are more likely to enter the system at later stages of their disease. Access to appropriate health care is hindered by funding, stigma, racial discrimination, prejudice, fear of deportation, cultural and language barriers, lack of interpretation services and lack of knowledge about rights. Consequently, Latino HIV infected patients tend to develop AIDS earlier than other patients.

Anyone can transmit or be infected with HIV/AIDS by practicing unsafe sex, by blood-to-blood contact, or by sharing needles. Mother to child transmission, blood transfusion and transplants are other less common ways of transmission (the last two do not happen in the US anymore). Ways in which HIV cannot be spread include: touching toilet seats, mosquito bites, sneezing, tears, food, or shaking hands/hugging an infected person. The Latino population in general is at great risk of HIV infection due to poverty and high rates of injection drug use. Moreover, Latina women are at great risk of infection due to opposition to condom use by the Catholic Church, Latino male attitudes towards condoms, women's sex roles (social expectation that the women should play the submissive role in a sexual relationship), and the misconception of women being at a lower risk for infection than men.

Barriers to prevention among Latin@s include: reluctance to get HIV tested, fear of stigmatization, lack of HIV information, and cultural predispositions concerning diseases. On the bright side, Latin@s are recognizing the dangers posed by irresponsible behaviors that may lead to HIV infection. According to the Kaiser Family Foundation, 40% of Latin@s viewed HIV/AIDS as the most pressing health problem facing our nation today, in contrast to whites (23%). However, misconceptions about HIV transmission are higher among Latin@s than among whites – 37% of Latin@s stated that kissing could transmit HIV.

The HIV/AIDS epidemic is especially alarming among college students. According to the National Center for Disease Control and Prevention, one out of every 500 college students is infected with HIV -- 90% of infected students not knowing that they are infected. Lack of education about modes of HIV transmission, HIV testing and AIDS drug treatments lay at the root of the problem. OSU's Student Wellness Center has taken a stand against HIV spread by providing HIV education and an anonymous HIV test, which for $5.00 is accessible to all students. Yet, there is a great need to develop literature specifically designed to meet the needs of Latin@s, addressing factors like cultural pride and cultural differences. In this way, not only will we prevent HIV infection, but also improve the quality of life for the people living with AIDS, marginalized from society.

Wellness Center:

Wilce Student Health Center,
1875 Millikin Road, 292-4527
Alcohol/drug abuse prevention, smoking cessation, sexual health counseling, personal health risk assessments, financial counseling, support groups.

Website: http://swc.osu.edu/

Photo by Raquel Raíces

Andino Chicken

Rotisserie Chicken Has Arrived in Columbus

by Carlos Aranibar

Photo by Francie Buschur

Omar Ortiz, Owner of Andino Chicken, stirs the charcoal under their signature Chicken.

Alfajor, a Peruvian specialty, reminds customers to save plenty of room for dessert!

New traditions are constantly being introduced to central Ohio as Columbus grows larger. Recent OSU grad Jennifer Gallegos-Ortiz and her husband, Omar Ortiz, a current Hospitality Management major, have established an eatery unlike any in Columbus. Andino Chicken blends the spices of Puerto Rico, Peru, Mexico and Cuba to bring the authentic tastes to compete with the pretenders that seem to be popular in Buckeye Country. While balancing the day-to-day operations, Omar and Jennifer actively create the flavorful food Andino Chicken offers. The signature item is the Peruvian Rotisserie Chicken ($10.59 whole chicken and two sides, $5.99 half and two sides). Along with the mouth-watering chicken, the Ortiz' host a fresh salsa bar featuring original recipes, delicate desserts, and sandwiches just right for late nights out on the town. Although Andino Chicken has just hatched, it is sure to grow into a place you will visit often.

I was once again joined by Francie and her husband Nick, and our new friend Shana. Walking into Andino, you notice scattered Peruvian artifacts on the walls. Omar assured us he has plans to develop the interior as the restaurant grows. One eye-catching appliance is the rotisserie oven imported from Peru, where the chicken is slowly roasted over coals, a process that produces tender, savory meat. In addition to the slow roasting, the seasoning is what sets this chicken apart. Jennifer learned the recipe in her native Peru, mixing such ingredients as sugar, vinegar, cumin, various herbs and…well, I can't give away all the secrets. Instead of coating the skin, the seasonings are tucked underneath, locking the flavor inside.

Andino also features other entrees including classic Cuban sandwiches ($5.49). The Retiro sandwich is another of the Puerto Rican specialties on the menu that is made with ham, pork, and beef. The menu also includes *tacos* ($1.39) and *tortas* ($4.99), which can be filled with your favorite meats including *asada*, *suadero*, *carnitas*, and even *lengua* and *tripas*. Items excluded from the late night menu are the *platillos* and *caldos*. *Platillos* ($6.49) allow you to mix and match your favorite meat entrée with sides. *Caldos* ($5.99) are soups or stews, my favorite being *pozole*, a spicy Mexican soup with hominy and pork or beef. Their list of exceptional desserts includes *alfajor* ($2.00), a pair of soft cookies with *cajeta* in between covered with powdered sugar. Side dishes include salads and *plátanos fritos* ($1.79). Adjacent to the old Continent Plaza on Route 161 and Interstate 71, Andino Chicken caters to nearby night spots by being open on Sunday and Monday mornings from one to four in the morning.

Andino Chicken, with its incredible Rotisserie Chicken, island-inspired sandwiches and dishes, savory desserts, and salsa bar, is sure to be a hit in the making. Just over a month since its opening, the restaurant is still taking shape. With the valuable advice from the faculty of the Hospitality Management Department and the Ortiz' determination, Andino Chicken marks the dawn of the new player in Columbus' dining options.

Andino Chicken

1045 Mediterranean Avenue, Columbus
phone: 614-433-0306

Hours:
Open 7 days a week, 11am to 9pm
Late nights:
Sun. and Mon. mornings from 1am to 4am

$$: *$5-12/person*

All Credit Cards accepted
Non-smoking
Category: Casual Dining

Rating: ***3 out of 5***

Graduates

Fall 2003

Bachelor Degrees

Name	Citizen	Major	Degree
Avila, Victor Samuel	US	INTL BUS	B.S.
Carr, Sara Crystal	US	TXTL&CLO	B.S.
Cintron, Angelo Luis	US	SPANISH	B.A.
De Los Rios, Jose Alberto	US	IND DSN	B.S.
Felix, Leonardo	US	MATH	B.S.
Flores, Kristi Michelle	US	SPH/HRNG	B.A.
Hackett, Thomas	US	CHEM ENG	B.S.
Halenar, Jennifer Marie	US	HDFS	B.S.
Lopez, Angela Nicole	US	OPER MGT	B.S.
Louthan, Paul Douglas	US	ECE	B.S.
Lutz, Lori Michelle	US	MARKETNG	B.S.
Musa, Riham Yasin	US	OPER MGT	B.S.
Paule, Gisele Angela	US	INT STDS	B.A.
Perez, Vanessa D	US	CRIMINOL	B.A.
Ramos, Alejandro	US	COMMUNIC	B.A.
Salinas, James Vincent	US	MARKETNG	B.S..
Sanchez, Amber Rae	US	INT STDS	B.A.
Sidoti, Babe Renae	US	HDFS	B.S.
Skinner, Rami Annette	US	CRIMINOL	B.A.
Talamantes, Anton V	US	PSYCH	B.A.
Vanderzwart, Emily Jean	US	COMMUNIC	B.A.

Master Degrees

Name	Citizen	Major	Degree
Alpizar, Carlos Andres	Costa Rica	ECON	M.A.
Canahuate, Guadalupe Mercedes	Domin. Rep	CPTR/INF	M.S.
Espinoza, Tara Renee	US	ART	M.F.A.
Figueroa, Osvaldo Luis	US	MATSC&EN	M.S.
Garza-Delgado, Abelardo	Mexico	IND ENG	M.S.
Gorocica Buenfil, Milton Alejandro	Mexico	ANIM SCI	M.S.
Greear, Kendra Maria	US	PHYSTHER	M.S.
King, Esther Cely	US	PHYSTHER	M.S.
Leon Marquez, Juan Victor	Mexico	IND ENG	M.S.
Monge-Arino, Francisco Antonio	Costa Rica	ECON	M.A.
Reyes Posso, Carolina Alexandra	Ecuador	FD SC&NU	M.S.
Rocha, Adrian Valentino	US	ENV SCI	M.S.
Silva, Andres Guillermo	US	MECH ENG	M.S.

Doctorate Degrees

Name	Citizen	Major	Degree
Ashmore, Jamile Abraham	US	PSYCH	Ph.D.
Figueroa, Rodrigo	Chile	H&CS	Ph.D.
Gil, Alvaro Enrique	Venezuela	ELEC ENG	Ph.D.
Lara Velasco, Oscar R	Mexico	CHEM ENG	Ph.D.
Martinez, Felix A	US	EEOB	Ph.D.
Rojas, Jesus Antonio	Venezuela	VET CLIN	Ph.D.
Serpas, Juan Gilberto	Costa Rica	GEOD S&S	Ph.D.


Photo provided by the author

ESL in the Southwest School District

The Hispanic Student Population of Southwestern Columbus

by Tara Fast

Tara Fast, an OSU graduate, is currently an ESL Teacher in Grove City and sometimes Lectures for the OSU Department of Spanish and Portuguese.

Letter to the Editor

Southwestern City Schools is a Central Ohio school district that covers the southwestern corner of Franklin County, including the West Side and Hilltop areas of Columbus and the towns of Galloway, Alton, Darbydale, Harrisburg, Orient, and Grove City. It is unique in that, unlike most suburban school districts that are separate from Columbus Public Schools, SWCS combines rural, suburban, and urban students, sometimes in the same school.

Recently, due to an increase in immigration to the Midwestern United States, Columbus, particularly the West Side, is home to thousands of Hispanic, mostly Mexican immigrants as well as Somalis and Asians. Therefore, the number of students requiring ESL (English as a Second Language) services continues to rise in SWCS. There are now a total of 1,079 ESL students who speak twenty-eight different languages in the district. Out of those, 557 are native Spanish speakers. This number does not include the hundreds more Hispanic students who have been exited from ESL services. This occurs when the student passes an English language aptitude exam or after he or she has been a student in the district for three years.

The Hispanic ESL students face many challenges when they arrive and are placed in school. Obviously, the language barrier prevents them from understanding classroom instructions and assignments. Also, this prevents their parents from understanding written communication from the school. At times, the parents are either illiterate or native speakers of Mixtec, Zapotec, or other indigenous Mexican languages, so even documents translated to Spanish do not help.

Another issue is that many of the students at the middle and high school level have jobs, so they do not always complete homework assignments, which negatively affects their grades. Currently, the Hispanic high school drop-out rate is at 49% in the state of Ohio. At SWCS, some Hispanic students drop out as well. Male students often leave school to work and female students leave either to work or due to marriage and/or pregnancy. One of the biggest challenges of the district is to maintain open communication with the families and to emphasize the long term importance of having an education.

The school district employs ESL personnel in all of the buildings. These teachers, tutors, or bilingual assistants work with the ESL students specifically to build their fluency in English and ease their cultural adjustment to living in Ohio. The district also takes advantage of local volunteers. Mentoring programs for Hispanic students have proven to be highly successful, resulting in higher grades, improved self-esteem, and discouragement from gang activity. The biggest program in place is Big Brothers Big Sisters at Westland High School, Norton Middle School, and Prairie Norton Elementary School, which are the schools that cover Wingate Village (formerly Lincoln Park West), a predominantly Mexican apartment complex of 5,000 residents on the West Side of Columbus. I would highly encourage any Hispanic or Spanish-speaking OSU student to become involved with Hispanic ESL students at SWCS. The positive effects on the child, his or her family, and the local Hispanic community are long-standing.

The coordinator of BBBS is Ami Peacock, who can be reached at 839-2447 or apeacock@bbbscentralohio.org. For further information on SWCS or the ESL department, you can contact me, Tara Fast, ESL Teacher at 801-3331 or tara_fast@swcs.k12.oh.us or Rene Phillips, ESL Coordinator or Maria Bonachea, Cultural Diversity Coordinator at 801-3000

¿Qué Pasa, OSU?

c/o Office of Undergraduate Admissions and First Year Experience
attn: Victor Mora, Associate Director
930 Lincoln Tower
1800 Cannon Dr.
Columbus, OH 43210

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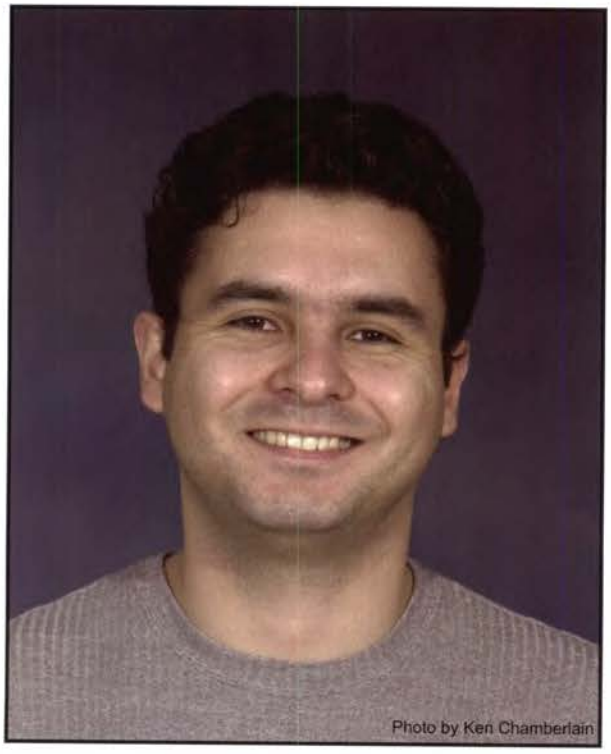
Photo by Ken Chamberlain

We are pleased to welcome Mauricio Espinoza Quesada, our newest Editorial Board Member!

I am an associate editor with the College of Food, Agricultural, and Environmental Sciences on the Wooster campus of the Ohio Agricultural Research and Development Center (OARDC). My work includes science writing, media relations and editing for OARDC and OSU Extension. I also work on Spanish-language publications, news items, and educational materials. In addition, I teach Spanish at the University of Akron Wayne College (Orrville, Ohio) and do court interpretation for the Wayne County Municipal Court. I'm a contributing writer with La Nación (San José, Costa Rica) and Nuestro Ohio (Columbus, Ohio). Other interests include translation (literature) and studies on Latin American literature and culture. I have a Bachelor of Arts in Journalism and Electronic Media Production (Ashland University, Ohio) and a Master of Arts degree in Latin American Literature (Universidad de Costa Rica).