

# ¿Qué Pasa, OSU?

The Magazine for Latino Scholarship and Community

Volume 23  
Number 1  
Autumn 2015

[quepasa.osu.edu](http://quepasa.osu.edu)



## Coming of Age

Millennial  
Potential  
L. Wiggins

2

Educational  
Lockouts  
F. Aldama  
and M. Pérez

4

Writing from  
Erasure  
R. Lopez

9

The Breakfast  
Group  
E. Foulis

13

## Who We Are Quiénes somos

Victoria Muñoz, **Editor**  
Jacinda Walker, **Art Director**  
Luisa Talamas, **Art Director Assistant**  
Leticia Wiggins, **Staff Writer**  
Yolanda Zepeda, **Managing Director**

### Contributors

Juan Abel  
Frederick Aldama  
Mónica García Blizard  
Nicole Espinoza de Montreuil  
Elena Foulis  
J. Marcela Hernandez  
Randi Lopez  
Sonia BasSheva Mañjon  
Jake Martín  
Yalidy Matos  
Martín Pérez  
Adriana Toledo

The Office of Diversity and Inclusion publishes *¿Qué Pasa, OSU?* each autumn and spring semester.

*¿Qué Pasa, OSU?* is proud to celebrate the achievements of Latinos in a variety of disciplines: art, politics, science, technology, literature, and more. Although not every discipline will be featured in each issue, each thematically organized issue *will* highlight the diversity of fields in which Latinos excel.

The Ohio State University is not responsible for the content and views of this publication. The publication does not necessarily reflect the views and opinions of the staff. All submissions for publications must include contact name and phone number or e-mail address. *¿Qué Pasa, OSU?* reserves the right to refuse any submission for publication.

For questions and inquiries, please contact [quepasa@osu.edu](mailto:quepasa@osu.edu).

**Note:** We use the term "Latino" to represent both Latino and Latina.

Photos for each piece are provided by the author or interviewee unless otherwise noted. Additional photo credits for this issue: Desiree Crawl, Excelencia in Education

## Esquina de la editora Coming of Age

In higher education, people come and go. Every autumn, new faces appear on the Oval, and every spring, beloved friends and



colleagues move on to new stages in their personal and professional lives. We often think of college graduation as a moment of coming of age, but how does this significant life event differ from person to person? What is the lived experience of attaining a college degree? This issue of *¿Qué Pasa, OSU?* features various coming of age narratives within the Latino community of OSU. However, just as Latinidad is differently experienced by each person, the experience of coming of age will differ from person to person.

In spite of the diversity of our experiences, certain commonalities bind us. As Mark Hugo Lopez explains, Hispanic millennials are emerging as a distinct population with real political clout. Yet, for many Latino youth, college access remains a struggle. As Frederick Aldama and Martín Pérez relate, some Latinos must circumvent various institutional lockouts on their paths to higher ed. As J. Marcela Hernandez similarly relates, greater efforts must be made to improve diversity in the traditionally underrepresented STEM (Science, Technology, Engineering, and Math) disciplines.

Nonetheless, the Latino community has always derived its greatest strength from its collective triumphs rather than its specific burdens. Juan Abel, who completed his bachelor's degree this past May, credits the Ohio State community for providing him with essential support to help him to complete

his degree after a prolonged hiatus. OSU's unique LASER program, founded by Frederick Aldama, was named a Bright Spot in Hispanic Education by the White House Initiative on Education Excellence for Hispanics. High school Junior, Adriana Toledo also extolls the Summer Research Opportunities Program hosted by OSU, for helping her and other students from underrepresented groups to prepare for graduate school.

Ohio is excelling in community outreach. The Jeremiah Program provides much-needed support to single parents working to complete their college degrees. The 4L for Latinas program is further helping young women to transform personal upsets into empowering art while OSU's Community Arts University Without Walls program in Puerto Rico trains aspiring activists in social justice through the arts.

Our faculty continue to foster visibility and fruitful dialogue among the Latino communities of Ohio and the nation. Jake Martin summarizes the distinguished athletic career of Cuban gymnastics coach, Casimiro Suárez. Elena Foulis relates her research in the personal narratives of Mexican-American Men in Lorain, Ohio, and Randi Lopez reviews the provocative coming-of-age novel, *Out of Darkness*, recently published by visiting professor, Ashley Pérez.

I also personally credit this publication for providing an important venue to unite the Latino communities of OSU and the greater Ohio area in celebration of our accomplishments and shared interests. However, this publication would not be possible without the sponsorship of the ODI, the leadership of our brilliant mentor, Yolanda Zepeda, the creative vision of designers, Jacinda Walker and Luisa Talamas, and the keen journalistic vision of our contributing writer, Leticia Wiggins. I thank these talented women for making this issue a reality. 🇵🇷

Con cariño,

*Victoria*

# Contenido



Girls Speaking Through Art **10**



Representing Medea **14**



Writing from Erasure **9**



Cuban Gymnast Casimiro Suárez **17**



Thoughts Upon a Graduation **7**



The Jeremiah Program **12**



It Takes a Pueblo **8**

# Millennial Potential: A Conversation with Mark Hugo Lopez

By Leticia Wiggins, PhD Candidate, History

*Recently, I sat down with Mark Hugo Lopez, Director of Hispanic Research at the Pew Research Center. Between meetings and other press calls, he kindly provided some background for his talk, "The Coming of Age of Hispanic Millennials," delivered on campus this October. As he cited, "Every year, 800,000-plus Latinos turn 18...Most of the vote power is coming from these young millennials entering adulthood." We discussed the many factors that make this generation of Latinos so important.*

**LW: Leticia Wiggins (LW):** It's so good to talk to you today. To start, I'm curious about how the Pew Research Center defines the term Hispanic.

**ML: Mark Hugo Lopez (ML):** ...generally we rely on people to self-identify as Hispanic. This might mean that those [whose ancestry contains] a grandmother from Mexico, but consider themselves white are not included in our analysis. We only include in our analyses those who self-identify as Hispanic or Latino and this is especially important when we talk about the Latino vote. Let people tell you what they are or how they see themselves.

**LW:** So, why not just not use the term Latino?

**ML:** Good question. We at Pew use these terms Hispanic and Latino interchangeably. The federal government does have a longstanding and clear definition of who is Hispanic and who is not. Hispanic means anyone who lives in one of the 21 Spanish-speaking countries of Latin America or Spain. Sometimes you'll get people who'll identify as Hispanic or Latino who are from Brazil, Germany, or even the Philippines, and so we have to count them as such.

**LW:** In an article you wrote for *The New York Times* this past June you revealed that Hispanics marry non-

**LW:** Currently, the conversation around undocumented Americans and citizenship has heightened cultural



Hispanics at a fairly high rate. Does this phenomenon complicate self-identification for the new millennial generation?

**ML:** One quarter of all Hispanic newlyweds married someone who is not Hispanic. And if you take a look at children who are one year old or under, you'll find that among those who live with both parents, 27% of Hispanic babies have at least one parent who's not Hispanic...And this is indicative of where the identity question is headed. Hispanic community growth is based on U.S.-born Hispanics on the one hand-and on the other, it's based on new immigrants and what it means to be American today. It's possible that in 40 to 50 years, this identity may be very different or may not be quite as relevant as it is now. Already two and a half million Americans say that they have some Hispanic ancestry, but don't self-identify as Hispanic or Latino.

consciousness. Is this also a special moment when millennials are taking definite pride in their heritage?

**ML:** I think there are a couple of elements in this "special moment" that you just identified. On one hand, we just talked about how Hispanic identities in the future may be more limited. Our data shows that Hispanics today seem to be getting more messages about being proud of their ethnic backgrounds than ever before. And now, one third of third-generation Hispanics will tell us that the term they identify most with is their country of origin. U.S.-born Hispanics of U.S.-born parents are likely to say "I'm Mexican." Then, 50% of that same group will say that they're Americans most often. It's interesting that we have this really strong sense of Hispanic identity, and frankly, the two stories we're talking about are going in opposite directions. You have both


this mixing of Hispanics with non-Hispanics and this moment where there's a lot of emphasis on being proud of who you are and where you're from. In 40 to 50 years, this may change; there may be a diminished notion of Hispanic identity.

**LW:** What makes Hispanic millennials different from other American millennials?

**ML:** On one hand, Hispanic millennials, between the ages of 18 and 34 are generally like other young Americans. When it comes to religious affiliation, one third of Hispanic millennials will say

they're not affiliated with any religion—close to the general U.S. public data. When you take a look at things like voting, young people will go out to vote in large numbers—true of whites, blacks, and Hispanics. And now, Hispanic millennials are more likely to be English-speaking than their adult counterparts. In many ways they're reflecting the general millennial experience.

Young Latinos are different in their use of technology. They're more likely to access the internet mostly from a smartphone or a tablet than their millennial counterparts. White millennials tend to have

desktops or laptops. Also, Hispanic millennials are more likely to be bilingual than other millennials. English use is on the rise. Finally, we've seen a really big change recently, with a surge in college enrollments for young Latinos since 2009. Now, 2.4 million young Latinos are on college campuses, the largest minority among two and four-year institutions...many young Latinos see the college degree as a key to success in the future, but they're not finishing as quickly as their black and Asian counterparts. This is where the big gaps are. 



## LATINO COLLEGE COMPLETION: OHIO

# FAST FACTS

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million degrees by 2020.

### STATE RANKING

Ohio had the **23rd largest Latino population** in the U.S.<sup>1</sup>

### K-12 POPULATION

In Ohio, **5%** of the K-12 population was **Latino**.<sup>2</sup>

### STATE POPULATION

In Ohio, **3%** of the state population was **Latino**.<sup>3</sup> Projections show a continued increase.

### MEDIAN AGE

The median age of Latinos in Ohio was 25, compared to 41 for White non-Hispanics.<sup>4</sup>



### DEGREE ATTAINMENT

In Ohio, 23% of Latino adults (25 and older) had earned an associate degree or higher, compared to 32% of all adults.<sup>5</sup>

**Latino Adults = 2.3 of 10**



**All Adults = 3.2 of 10**

# Tourniquets that Slow The Bleedout of Latino Males

By Frederick Aldama, LASER Founder, and Martín Pérez, Alumnus, Finance and Nonprofit Management

## Beginnings

**Frederick got into** UC Berkeley as an affirmative action kid. He was little prepared for the challenges of navigating a college campus filled with white middle-class students who seemed to know well its machinery. He could cut a thick prejudice with a butter knife. In the cafeteria one of his two roommates (both alums of Beverly Hills High) once announced, “We all know why Frederick got in to Cal: the charity program called Affirmative Action.” Frederick found himself at the edge of the precipice Latinos know all too well. Instead of dropping out and going home and taking classes at the local community college, he decided not to let them win. He decided to stick it out.

Some two decades later, Martín got into OSU as a Morrill Scholar. Ill prepared, Martín was ready to drop out of school because he could not afford the student fees that his scholarship did not cover. Martín had fifty dollars in his pocket. He had no idea how he was going to pay for books let alone another thousand dollars in student fees. However, he found assistance with navigating the unfamiliar terrain of financial aid and was ultimately able to attend OSU. From an early stage in his college career, Martín was made aware that Latino men do not very often succeed in our higher education system. An older Latino student stated, “out of all of my Latino friends from Toledo, I am the only male left in my cohort.” This statement made Martín feel uneasy about the possibility of his dropping out and, from that point onward, he determined that he would not become another Latino dropout.

Unfortunately, our stories are all too common. Even before college, the education system fails us. It’s bleeding out generations of Latinos and males seem to be especially vulnerable. Our schools are generally under-resourced and our teachers, over-worked and apathetic. How often have Latinos heard that we’re not college material? How often have preschool teachers looked suspiciously at our little brothers, cousins—our own children? Too often!

Our tenuous connection to education begins early. It’s made even thinner when we come from families in which our parents worked multiple jobs just to keep roofs over our heads. We see this vulnerable connection to education on a daily basis in and around Columbus. It’s this vulnerability that ultimately wins out, thereby locking us out of the education system altogether.

Latinos in and around Columbus have less than fifty percent likelihood of finishing high school. Of those that make it, only a few go on to attend community college, and even fewer to attend OSU. The numbers drop precipitously for those who lasso graduate and professional degrees.

In order to provide a strong sense of how our experience is mirrored by other Latino males, we conducted various interviews with Latinos at OSU. These are Latinos who have bucked the tragic trend and whose stories inspire and embolden us to further action. We don’t use their real names in order to protect their privacy.

## Circumventing the Educational Lockouts

Of Salvadoran ancestry and with a dark brown phenotype, Manuel struggled to make his way through his inner-city high school in Cleveland. Race relations were not divided between white and brown, but rather between black and brown, with African Americans composing the majority. He could think of nothing else but simply “graduating high school.” He was acutely aware of that he was playing the odds and knew that “higher education was not an option for most.” However, through the Office of Diversity and Inclusion’s outreach efforts, especially its Young Scholars Program (YSP), he’s now graduating from OSU.

A Cleveland native of mixed African-American, Puerto Rican, and Polish descent, David is also a first-generation college student. Although he strongly identifies as Latino, (his Polish ancestry barely a whisper), his African background allowed him to better perceive how other minority groups struggle “in the real world.” David attended an under-resourced high school where “principals and teachers were more worried about keeping kids in or out of school” than academics. His experience at the margins planted in him the strong urge to become an educator. This was a path he’d have to carve for himself. Most of his peers didn’t see college in their future, and rather imagined themselves as “mechanics or landscapers.” He made it to OSU as a YSP student. Things were shaky at first—“I found myself struggling academically”—but he’s now progressing toward a degree in strategic communications.

## Overcoming Circumstance

Several other Latinos of Mexican origin, including Carlos, Samuel, and Javier, felt pressure to stay home to support

their families. As the eldest male in the family, Carlos worked to help his single mom put food on the table. Javier recalls having had a job ever since he was of legal working age: “It wasn’t much when I was younger, but then I felt obligated to help with rent.” And, Samuel has also always supported his family, adding that, as the eldest, he’s “pursuing a degree to set the correct example in [his] family...for the rest to aspire to be great as well.”

Matias, a Latino of Puerto Rican descent who attended high school in the Columbus suburbs, also experienced tremendous pressure to stay home and to work and “help financially support [his] parents and family.”

Carlos, Samuel, and Javier also reflect that many of their peers succumbed to the temptation to drop out or join a gang “for quick money.” Samuel explains how “[that] life was easy to fall into and, in my neighborhood, it has claimed many through family members, peer pressure, or unfortunate circumstances.” These forces brought him into a lot of trouble that he’s still not fully overcome. Carlos, meanwhile, remembers getting “into trouble throughout high school,” but also learning from “those negative experiences.”

### Generation First

The men of this cohort all spring from working-class families. In a country like ours where race, ethnicity, and class are closely knitted to access (or lack thereof) to college, it’s no surprise that these men are all first-generation college students. One young man’s father never finished high school and his mother never made it to middle school. And while their parents may have supported their desire to go

to college, they didn’t really know how to help him find a path to college. Another young man’s parents worked so much they weren’t around to “teach us the fundamentals of life.” He had to teach himself how “to survive.” However, the feeling of being first-generation and Latino never disappears. For Javier, having parents and extended family with no experience of going to college “made the process a lot tougher than it should have been.” He’s had to make big sacrifices, including having to work while at OSU because his parents live paycheck to paycheck.

### Being Latino at OSU

For Latinos like David, Manuel, Carlos, Samuel, and Javier, admittance to a place like OSU is not the magic solution to all their problems. It can be a rather rough road. While some like Manuel articulate this more clearly—he lives with the “feeling of not actually belonging here”—they each variously feel that they are marginalized, ignored, or rendered invisible. Javier describes this as a feeling that “others have the advantage.” These men often feel a sense of solidarity with their African American brothers. One man summarizes that they have “similar experiences with different stories.” David, meanwhile, experiences campus racial politics more variedly. Back home, his friends identify him as African American, but on campus people identify him as Latino “because I have curly hair, [and] from time to time I may play Hispanic music.” Although they identify with African Americans on campus, therefore, these young men are acutely aware of how the institutional infrastructures isolate the different ethnic and racial groups. Matias remarks that “the lack of communication between our groups is an issue.”

Each student reflects that the different ways that society perceives Latino males depends on their phenotype: “As a darker Latino male,” Carlos summarizes, “I feel that it opens the door to more prejudice than one who is lighter may experience.” They all mention the importance of being bilingual as a way of moving between cultures. By becoming involved and creating community at OSU, these Latinos have had the opportunity to reflect back to society a different image. As Carlos astutely remarks, “many people do not think I am academically capable [and are] surprised when they find out I have good grades and do well in school. This kind of social mirror can be discouraging at times, but also motivating for me to excel.”

*Used with permission from Excelencia in Education, Edexcelencia.org*

# Ohio Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire “story” of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Ohio in a single year (2010-11).

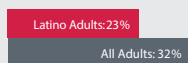
**Graduation rates**— Total graduation within 150% percent of program time for first-time, full-time freshman

**Completions per 100 FTE students**— Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)

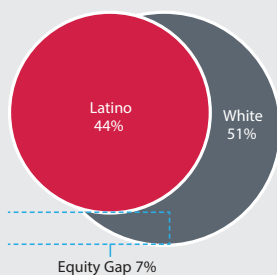
**Completions Relative to the Population in Need**— Total undergraduate degrees and certificates awarded per 1,000 adults 25 years and older relative to the adult population with no college degree.

### DEGREE ATTAINMENT

Percentage of Latino adults in Ohio (25 and older) with an associate degree or higher, compared to all adults in Ohio.



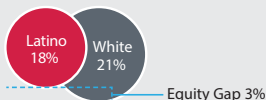
### GRADUATION RATES: 2010 – 11



### COMPLETIONS PER 100 FTE



### POPULATION IN NEED



## Co-created Learning

But all is not gloom and doom. These Latinos have actively fostered community, even where none existed. They know intuitively that learning happens just as much through one's peers as one's teachers. They also know that we learn best and most deeply when our biological system is not under psychological duress. Indeed, as research shows, activities outside of class and involvement with peers and professors improve students' chances of finishing college. For Matias, "finding role models in my peers" was a game-changer, and feeling like there were entities that wanted his input and involvement "has played a major role in my OSU experience." This has also proved true for the others who have variously sought out Latino organizations like the Latino fraternity, SHPE (Society of Hispanic Engineers), LSA (Latino Student Association), and LASER (Latino/Latin American Space for Enrichment and Research). These peer mentoring communities have helped them not only to navigate college, but also to feel more at home. Manuel recalls that "experiences of racism on campus seemed to be less significant and distracting." For Javier, moreover, involvement with the Latino fraternity has "created a family here for me that I feel safe and comfortable with. I can be myself around these individuals without fear of judgment or criticism."

## The Picture of Tomorrow

Each of the stories here shared reveals the various ways that Latino males have navigated educational labyrinths and overcome seemingly insurmountable educational hurdles: under-resourced schools, domestic pressures, and warped social mirrors that reflect back a singular image of Latinos as degenerate or only a pair of arms. The fact remains, however, that these men are few among many Latinos hemorrhaged by our deeply wounded education system. Indeed, if we consider that Latinos compose the majority minority in the U.S. and even the majority in some states, the picture of tomorrow looks pretty bleak. If we Latinos have no future, then the country as a whole has no future. This may sound like the premise of a dystopian science fiction flick, but it's not. It is our reality today. Therefore, we must keep eyes wide open not only to work for the rights of our Latino brothers and sisters, but also to work to ensure that more of us have access to these places of higher learning. We must constantly work to ensure that there's an infrastructure in place to hold us and to launch us. Those of us that have made it, Latinos and Latinas, must join arms to create that net to ensure that the next generation makes it.

Why? Because nobody else will. 🇵🇷

## Our Rising Stars

Ohio State is home to bright and talented young men looking to make an impact on their communities and the world. 🇵🇷



**Cesar Rafael Santamaria,**  
*History Major:*

I ultimately want to pursue a PhD in history.



**Jawan Davila-Love,**  
*Strategic Communication Major and Music, Media, Enterprise Minor:*

My career goal is to provide a platform for underrepresented children to make something of themselves and achieve success in higher education.



**Jose Carrillo,**  
*Public Affairs and Political Science:*

I am preparing for a career in public service; this spring I will represent OSU as a Glenn Fellow in the Washington Academic Internship Program.



**Jorge Carrillo Jr.,**  
*City and Regional Planning:*

I would like to become a city and regional planner with a specialty in geographic information systems.



# Thoughts Upon a Graduation

By Juan Manuel Abel, Alumnus, International Studies/World Economy and Business

**As I joined** my fellow graduates in Ohio Stadium for the 2015 Spring Commencement, I became



overwhelmed with feelings of fellowship. We'd spent countless hours reading, studying, and researching together in Thompson Library. We had attended some amazing football games in The Shoe, and had participated in many student activities and organizations. Where we differed, however, is that when I graduated from high school, many of my peers had not been born.

As an older, first-generation and non-traditional student, my path to a college degree was full of obstacles that threatened to derail my educational endeavors. In 2011, I dealt with illness and financial setbacks. In 2013, I struggled through challenging economics courses. In 2014, health issues arose once again, attempting to get in the way of my dreams. Some may wonder how I maintained my focus in the midst of so many obstacles.

Even when everything seemed to be going downhill, a voice inside me told me to stay the course. I knew that if I



utilized all the resources available to me as an OSU student and employee, I could accomplish my goal of earning a college degree.

As I accepted my bachelor's degree in International Studies/World Economy and Business on May 10th, 2015, I realized that the time had finally come to collect on my investment. I thanked God for giving me the strength to get up every time that life had knocked me down. I thanked my mother for always being so patient and supportive, even during my tumultuous youth. I once asked her, "How did you do it?" and she simply responded, "I'm your Mother." *Gracias por todo, Mami.*

My thoughts then turned to the OSU community. To the professors who motivated me and sparked my interest to learn new things. To the amazing kids of the Ohio Union Production Crew,

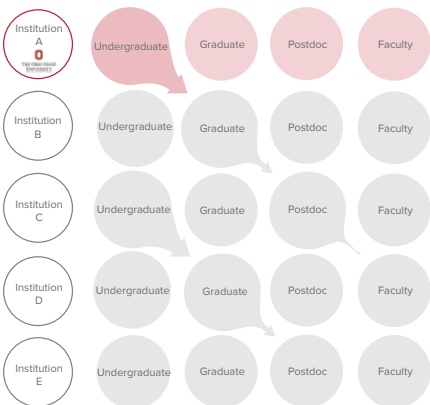
who made my life as an older student so much fun. To my Rec Sports/Group Fitness team, for their constant support and encouragement. I also remembered everyone in the Office of Student Life whose doors were always open to me, and whose support I knew would open doors for me in the future. I looked forward to giving back to this institution everything that it gave to me, and to participating in alumni outreach programs to foster diversity and leadership in the OSU community.

It would be impossible for me to acknowledge all of the many beautiful, inspiring, and supportive Buckeyes who passed through my mind on that day. Instead, I will simply say to everyone who believed in me, encouraged me, and embarked on this journey with me, thank you! And to the graduates of OSU, past and present, congratulations! We are all part of the largest family one could ever want. I know that our journeys are not over, and there will surely be many more challenges ahead. However, as each chapter closes, let us always remember to look back with pride and joy, and ahead with faith and courage. Buckeyes, ¡por vida! 🇨🇺

# It Takes A Pueblo: Coordinated Networks Improve STEM Diversity

By J. Marcela Hernandez, Director of Graduate/STEM Diversity, College of Arts and Sciences

**This fall** at the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) annual conference, Executive Director of the

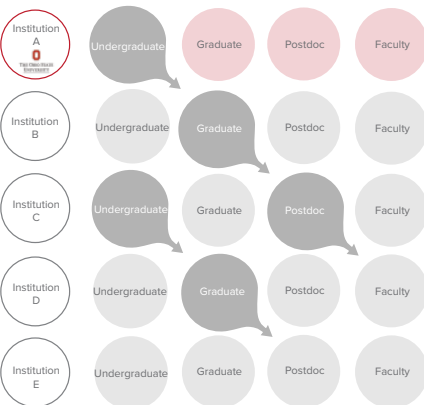


**Figure 1.** Current flow of students through the pipeline. The thickness of the arrow represents the numbers of students at each stage.\*

Fisk-Vanderbilt Master's-to-PhD Bridge Program, Dr. Dina Myers Stroud, and I partnered to deliver a workshop about the importance of a mentoring network. We called the program, It Takes A Pueblo, to emphasize the fact that to succeed, students need to surround themselves with a group of sponsors, mentors, and friends to help them navigate their disciplines and reach their goals. This approach is not only relevant at the individual level, but also at the institutional and inter-institutional levels.

The National Institutes of Health (NIH) and the National Science Foundation (NSF), among others, are funding a number of programs across the country to broaden participation in STEM. Some institutions have programs at every step of the pipeline, while others only offer them at one or two. The success of these pipeline programs has been well documented, and has contributed toward inclusion of underrepresented minority (URM) groups in STEM. However, the pipeline is still very leaky (Fig 1). Given the nature of STEM training, which obligates students to jump from Institution to institution for each career stage, there

are plenty of opportunities to drop out. Often a student who benefits from one of these undergraduate programs at Institution A, succeeds at getting admitted




**Figure 2.** Ideal flow of students through the pipeline.

into a PhD program at Institution B. However, very frequently the graduate program at Institution B does not offer any programming or support for these students. In addition, the network the student built at Institution A now must be recreated at Institution B, but at the graduate level. As a result, many students struggle and either leave the program without a degree, or graduate and then leave academia for another career.

Students often hear about the importance of choosing research that excites them and seeking the mentorship of a well-known investigator who can connect them to opportunities for career advancement. They are rarely advised to look for good scientific mentors who will train them well in a way that is compatible with how they learn best. They are also generally uninformed about programs funded by the NIH and NSF at the graduate level and beyond, the benefits these programs offer, and how to find them. Institutions need to do a better job of steering URM students into nurturing environments and to institutions and programs that are truly committed to diversifying the STEM workforce.

Program leaders should network within their institutions so they can learn how to better prepare URM students for the next level. They can also educate their colleagues about what different students are experiencing. For example, an undergraduate program could learn from their institution's graduate URM program about their admissions processes, outcomes, and strategies. Meanwhile, URM graduate programs could learn how the corresponding undergraduate programs work and the advantages they confer on their participants.

Of equal importance is networking with other institutions that recruit URM students for their programs. Instead of being viewed as competitors, they can be viewed as partners. Institution A's undergraduates can be Institution B's graduates, and Institution B's graduates can be Institution A's postdocs. It would be beneficial to map out a plan for URM students from the undergraduate level to the professoriate, making them aware of the programs they need to seek along the way (Fig. 2). We could then envision a student starting out in an NSF LSAMP (Louis Stokes Alliances for Minority Participation) program, getting a PhD as part of a National Institute of Health training program, and participating in a postdoctoral program for URM scientists before becoming a faculty member or principal investigator. Throughout this experience, the student would have access to resources and mentoring networks to help him or her succeed.

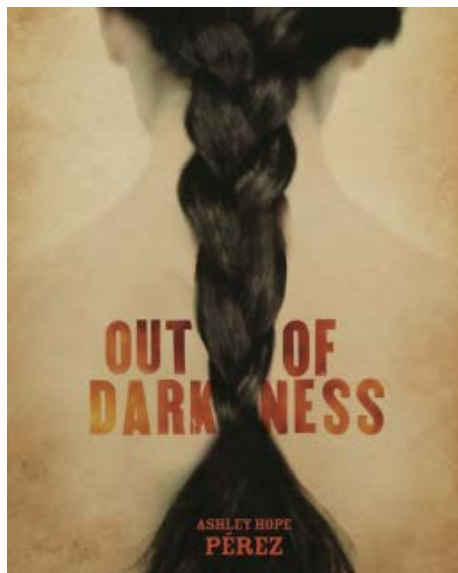
Our mission should be to form institutional networks with the goal of coordinating support and mentoring for URM students throughout their careers, and making sure that everyone is aware of what each program is learning. A coordinated effort may maximize the investments we are making in URM programs across the country. It takes a *pueblo* of many institutions and programs cooperating to end underrepresentation in STEM. If this plan works well, this could be a model for student success programs across the country. 

# Writing from Erasure

## Ashley Pérez's *Out of Darkness*

By Randi Lopez, PhD Student, English

*“But the work continues as armies of undertakers and volunteers tend bodies in makeshift morgues. With no time for embalming, they brush the dead with formaldehyde*



*from buckets. Eyes burn and swell shut from the fumes. Mothers and fathers walk among the sheeted bodies, stop, move on. Faces are a mercy; most identifications come after a scrutiny of birthmarks, scraping, scars” —Out of Darkness (2015)*

The relationship an author has with her writing is an amalgam of creativity, vulnerability, exposure, and obligation. When I sat down with Dr. Ashley Hope Pérez, Visiting Assistant Professor in the Department of Comparative Studies and young adult fiction author, I was interested in how an author and literary critic mediates between the worlds of fiction and literary analysis. So often, the roles of writer and critic collide, a tension I am all too familiar with. When we discussed her narratives, Pérez spoke of her characters as sentient beings, living in a complex and dynamic world. She did not address the characters as her creations; instead, they were agents of their own stories and she fulfills her responsibility to them by placing herself in the shoes of each and every one of them. What do they sound and look like? How would they respond in a given situation? Thus, Pérez’s writing process begins with remaining faithful to what the narratives are asking of her.

The premise for Pérez’s most recent novel, *Out of Darkness*, begins with a school explosion, arguably one of the worst disasters in American history, claiming the lives of over three hundred students at a New London, Texas, school. Because there was no complete accounting of all of the students who attended the school, there was no certain knowledge of how many students died in all. The East Texas community had

no clear way of assigning responsibility for the explosion, which led to fraught collective mourning and frustration. In the world of the novel, the aftermath of the explosion becomes a catalyst for racialized violence. The novel also foregrounds several marginalized histories, including the role the American education system played in the lived experiences of Mexican American students in 1930s Texas, which segregated students into overcrowded “Mexican” schools staffed by white teachers who often resented their assignments and treated students poorly. Pérez did in-depth archival research to combine these histories with factual details of the school explosion itself. Her research also included interviews with community members and a focus on the ways education functioned as a mechanism of disenfranchisement for Mexican and Mexican American students. Through her research, Pérez discovered that, when it came to capturing the experiences of Mexican Americans and African Americans at the time of the New London explosion, she would be writing a great deal from archival absence and erasure. She embraced her novel as a way to make the invisible visible by narrating this disaster through the lens of an erased or perhaps negated lens.

Pérez’s body of fiction reveals a yearning to know more about stories that remain in the margins and to question what other possibilities and realities exist. She notes that so long as she has unanswered questions, she has books to author. *Out of Darkness* as well as her preceding novels, *The Knife and the Butterfly*, and *What Can’t Wait*, are written with a young adult audience in mind. However, her excavation of marginalized experiences requires the same level of attentiveness and care afforded to novels intended for adults. The themes of *Out of Darkness* may be discomfiting for some, but they engage readers from diverse backgrounds in framing a response to legacies of violently erased historical perspectives. 📖

*As this issue went to press, Pérez’s book received a glowing review by the New York Times Sunday Book Review. Damien Cave described Out of Darkness as “a story about race—about gradients, and forbidden crossings... A tragedy, real and racial, swallows us whole, and lingers.”*

# 4L for Latinas: Girls Speaking Through Art

By Yalidy Matos, Postdoctoral Fellow, Brown University

On January 24th, 2015 Femergy powered by 4L for Latinas kicked off its fifth cycle of Girls Heart Reading Ohio (GHRO), which is a program dedicated to the self-growth and

Ashley led the girls through various exercises to think through what they read and to write down thoughts and experiences they've had as well. In the process, the girls

learned about struggle, compassion, equality, ethical behavior, poverty, dedication and persistence; they practiced using different forms of art to express individual experiences. We regularly discussed ways to find our own voices, claim our own experiences, overcome weaknesses and mistakes, identify strengths, make difficult choices, forge new beginnings, juggle academic challenges and domestic responsibilities, and form relationships. Needless to say, class discussions were as affirming and



revealing for Christina, Maylin, Ashley, and me as they were for the participants.

As part of this season's program, the culminating event was "Rocking the Mic," an open mic event where the girls were able to practice public speaking and read their poems out loud to their family and friends. Prior to the Open Mic event, the girls met with Tiffany Lewis, a teaching artist and a recent doctoral graduate of OSU. Tiffany's theatre background and expertise working with children allowed her to connect with the girls. Together, they worked on public speaking and theatre exercises.

On May 9th, Christina and Maylin brought together family, friends, and sponsors to cheer on the girls as they finally took the stage. Some were quite nervous to be on stage for the first time and to deliver the poems they had worked on throughout the program. Tiffany led the girls to deliver moving pieces of such great power that the audience was visibly struck with emotion. Piece titles ranged from "Hopefully," "What is Beauty," "A War Inside Your Head," "#GMH," "Responsibility," "The Politics of Hair," and "I am." It was not easy for some of the participants to share their highly personal poetry, but at the end of the program, they each learned how to finding their voices through art. We are so proud of everything of these young women and everything that they accomplished. 🎤

development of teenage girls from grades 6 through 12. GHRO's mission is to empower, educate, and connect these future leaders and innovators with the tools and resources they need to be successful in school and in life. Scholars are given the opportunity to connect and power each other's enthusiasm for literacy and desire for personal growth. Each cycle focuses on a new theme and piece of literature that is tied into enrichment exploration. Cycles are approximately six to eight weeks long, and held on Saturday afternoons at The Ohio State University. With the support of sponsors, 4L for Latinas brings these workshops, mentoring sessions, and direct coaching to girls all over central Ohio. The program hopes to one day serve girls around the world.

Femergy is a nonprofit organization led by President Christina Vera and Vice President Maylin Sambois. I co-coordinated Cycle 5 of GHRO with Ashley Hope Pérez, Visiting Assistant Professor, Department of Comparative Studies. This year's cohort of approximately thirty girls read *The Freedom Writers* with Erin Gruwell. The girls also received notebooks in which they experimented with different modes of writing and artistic expression.

Throughout the seven-week program, the girls were assigned different diaries in the book and when we met,

*For more information or to volunteer, visit [www.femergy.org](http://www.femergy.org) or e-mail [info@femergy.org](mailto:info@femergy.org). Reach Christina or Maylin personally at 614-653-8454.*

## Hopefully, *By Isa Sanchez*

My mind draws a blank.  
I feel sick to my stomach.  
This needs to be done, that needs to be finished.  
Sleeping forever seems pretty good right now.  
Depression sucks.  
I'd like to be left alone, but I'd rather not be lonely.  
I wear a frown on my face, and tell people I'm fine.  
On the inside I'm falling apart.  
Don't help me put the pieces back together.  
I've got this.  
Hopefully.

## What Is Beauty, *By Nadia DeGraffenreid*

As she glances into the mirror,  
Beauty couldn't be nearer.  
Of course she can't see that,  
All she can see is fat.  
She opens a magazine,  
Everyone is lean.  
They make her feel bigger,  
Cuz they're so much thinner.  
She can't understand,  
That they are all bland.  
Out with the character, and freedom of speech,  
In with the specialists who just wrote your speech.  
Never mind being unique,  
You could turn into lady gaga, eek!  
This girl doesn't understand plastic surgery.  
Better yet photoshop and forgery.  
All she can see is beauty,  
They all look so pretty.  
And everything they say is witty.  
Next to their young, bright faces she feels rickety.  
Her curly black hair looks nappy.  
Compared to their long blonde locks that are oh-so classy.  
She thinks she knows why now, and out loud she says  
"They must just be prettier than me in if not every single one, then lots of ways."  
I say take the standards and crumple them up,  
Rip them and don't bother to sweep them up.  
Let us all be beautiful, let us all be worthy.  
Dear god let us all be pretty.

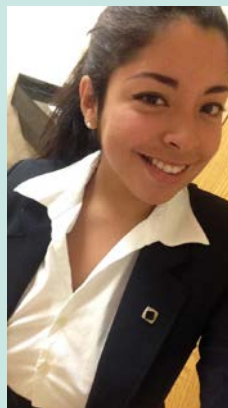
## A War Inside Your Head *By Angelica Scaffi*

At the age of 8 she didn't care what she looked like she didn't mind being alone she never cried and things were always good but at the age of 13 she had the fear of being imperfect the fear of being lonely the fear of breaking down at any moment because it's just so bad you tell yourself things are okay but in reality they aren't but the worst thing of all is the fearing yourself as time goes by smiles come back the girl she used to know is slowly returning and the demon inside of her is drifting away. She stops her bad habits and creates good ones she doesn't let society tell her that she isn't worth it or not beautiful she didn't fear herself anymore bad times come and go but now she's wiping tears away and saying I'm glad I won this war.

## Catching Up With Our LASER Mentee

by Nicole Espinoza de Montreuil, Senior,  
South-Western Career Academy

**Since I was** last featured in *¿Qué Pasa, OSU?*, I've been exploring my career goals by participating in the youth outreach program, DECA. DECA prepares emerging



leaders and entrepreneurs in marketing, finance, hospitality, and management. Founded in 1946, the program has now reached over 200,000 members, 3,500 high school chapters, 275 collegiate chapters, and 5,500 participating advisors.

My experience with DECA has greatly changed my life. When I transferred from my beloved alma mater, Westland High School, to South-Western Career Academy during my sophomore year, my

life took a complete 180-degree turn. It was then when I first heard about DECA's competitions and outreach activities.

Through DECA I attended my first Columbus Blue Jackets game and learned how the marketing department promotes their events. In addition, on January 16th, 2015, I traveled to the AAA Travel Expo and learned about AAA's events sponsorship activities and event coordinating protocols.

On November 18th, 2014, I participated in the DECA association's Parliamentarian competition and was awarded 2nd place in the district competition. On March 15th, 2015, my friends and I placed among the top 10 state-level Marketing Research projects. It was a time-consuming project, but along the road we learned how to manage our times and finish the project—our masterpiece.

I also participated in the Ohio DECA Summer Leadership Retreat, or DECA Camp. I greatly enjoyed interacting with peers from diverse backgrounds and groups. Aside from social events, DECA also hosted informational workshops hosted by DECA leaders, advisors, and state officers. DECA also invited renowned public speakers, Dr. Don Bartlette and Mr. Harvey Alston.

DECA offers unique leadership and mentorship opportunities to students across the nation, but DECA is more than just an organization. It is a family. Whenever I attend a DECA event, or socialize with the friends I've made through DECA, I feel at home. 🇺🇸

# Transforming Lives

## Two Generations At a Time

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

**More than one** in four undergraduate students nationwide is raising dependent children. Parent students are more likely than their peers to be low income, and with the demands



*Assistant Provost, Yolanda Zepeda, sits down with Jeremian Program President and CEO GLoria Perez*

of childcare and work, the odds of successful degree completion are stacked against them.

Thanks to Gloria Perez, President and CEO of the Jeremiah Program, college success prospects are changing for student parents across the country. Perez helped design the Jeremiah Program which provides single-parent students with a nurturing community, affordable housing, quality early childhood education, life skills training, and support for career-track education. “Our goal is to move families from poverty to prosperity, two generations at a time,” explained Perez. “When children see their mothers doing homework and finding success, it becomes normal. It empowers children to succeed.”

The Jeremiah Program was founded in 1998 in Minneapolis, Minnesota with eighteen family units. Perez helped to design the original program, and today, the Minneapolis campus

offers thirty-eight family units. Partner programs implementing the two-generation model are underway in locations as far away as Austin, Texas; Fargo, North Dakota; and Boston, Massachusetts. Taking the Jeremiah Project nationwide, Perez is helping to change the higher education landscape and success outcomes for single parent students and their children.



Pérez’s mission to promote the educational success of parent students has roots in her own experiences growing up. A native of San Antonio, Texas, Perez was in elementary school when her father died. Struggling to support her family, Pérez’s mother enrolled in night classes. Watching her mother work so hard for an education had a great impact on Pérez, and when she reached her senior year in high school, her educational aspirations led her to Minnesota. During her college years, Pérez volunteered at Casa de Esperanza, an organization devoted to ending domestic violence in Latino families. She served as a volunteer children’s advocate, and eventually, Pérez took up the mantle of executive director.

As a keynote speaker at Ohio State’s Student Parent Support Symposium for several years, Perez has advocated for a two-generation approach to poverty. The event is hosted by the Office of Diversity and Inclusion’s Access Collaborative program, a program that has been investing in single parent students at Ohio State for more than 20 years. The program director, Traci Lewis, is exploring collaboration opportunities with Gloria Perez and the Jeremiah Program. “She has tremendous passion for this population, and the Jeremiah Program programming stays at the cutting-edge. Higher education institutions across the country can learn a lot from Gloria,” said Lewis. 

# The Breakfast Group: Mexican-American Men in Lorain, Ohio

By Dr. Elena Foulis, Department of Spanish & Portuguese

In June, I had the opportunity to interview a group of Mexican-American men for my oral history project. For over twenty years, these men have been meeting for breakfast

a test. I could begin to ask questions. I was reminded that collecting life history involves personal moments of exchange.



The lives of ordinary men such as Arturo (Art) Garcia, Amado (Moe) Peña, Joseph Osiel (Pepi) Gutierrez, Robert (Roberto) Magdaleno and, Alex (Ehco) Soto are, in fact, illuminated by each of the personal stories they tell together and as individuals. They chronicle boyhood in south Lorain in the 1940s and 1950s as a time when everyone played, laughed, and enjoyed each other's company. Their perception of their neighborhood was not

once a week to honor their friendship and the memories they have collectively gathered since childhood. Before I could even begin to ask questions of these lovely men, they began to interview me. They asked where I was from and why I was doing this project. They were curious to know more about me, and expressed sincere interest in hearing the highlights of where I grew up. Some of these men had lived in Texas and were familiar with the border towns I had mentioned; they nodded along when I mentioned those towns in conversation. Their behavior suggested that I had passed

one of hardship and discrimination, even though most of them came from working-class families. Although their views evolved when they started high school, which was a place where students from all neighborhoods merged, they reflect positively on their formative experiences and how, in one way or another, they have invested time in their community. They preserve their own community's traditions and culture, but always in conversation with the larger Lorain community. 🇲🇽

## Elena Foulis Brings Latin@ Stories To Ohio State

In January and February 2015, Ohioans will have the opportunity to learn more about Latinos in the Midwest. We will be exhibiting oral history projects about Latinos in Ohio, a project directed by Dr. Elena Foulis from The Ohio State University. Her project is currently being archived at the Center For Folklore studies and some of her interviews were included in her eBook, *Latin@ Stories Across Ohio*; we will also feature the work of Dr. Theresa Delgadillo, also from The Ohio State University, about Latinas in Milwaukee, which has resulted in a book entitled, *Latina Lives in Milwaukee*; and "Latinos in Rural Ohio," a project directed by Dr. Clara Roman-Odio from Kenyon College.



# Representing Medea: My Summer Research at Ohio State

By Adriana Toledo, Junior, University of Puerto Rico

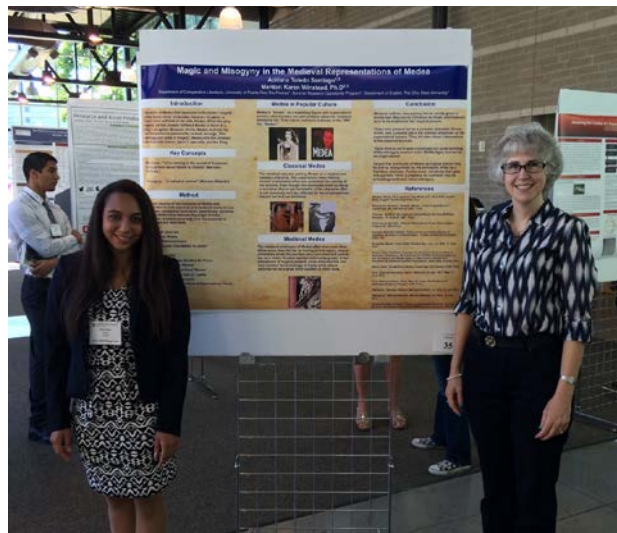
**I decided that** I wanted to pursue graduate studies in literature when I took my first medieval literature class



at the University of Puerto Rico. It was one of those moments in which everything clicked for me. As I watched my professor lecture, imparting to us her ample knowledge with palpable enthusiasm and enjoyment, I immediately determined that I would someday experience that pleasure.

Within the vast field of medieval literature, I quickly gravitated toward gender studies. I am fascinated by contradictory portrayals of women and how those portrayals were influenced by their historical moments. My bachelor's degree is in English and Comparative Literature, two fields that have permitted me to explore medieval literature from interdisciplinary perspectives. Although I was accruing some research experience at my home institution, I wanted to explore my areas of interest in more nuanced ways that would more closely resemble the rigors of graduate study. Thus, when I first heard about the Summer Research Opportunities Program, which endeavors to

increase the number of students from underrepresented backgrounds in graduate school, I knew I had to apply.



My first SROP experience was at the University of Iowa during the Summer 2014. Although that research opportunity did not intersect with my particular interests, it was a very formative experience. Since then, I had begun to consider OSU for my next SROP research project. When I received my acceptance letter, I was very pleased. However, I also didn't know what to expect. I knew that I was getting into a lot of work—SROP programs are very intensive—but I also knew that this opportunity would be very enriching for me as an aspiring graduate student.

I may have been a veteran of SROP, but I knew that this summer in Columbus would be very different from the last. Not only would I be conducting research in my area of choice, but I would also be able to devise my own research project under the mentorship of Dr. Karen Winstead, Professor, English, whose expertise in gender and comparative medieval studies would greatly complement and enrich my studies.

The project focused on medieval representations of the character of Medea. It undertook a close reading of the character in different medieval works to see how they compared to both the classical sources of the Medea character and to each other. This research focused on the relationship between the magic that Medea is said to have wielded and how she is perceived and described in literature. We postulated that medieval authors who portray Medea as wholly good or wholly bad tend to de-emphasize her magical

powers. Those who present her as a complex character place the greatest emphasis on her supernatural powers; these versions are also closest to their classical sources. We concluded that the diverse portrayals of Medea complicate our understanding of the misogyny present in the Middle Ages—but not as one might expect. As we discovered, portrayals of Medea as a good woman may be just as misogynistic as the portrayals of the figure as a heartless villainess.

I presented this research at the OSU SROP Research Symposium in both a poster and oral presentation. When I think back on this research experience, I feel that it was very enlightening. It confirmed for me my desire to pursue graduate study of literature. With all its vast resources and supportive Columbus community, Ohio State was the ideal place for me to take this formative additional step toward my career goal. 📖



# Spectatorship in Greater Mexico: An Interview with Laura Isabel Serna

By Mónica García Blizzard, PhD Candidate, Department of Spanish and Portuguese

At the 2015 conference of the Society for Cinema and Media Studies, I met with Dr. Laura Isabel Serna, Associate



Professor, University of Southern California, to discuss her book, *Making Cinelandia: American Films and Mexican Film Culture Before The Golden Age* (Duke UP, 2015). The book explores spectatorship in Mexico during the 1920s. Dr. Serna demonstrates that local Mexican audiences appropriated onscreen models of gender and social relations for their own purposes, generating a sense of self that was both modern and Mexican.

**MB:** How did this project come about?

**LS:** The book looks at film culture, which means that it isn't so much about the films themselves; rather, it is about the activities and discussion that went with going to the movies in Mexico...I was reading a newspaper, *La Opinión*... and I came across an article about Mexican women going to the United States to become stars in

Hollywood...The only stories I was familiar with were stories of stars like Dolores del Río or Lupe Vélez, and I wanted to know what these women were seeing. Everything I had heard about Mexican immigrants and film was that Mexicans encountered American films when they got to the United States, and not when they were in Mexico. This story made me think that maybe there was something wrong with that account. So, I was curious about both the motivation and

the anxiety that the encounter with American mass media was causing, and why it was so troubling.

**MB:** Why have you focused on the point of view of the spectator?

**LS:** I was interested in capturing the everyday person's experience of cinema, rather than what maybe a nationalist project that focuses on texts that represent the nation might tell us is important...I was interested in spectatorship because I'm interested in people. It's a hard question to answer because the girl who worked in a factory who went to the movies every Thursday night did not leave her own writing or diary...So, I had to approach the topic obliquely by reading other sorts of historical sources...in a wide range of archives that most film historians would not think of as a place to look for film history.

**MB:** Your book debunks the “yankee invasion” theory, which suggests that viewers were being Americanized. Does the book recover the spectator's agency?

**LS:** I am interested in historical agency...I did want to recover in some sense the agency of people whose agency gets written out of history: everyday movie-goers or young women who don't become famous. [That] oppositional gaze is multidirectional, it's not only oppositional toward Hollywood, but also toward...the post-revolutionary Mexican state that made certain demands of people in terms of their national identification, their affiliation, what it meant to be a citizen, and what it meant to be patriotic.

**MB:** Your book discusses Mexican state censorship of American films. Why did this occur?

**LS:** The ban on American films was really an exercise in statesmanship...[intended to take] the market away from the U.S. so that it would have to improve its representations of Mexicans. The concern was that these representations were circulating worldwide and Mexico was in a process of state-building, so it wanted other countries to have confidence in it as an economic partner, to respect it as a civilized nation.


**MB:** Why was the state concerned about female spectatorship?

**LS:** One of the things the revolution hoped to do was to create this very solid citizenry. The family unit stood as a synecdoche for the nation, and it required a certain kind of female presence in the form of reproducing a family and educating

children... So, when a star goes to Hollywood and represents the nation...that's public diplomacy, but when a girl leaves her family for a world that is perceived as [representing] sex and unbridled consumerism, then that's a cause for concern. So the state tries to recuperate, as in the golden era of Mexican cinema, when the [onscreen] representations... offered appropriate models of femininity or masculinity.

**MB:** Why did you decided to approach spectatorship transnationally?

**LS:** Using the transnational lens... allowed me to interrogate the nation as a given, and see it as something that is always in the process of being produced by different historical actors who have different interests...Culture does not stop at the border; there isn't a big wall that stops culture from passing back and forth. In order to understand what that traffic of ideas, images, or people

means we need to resituate our lens geographically, and that's what I hope to do...I really took this [approach] out of the archive. This is what the archive was telling me about what people wrote in Spanish language newspapers on both sides of the border; you can track letters that came and went from Compton, California to Mexico City. So, people were reading the same things. They were in conversation about cinema and what it could mean. 

## Lonny Rivera Becomes First Latino Superintendent in Ohio

By Leticia Wiggins, PhD Candidate, History

On April 27th, 2015, the Ohio Department of Education (ODE) welcomed former Oregon City School Superintendent, Lonny Rivera, to the rank of Associate Superintendent.




"While I am physically leaving Oregon, I will continue to work on behalf of this community in Columbus," Rivera noted, paying tribute to the Oregon City School District, where he attended elementary through high school.

An Oregon native, Rivera's connections to the community are long-standing. After earning his bachelor's degree in Special Education from Cleveland State University in 1996, he returned to Northwestern Ohio to pursue his graduate studies in education. There, he attended the University of Toledo, where he earned a master's degree in Education and Supervision in 2000 and his PhD in Education Administration and Supervision in 2009.

Upon graduation, Rivera found work in the area as principal of Wayne Trail Elementary School in Maumee, Ohio before taking over as superintendent of Oregon Schools in August 2013. During his time as superintendent of Oregon City Schools, he developed the Oregon Schools Foundation, which collaborated with local business communities on establishing potential vocation programs, and established new building leadership in the district.

Following Rivera's appointment as superintendent of Oregon City Schools in 2013, he now holds the distinction of the first Latino to be appointed to the position of school superintendent in Northwest Ohio. Raised to identify as "a Christian first, and an American second," Rivera notes that in addition to these two modifiers, his Latino identity has influenced his worldview. The son of a Latino migrant worker and his mother, who was of German descent, Rivera acknowledges his family's history of hard work and strife.

Rivera brings definite tenacity to his new role as Associate Superintendent for the state, a drive he's long attributed to the work ethic instilled in him while he was wrestling in High School and college. He is committed to working to represent communities like Oregon's School District which are currently bearing the brunt of changing educational policies "in areas ranging from funding to unfunded mandated educational requirements." 

# Casimiro Suárez: Gymnast, Leader, Coach

Por: Jake Martín, Junior, Political Science and International Studies

**Era un día** típico en Cárdenas Matanza, Cuba, caliente y soleado, cuando el joven, Casimiro Suárez, entró en un gimnasio para ver la práctica de su hermano, y su vida



cambió para siempre. “Porque era muy intranquilo,” comenta Casimiro, “con el inicio de la prueba [de mi hermano], yo empecé lo mismo. Los profesores le hacían una cosa a [mi hermano] y me miraban a mí. Le decían una cosa a él, [y yo] atacué a lo que dijeron.” Sorprendidos por ese rostro desconocido, los entrenadores encontraron a su madre para decirle que ellos les iban a hacer la prueba a ambos hijos. Al final de la prueba, determinaron que no estaban interesados en su hermano sino en él. “Mi tío se puso muy bravo,” dijo Casimiro, “porque la ilusión de él era que yo fuera un pelotero. Un buen pelotero.” Casimiro, solo teniendo seis años, fué a realizar su propia carrera como gimnasta. “Yo entré directo a la escuela de gimnasia sin haber practicado anteriormente.”

La vida en la escuela nacional era un sueño comparado al estándar de vida de fuera. Esta era completa, con todos los servicios que uno pudiera imaginar. “Éramos atletas especiales. Nosotros teníamos ropa, teníamos comida, entonces eso era una tranquilidad para nuestros padres.” A pesar de esto, los primeros meses fueron difíciles para el joven, especialmente porque no visitaba a su familia con mucha frecuencia.

Desde una edad joven, Casimiro ha tenido una enorme responsabilidad hacia su país y su familia. “Nunca me daba estrés. Al contrario, me daba fuerza para hacer las cosas



correctamente porque sabía que de mí dependía que mi familia tuviera una vida un poco mejor. Eso me hizo ser un poco diferente que otras personas, como que tenía más disciplina... Para mí la disciplina fue la cosa que me ayudó, no solo para la gimnasia sino para mi vida, porque de la forma que soy, es por la disciplina.” Casimiro recordaba la fuerza de la familia.

Las competencias fueron iguales. “Para mí la competencia era como un baile al que vas a divertirte y mostrar que sabes bailar.” Casimiro ha logrado mucho y ha sido nombrado un

líder, no solo para la gimnasia cubana sino para la gimnasia latinoamericana. “Es increíble, porque todavía la gente me recuerda mucho, ya que tuve una época muy grande en la gimnasia cubana.” Él recuerda que “de el año 1979, yo dominaba la gimnasia en Latinoamérica hasta el año de 1990. Yo ganaba todas las competencias. Es una cosa muy orgullosa. Siempre ellos me buscan para hablar, y eran muy sociables conmigo. Es una satisfacción grande.”

Hoy en día, ese americano, nacido en Cuba, es uno de los atletas más consumados de Latinoamérica. Casimiro es un gimnasta reverenciado y ahora es un dedicado entrenador en The Ohio State University. Casimiro pasa todo el día aquí en el gimnasio, haciendo trabajo administrativo, y entrenando no solo el equipo universitario, sino también el equipo de club. Incluso ahora mientras él hace esta entrevista, sigue entrenando, aconsejando y corrigiendo a los gimnastas entre cada una de sus respuestas. 🇺🇸

*At an early age, Casimiro Suárez had been poised for success in gymnastics. After an illustrious career at the competitive level in Cuba, he now trains aspiring gymnasts at The Ohio State University.*

# Community Arts University Without Walls: Puerto Rico 2016

By Sonia BasSheva Mañjon, Associate Professor and Director, Barnett Center

**Community Arts University** Without Walls (CAUWW) is a special course of study in Puerto Rico for those interested in learning how cultural arts engage issues of social justice

between cultural arts advocates in Puerto Rico and CAUWW participants will provide the opportunity for research sharing, community work experiences, comparative strategies, and



**Community Arts University Without Walls 2015 Attendees** (Top to bottom and left to right):

- Lorie Caval,
- Regina Bultrón Bengoa,
- Nichole Acosta Nemergut,
- Jacinda Walker Janet Sackey,
- Chanel Rigby,
- Melanie (Tour Guide),
- Imani Nunez, and
- Ify Chiejina



within communities. Taught by renowned community experts and scholars grounded in the arts, public policy, and advocacy, courses will present students with best practices for positively and significantly contributing to community diversity.

## Whom does CAUWW serve?

CAUWW was created for those who are working within their core communities or who are committed to cultural arts as a mechanism for change in community-grounded programs and institutions focused on justice and equity. Cultural arts advocates will acquire new cultural arts transformative strategies, thereby to enhance their contributions within their programs, organizations, and communities. Exchanges

joint initiatives. Most important, students and advocates will dialogue with international and Puerto Rican cultural arts colleagues to develop a working network for cultural arts advocacy.

## The Community Arts Imperative: The Right to Cultural Equity, Arts Policy and Advocacy in Puerto Rico (3 credits)

This course offers a special program of study for those interested in the impact and role of cultural arts in engaging issues of social justice within communities. Renowned community experts and scholars culturally grounded in the arts, public policy, and advocacy will present and engage with students on best practices that have made positive and significant contributions to diverse communities. Coursework will develop an understanding of community-based initiatives, varied narratives, and organizational frameworks that assure the recognition of the heritage and legacies of cultural communities.

*Directed by Dr. Sonia BasSheva Manjon, OSU Barnett Center for Integrated Arts & Enterprise, Arts Administration, Education & Policy, and Latina/o Studies; Dr. Marta Moreno Vega, Founder & President Caribbean Cultural Center African Diaspora Institute, NYU Tisch School of The Arts; and Dr. Maria Elba Torres Muñoz, Inter American University of Puerto Rico Center of Advanced Studies of Puerto Rico and the Caribbean, University of Puerto Rico.*

**Course Dates:** June 14th – July 6th, 2016

**Travel Dates:** June 19th – July 2nd, 2016



## Course Activities

### Guest Lecturers:

- Antonio Carrion, DIVEDCO
- Palmira Rios, Political Historian
- David Zayas, Visual artist and educator
- Victor Ortiz, Community Organizer
- Maria De Mater O'Neill, Rubberband PR Design Studio
- Panama Alba, Member of the Young Lords Party
- Yolanda Arroyo Pizarro, Inter American University
- Pedro Lugo, Student Activist University of Puerto Rico
- Samuel Lind, Visual artist and cultural activist
- Maricruz Rivera Clemente, Social worker and founder of COPI/Cooperación Piñones se Integra
- Antonio Martorell, Artist, writer and television personality
- Abey Charrón- Photographer and visual artist
- Felix De Portu Bravo, Visual artist and founder of Artist Collective eltaller.de
- Chemi Rosado Seijo, Artist Collective eltaller.de
- Edgardo Larregui, Visual artist and educator, founder of el Coco De Oro
- Yasmin Hernández, Visual artists and activist

### Field Trips:

- Street Art District of Santurce, San Juan Puerto Rico
- Studio Sol, Mar y Sereno, Santurce
- Street Art District of Río Piedras, San Juan Puerto Rico
- Antonio Martorell's Studio, Ponce, Puerto Rico
- Community Museum in Barrio San Salvador, Caguas Puerto Rico
- La Cuarta, Ponce Puerto Rico
- Cooperativa Piñones se Integra (COPI), Pinones, PR
- Institute of Puerto Rican Culture, San Juan
- Museo de las Americas, San Juan
- Cuartel de Ballajá, Old San Juan
- University of Puerto Rico
- Samuel Lind's Studio and Gallery, Loiza, Puerto Rico
- El Yunque Rain Forest, Luquillo, Puerto Rico
- Caguas' Museum District, Caguas, Puerto Rico
- Botanical Garden Caguas, Puerto Rico. 🇵🇷

*For more information, contact Dr. Manjon at [manjonvanewyk.1@osu.edu](mailto:manjonvanewyk.1@osu.edu)*

# Recognizing Excellence at Ohio State

---

## Honors and Awards

**Frederick Aldama**, English and LASER Founder, Outstanding Latino/a Faculty in Higher Education: Research/Teaching in Higher Education Award.

----. Outstanding Faculty Award for Research and Teaching by the American Association of Hispanics in Higher Education (AAHHE).

**Verónica E. Betancourt**, Spanish and Portuguese, \$2000 Alumni Grant for Graduate Research and Scholarship.

**Eizayah Bull**, 2015 Ohio State Homecoming Court Member.

**Nicole Espinoza de Montreuil**, LASER Scholar and South-Western City Schools Senior, was selected to participate Ohio DECA Summer Leadership Retreat which prepares Ohio DECA members for careers in Marketing Education.

**Delia M. Fernandez**, History, Latina/o Studies 2015 Graduate Student Award for Outstanding Service

**Verónica Flores**, Spanish and Comparative Studies, Latina/o Studies 2015 Outstanding Undergraduate Research Paper Award for “Tejano Identity in Forgetting the Alamo, or Blood Memory.”

**Monica Gaudier-Díaz**, Neuroscience, travel scholarship from the Society for Advancement of Hispanics/Chicanos and Native Americans in Science.

**Nicolás Fernández Gil**, LASER Scholar, was invited to participate in the Hispanic Association of Colleges and Universities Annual Conference in Miami.

**Tatiana F. Hernández**, Individual Program of Study, Latino Studies 2015 Paper Award for “Salvadoran Deportation and Criminalization.”

**Latino and Latin American Space for Research (LASER)** was chosen as Bright Spot in Hispanic Education by the White House Initiative on Education Excellence for Hispanics.

**LASER Sol-Con Comix Expo** was featured in *The Washington Post*. “Can Comics Unite Minority Students? Today, Sol-Con Founder Tests His Belief.” 2 Oct. 2015.

**Luis F. Macías**, Teaching and Learning, Latina/o Studies 2015 Best Graduate Research Paper Award for “Racial Naturalization (and formation) of Latinas/os in the Midwestern U.S.”

**Anastasia Martinez**, Public Affairs, met with Senator Sherrod Brown while participating in the John Glenn Fellows program in Washington, D.C.

**Manny Martinez**, Associate Professor, English, won the 2015 American Book Award for *Los Duros*.

**Yalidy M. Matos**, Political Science, Latina/o Studies 2015 Graduate Student Award for Outstanding Service.

**Jocelyne Muñoz**, LASER Scholar and Ohio Wesleyan University student, conducted research this summer through Ohio State’s Language of Science and Science of Language undergraduate research program.

**Victoria Muñoz** was awarded an English Department Dissertation Completion Fellowship for the Spring 2016.

**Emily M. Newell** (2015) International student-athlete adjustment issues: Advising recommendations for effective transitions. *NACADA Journal*: Fall, Vol. 35, No. 2, In Press.

**Jennifer Patritti-Cram**, Junior, Neuroscience, was named Pelotonia Cancer Research Fellow 2015.

**Neil Ramirez**, LASER and LSAMP Scholar, was selected to participate in the Hispanic Scholarship Fund’s 2015 National Leadership Conference in Los Angeles California.

**Theresa Rojas** defended her dissertation, “Manifold Imaginaries: Latino Intermedial Narratives in the Twenty-first Century” this summer and was awarded a postdoctoral fellowship in Comparative Media Studies at MIT for 2015-16.

-----, a/b: Auto/Biography Studies: Timothy Dow Adams Award, and Journal Essay Mentorship, 2015.

**Christopher Torres**, LASER Scholar, was quoted by *The Atlantic*. “The Need for More Professors of Color.” 14 Oct. 2015.

**Leticia Wiggins**, was selected as a fellow for the Mellon grant funded “Humanities Without Walls Summer Institute” July - August 2015.

**Renato Zato**, Young Grower of the Year, 2015.



## ¿Qué Pasa, OSU? Recognizes Frederick Aldama

**Frederick Aldama** is an internationally renowned scholar with twenty-three published books, and a research agenda that spans narrative theory and cognitive science to film, popular culture, and Latino comics. Professor Aldama is committed to advancing innovative approaches to teaching and mentoring, and to building institutional structures for expanding Latino access to and success in higher education. This year, Dr. Aldama was awarded the prestigious Outstanding Latino/a Faculty in Higher Education Award for Research and Teaching by the American Association of Hispanics in Higher Education (AAHHE). In addition, the Latina/o and Latin American Space for Enrichment and Research (LASER) program, founded and directed by Dr. Aldama, was chosen as a Bright Spot in Higher Education by the White House Initiative on Education Excellence for Hispanics. 

### Faculty Promotions

**Asuncion Mejias**, Pediatrics, Associate Professor with Tenure

**Natividad Ruiz**, Microbiology, Associate Professor with Tenure

### Publications and Presentations

**Aldama, Frederick**, ed. *Critical Approaches to the Films of Robert Rodriguez*. Austin: University of Texas Press, 2015.

----. *Latino/a Literature in the Classroom: 21st Century Approaches to Teaching*. Routledge, 2015.

**Barragan, Adrian**, J. D. Workman, S. Bas, K. L. Proudfoot, and G. M. Schuenemann. "Assessment of An Application to Collect Calving Related Events in Dairy Herds." *Journal of Dairy Science*. 98.328 (2015).

**Betancourt, Verónica E.** "From Nelson Mandela: A Gender Coded Semiotic Reading of a South African Tourist Necklace." *Visual Culture & Gender* 10 (2015): 6-19. Web. 1 Oct. 2015.

------. Invited speaker. Listening to Latina/os: Visitor and Non-Visitor Values, Perceptions, and Experiences in Museum Contexts. Smithsonian Latino Center. 23 July 2015.

**Delgado de la Flor, Yvan , and Matthew D. Johnson.** "Influence of Invasive European Beachgrass on Mesopredator Activity in the Coastal Dunes of Northern California." *Western Wildlife* (2015):29-34.

**Cosentino, Olivia.** "Güeros (Alonso Ruizpalacios, Mexico, 2014)." Web Blog Post. *Mediático*. School of Media, Film and Music at the University of Sussex, 5 Jul. 2015. Web. 21 Jul. 2015.

**Cosentino, Olivia.** "La negociación del afecto: El triángulo amoroso y la producción del voyerismo en *Cumbia callera* (2007)," Primer Encuentro Internacional de Investigadores de Cine Mexicano e Iberoamericano, Cineteca Nacional, Mexico City, Mexico, June 25-26, 2015. She received a grant from the Spanish and Portuguese Department.

**Esquivel, Carlos J., Cassone, B. J., & Piermarini, P. M.** Transcriptomic evidence for dramatic functional transition of the Malpighian Tubules after a blood meal in the Asian tiger mosquito *Aedes albopictus*. *Plos Negl Trop Dis*. 8.6 (2014).

**Kemper, Rebecca**, "Neighborhood Disorder or Resiliency? Analyzing Crime Patterns Using Agent-based Modeling." Association of Collegiate Schools of Planning (ACSP). Houston, TX. October 24,

**Muñoz, Victoria.** Roundtable speaker and presenter. "Medievalism in the General Education Curriculum." Studies in Medievalism Conference. Pittsburgh, PA. 2 Oct. 2015.

**Zepeda, Yolanda.** Invited speaker. 2015 WELD Women You Should Know Emerging Professionals' Series. Columbus, OH. 10 Nov. 2015.

# Summer and Spring 2015 Graduates

## Associates

**Brittney A. Butler**, AA, Chemical Engineering  
**Alberto Gabriel, Ciccola Fernandez**, AA, International Studies  
**Juan Manuel, Cortes-Fontcuberta**, AA, Arts and Science  
**Carrie Alexandra, Kerscher**, AA, International Studies  
**Cristina Maria, Lopez**, AA, Logistics Management  
**Regina L., Lyons**, AA, Education-Early Childhood Education  
**Derek Eli, Miller**, AA, Crop Management and Soil Conservation  
**Francinny Titara, Oliveira**, AA, International Business Administration  
**Orlando Jose, Ruiz**, AA, Arts and Science  
**Nicholas David, Wymer**, AA, Psychology

## Bachelors

**Madison Katherine, Aballi**, BS, Nursing  
**Juan Manuel, Abel**, BA, International Studies  
**Byanka Nataly, Aguirre**, BS, Social Work  
**Laura Elena, Ah Sing**, BS, Pharmaceutical Sciences  
**Adam Joseph, Alfonso**, BA, Communication  
**Angel Blake, Algarin**, BA, Spanish  
**Stephanie M, Alonso Rodriguez**, BS, Agricultural Communication  
**Alec Raymond, Alvarez**, BS, Astronomy and Astrophysics  
**Carolina, Alvarez**, BS, Animal Sciences  
**Ajit Kumar, Amesur**, BS, Biology  
**Rebecca, Anderson**, BA, English  
**Natalia Maria, Ardila**, BA, Psychology  
**Antonio Jose, Armas**, BS, Economics  
**Samantha E, Arrowsmith**, BA, Psychology  
**Paloma Z, Arroyo**, BA, Political Science  
**Angello Martin, Astorga**, BS, Computer Science and Engineering  
**Rachel Elizabeth, Astorino**, BA, Psychology  
**Elleni Gabrielle, Avila**, BA, Art Management  
**Ariel Marie, Balske**, BA, Sociology  
**Spencer James, Barker**, BA, Political Science  
**Jennifer Aurymae, Belk**, BS, Nursing  
**Aubrey Carolyn, Beltran**, BA, Political Science  
**Seleina Leandra, Beltran**, BA, Biology  
**Nia N, Blevins**, BS, Environment, Economy, Development, and Sustainability  
**Marina Rocha, Bonorino**, BA, Political Science  
**Rosa Maria, Botello**, BS, Social Work  
**Nicholas Lionel, Bournigal**, BS, Industrial and Systems Engineering  
**Isabel Katherine, Bozada**, BS, Education-Early Childhood Education  
**Andrew Joseph, Braun**, BS, Microbiology  
**Lauren Brianna, Brown**, BS, Neuroscience  
**Jackie Marie, Buckley**, BA, Communication  
**Brooke Elizabeth, Burrows**, BS, Natural Resources Management  
**Eduardo Alexander, Calzadilla-Kolodziej**, BS, Materials Science and Engineering  
**Eduardo Alexander, Calzadilla-Kolodziej**, BS, Materials Science and Engineering  
**Matthew James, Cannon**, BA, Biochemistry  
**Ralph Richard, Cantore**, BS, Construction Systems Management  
**Ralph Richard, Cantore**, BS, Natural Resources Management  
**Beatris Xiomara, Carballo**, BA, International Studies  
**Raquel C, Carneiro**, BS, Fashion and Retail Studies  
**Patricia Ann, Castillo**, BS, Marketing  
**Brittney, Castro**, BS, Architecture  
**Gabriella, Ciccola**, BS, Psychology  
**Ciara Margaret, Clarke**, BA, Psychology  
**Matthew Alexander, Clemente**, BS, Marketing  
**Marissa Renee, Colon**, BA, International Studies  
**Tiffany Alexis, Colon**, BS, Chemical Engineering  
**Bradley Gabel, Conner**, BS, Marketing  
**Roberto Andre, Contreras**, BS, Aeronautical and Astronautical Engineering

**Maria, Corfias**, BS, Neuroscience  
**Aldo Ignacio, Corona**, BS, Fashion and Retail Studies  
**Gabrielle Elizabeth, Corpus**, BA, Political Science  
**Alejandro Jose, Correa**, BS, Pharmaceutical Sciences  
**Esmeralda, Cortes**, BA, Psychology  
**Lorena, Lee Couch**, BS, Biology  
**Karlos Mayiel, Covarrubias**, BS, Biology  
**Nicholas, Miller Cox**, BS, Social Work  
**Monica Gabrielle, Cruz**, BS, Medical Dietetics  
**Haley, Michell De Leon**, BS, Social Work  
**Annelise Mary, Del Rio**, BS, Zoology  
**Spencer Stephen, DeLacy**, BS, Pharmaceutical Sciences  
**Christopher Robert, Deliz**, BS, Computer Science and Engineering  
**Erika Renee, Dickinson**, BS, Finance  
**Alexa Rose, Doerfler**, BA, Psychology  
**Jose Angel, Dominguez**, BA, Psychology  
**Marcus Manuel, Dunn**, BS, Electrical and Computer Engineering  
**Jessica Leigh, Edelstein**, BA, Public Affairs  
**Joseph Carl, Edgerton**, BS, Health Sciences Program  
**Carolyn Mary, Encarnacion**, BA, Speech and Hearing Science  
**Valencia Marissa, Espinoza**, BS, Marketing  
**Haley Elizabeth, Feck**, BA, Middle Childhood Education  
**Susan Leanne, Feliciano**, BS, Fashion and Retail Studies  
**Christopher, Field**, BS, Education - Sport Industry  
**Alexander Henry, Fischbach**, BS, Neuroscience  
**Christina V, Flores**, BA, Korean  
**Veronica, Flores**, BA, Spanish  
**Ciera Casandra, Fluker**, BS, Human Resources  
**Courtney E, Forchione**, BA, French  
**Shanah Erica, Frankel**, BS, Animal Sciences  
**Ashley Marie, Fuchs**, BA, Psychology  
**Morgan Marie, Gamble**, BS, Psychology



**Alessa, Garcia**, BS, Economics - Business

**Sarah Marie, Garvin**, BA, Japanese

**Kathleen Elizabeth, Gastell**, BS, Animal Sciences

**Clintina Louise, Glick**, BA, Psychology

**Gabrielle J, Gomez**, BFA, Dance

**Shelby Marie, Gonzales**, BA, Art Education

**Jonathan Kenneth, Gonzalez**, BS, Biology

**Nicole Viviana, Gonzalez**, BS, Nursing

**Adam Jared, Gorski**, BS, Marketing

**Kristen Andrea, Gramajo**, BA, Psychology

**Melody Kay, Grames**, BA, International Studies

**Nataly, Gutierrez**, BA, Psychology

**Lee William, Gutierrez**, BS, Psychology

**Emily E, Gutierrez**, BS, Marketing

**Alyssa Nicole, Gutierrez**, BS, Marketing

**Lizbeth, Gutierrez**, BS, Consumer and Family Financial Services

**Alexandra Marie, Haffner**, BS, Nursing

**Samuel Christian, Halter**, BA, Political Science

**Kevin Charles, Hardesty**, BS, Materials Science and Engineering

**Kevin Charles, Hardesty**, BS, Medical Laboratory Science

**Mariah Alyssa, Hashbarger**, BS, Human Nutrition

**Shannon Olivia, Hedge**, BS, Evolution & Ecology

**Matthew James, Hendrix**, BA, Film Studies

**Alexia Christine, Hernandez**, BA, Speech and Hearing Science

**Gabriella Amorette, Hernandez**, BA, Art

**Ruben, Hernandez Story**, BA, International Studies

**Nicole Elena, Hipolito**, BA, Communication

**Barbara Trindade, Hodgdon**, BA, Psychology

**Kaitlan Nicole, Hovis**, BS, Animal Sciences

**Teresa Guadalupe, Ibanez**, BS, Psychology

**Andrea Marie, Insinga**, BA, Psychology

**Michael Dwight, Jenkins**, BS, Accounting

**Alexandra Nicole, Jones**, BA, International Studies

**Corinne, Flores Jones**, BA, City and Regional Planning

**Joseph John, Jones**, BA, Economics

**Nicholas A, Julian**, BS, Environment, Economy, Development, and Sustainability

**Natalia Nicole, Jurcak**, BS, Animal Sciences

**Carmen Elizabeth, Keeton**, BS, Chemical Engineering

**Kevin, Kitchen**, BS, Accounting

**Sara Elizabeth, Koelsch**, BS, Biology

**Anthony Edward, Lopez Konold**, BS, Microbiology

**Emily Nicole, Kurczyn**, BS, Early and Middle Childhood Studies

**Mark Andrew, Lampert**, BS, Biochemistry

**Derek Miguel, Lancashire**, BA, Human Resource Management

**Joseph Dominic, Lieske**, BS, Real Estate and Urban Analysis

**Erica Marie, Lucas**, BS, Nursing

**Marina Elisa, Lucio**, BS, Medical Dietetics

**Daniel, Ludi**, BA, Biology

**Simon, Lui**, BS, Electrical and Computer Engineering

**Alexander Joseph, Luke**, BS, Marketing

**Anna Marie, Lupica**, BS, Accounting

**Tassiana Galvao, Maloof**, BS, Biology

**Josabeth Midia, Martin**, BS, Teaching & Learning

**Josabeth Midia, Martin**, BS, Early and Middle Childhood Studies

**Liana Marie, Martinez**, BA, Spanish

**Clara Lucia, Martinez**, BFA, Dance

**Miguel Angel, Martinez**, BS, Biology

**Marques Kimo, Mayoras**, BS, Computer Science and Engineering

**Raymond Edward, McGahan**, BS, Neuroscience

**Matthew Saul, McKenzie**, BA, History

**Hannah, McNamara**, BS, Human Development and Family Science

**Madison Gabriella, Melinek**, BA, Political Science

**David Gabriel, Melvin**, BS, Sport and Leisure Studies

**Dylan Ryan, Mireles**, BA, Criminology

**Angela Elizabeth, Montgomery**, BA, Psychology

**Kevin Patricio, Mora**, BS, Biology

**Camila Maria, Moreno**, BA, International Studies

**Michael, Moreno**, BS, Hospitality Management

**Caleb, Chappell Morgan**, BA, Geography

**Lizeth, Morton**, BS, Education - Foreign Language Education

**Sara Elizabeth, Muschkin**, BS, Human Nutrition

**Stefanie, Negrón**, BA, Communication

**Monica A, Nicholson**, BA, Criminology

**Mauricio, Mata Nieto**, BS, Food, Agricultural & Biological Engineering

**Isaac, Nivar**, BS, Biomedical Engineering

**Ilana, Nurko**, BS, Human Nutrition

**David Lee, Obregon**, BA, Psychology

**Evan Daniel, O'Brien**, BS, Welding Engineering

**Samantha Ashlee, O'Donnell**, BA, Communication

**Kyle R, Oleksiw**, BS, Marketing

**Ruth, Orellana**, BA, Criminology

**Joe, Ortega**, BA, Social Sciences Air Transportation

**Hannah Elizabeth, Ortega**, BA, Spanish

**Aldo Ramiro, Ortega**, BS, Industrial and Systems Engineering

**Cristina Maria, Ortiz Villabona**, BS, Biology

**Alexander Matthew, Otero**, BA, Political Science

**Zachary Berry, Paganini**, BA, Geography

**Nicole, Malto Pangilinan**, BS, Chemical Engineering

**Kevin, Perez**, BA, Spanish

**Martin, Perez**, BA, Finance

**Alexandra Maria, Perez**, BA, Biology, Psychology

**Isaac Mordechai, Perez**, BA, English

**Martin, Perez**, BS, Finance

**Tomas, Perez**, BS, Accounting

**Claudia Maria, Perez Rosa**, BS, Accounting

**Thomas D, Phillips**, BA, Public Affairs  
**Joseph Eric, Pineiro**, BA, Philosophy  
**Gabriel Antonio, Quinones-Betancourt**, BS, Biology  
**Maria Elena, Ramirez**, BA, Sociology  
**Brayson W, Ramirez**, BS, Pharmaceutical Sciences  
**Katherine Michele, Ramos**, BS, Finance  
**Medina Bassam, Rasul**, BS, Biology  
**Maria, Reckziegel**, BA, Food Science and Technology  
**Robert Blas, Reed**, BA, Political Science  
**Stephan Albert, Reyes**, BS, Molecular Genetics  
**David Louis, Rich**, BS, Biology  
**Daniel, Lemos Riquino**, BA, Linguistics  
**Clara Marie, Rivera**, BA, Speech and Hearing Science  
**Mackdiel, Rivera**, BS, Civil Engineering  
**Roger Neftali, Roblero**, BA, Communication  
**Sharon Diann, Rodriguez**, BS, Health Information Management and Systems  
**Anne Marie, Rodriguez**, BS, Health Sciences Program  
**Cecilia, Rodriguez**, BS, Industrial and Systems Engineering  
**Karina Angelica, Rubio**, BFA, Art  
**Orlando Jose, Ruiz**, BA, International Studies  
**Tehja Arianne, Rush-Pagan**, BS, Marketing  
**Joshua Alan, Sabo**, BA, History  
**Jessica Nicole, Salazar**, BS, Industrial and Systems Engineering  
**Elvis, Saldias Villarroel**, BA, Political Science  
**Roberto Antonio, Samaniego**, BS, Industrial and Systems Engineering  
**Melissa Karina, Sanchez**, BS, Economics  
**Luis Felipe, Sanchez**, BS, Logistics Management  
**Sarah, Sandoval**, BA, Linguistics  
**Anna Marie, Sarmina**, BS, Dental Hygiene  
**Amber Halley, Sattelberg**, BS, Animal Sciences  
**Paige Nicole, Schaffer**, BS, Neuroscience  
**Iony Danielle, Schmidt**, BS, Psychology  
**Erica Christine, Schulz**, BA, English  
**Harrison Dean, Sciulli**, BS, Biochemistry  
**John Tyler, Segovia**, BA, Psychology  
**Emily, Selio**, BA, Spanish, Speech and Hearing Science

**Abeir Jebreel, Shalash**, BS, Pharmaceutical Sciences  
**Alexander Justice, Shapiro**, BA, International Studies  
**Jeremiah Joseph, Shaw**, BS, Medicine  
**Jeremiah Joseph, Shaw**, BS, Biomedical Science  
**Christina Elizabeth, Shea**, BA, Sociology  
**Jessica Xiomara, Simmons**, BA, Chemistry  
**Brandon Robert, Smith**, BS, Operations Management  
**Gabriel Antonio, Soliz**, BS, Physical Education  
**Erica Marie, Sotelo**, BS, Human Development and Family Science  
**Brian A, Soto**, BA, Nursing  
**Jailyn Zoraida, Soto-Quintana**, BA, Political Science  
**Angela Rose, Sprung**, BS, Nursing  
**Jessie Elizabeth, Stewart**, BS, Human Resources  
**Sabrina Nicole, Tejada**, BS, Early and Middle Childhood Studies  
**Andrew Charles Harold, Todd-Smith**, BA, Journalism  
**Yanira Elizabeth, Torres**, BA, Personalized Study Program - ASC  
**Alexis Nicole, Torres**, BA, English  
**Aleni C, Torres**, BS, Accounting  
**Melissa Nicole, Trejo**, BS, Accounting  
**Angelina Nicole, Trevino**, BA, Communication  
**Nicholas Anthony, Triana**, BS, Engineering Physics  
**Marisa Ann, Turk**, BA, Speech and Hearing Science  
**Angela Kay, Urdaneta**, BS, Physics  
**Marcos Daniel, Valencia**, BA, Psychology  
**Luis Enrique, Vargas**, BS, Accounting  
**Gabrielle Marie, Vasquez**, BS, Chemical Engineering  
**Bryan, Vega**, BA, Economics  
**Jose Antonio, Villa-Cruz**, BS, Human Resources  
**Gina Marie, Volpe**, BS, Environmental Science  
**Melissa Sue, Wiles**, BS, Public Health  
**Elizabeth Louise, Willis**, BS, Electrical and Computer Engineering  
**Melina Marie, Yagel**, BS, Human Development and Family Science  
**Michael Trell, Yocum**, BA, Political Science

**Luke Edward, Zamarripa**, BS, Electrical and Computer Engineering  
**Anelise, Zamarripa-Zoucha**, BS, Nursing  
**Weston Michael, Zernechel**, BS, Education - Sport Industry

**Masters**  
**Andrea Elizabeth, Ankney**, MS, Social Work  
**Jane Kelli, Aparecido**, MA, Law  
**Laura Isabel, Aparicio**, MS, Agricultural, Environmental & Developmental Economics  
**Javier Roman, Arias Correa**, MA, Law  
**John Joseph, Bain**, MS, Public Policy and Management  
**Renata Deolinda, Baptista**, MA, Educational Policy & Leadership  
**Diego David, Barrezueta Del Carpio**, MS, Law  
**Carlos Fabian, Benitez-Quiroz**, MS, Electrical and Computer Engineering  
**Andres, Bohorquez Restrepo**, MS, Horticulture and Crop Science  
**Ayendy Jose, Bonifacio Peralta**, MA, English  
**Jeffrey Ryan, Bose**, MS, Nursing  
**Tania Denisse, Burgos-Hernandez**, MS, Environment and Natural Resources  
**Rafael, Calderon Candelario**, MS, Medical Science  
**Aided, Ceballo**, MA, Law  
**Francisco Clemente, Vicario**, MS, Comparative and Veterinary Medicine  
**Derek A, Conliffe**, MBA, Business Administration  
**Carlos Luis, Cruz**, MA, Communication  
**Jessica Elizabeth, Diallo**, MA, Public Policy and Management  
**Bryant, Dossman**, MS, Environment and Natural Resources  
**Lianne Judith, Dottin**, MS, Human Resource Management  
**Melvyn Ian, Drag**, MA, Mathematical Sciences  
**Joshua, Amaro Dunn**, MA, Communication  
**Nicholas Jonathan, Espinosa**, MA, Architecture  
**Carlos Josue, Esquivel Palma**, MS, Entomology  
**Eva Rebeca, Fabian**, MS, Public Health  
**Naisha Yaney, Feliciano-Moragon**, MA, Educational Studies  
**Zaide, Feliciano-Muniz**, MS, Biomedical Engineering

**Nicholas, Flores**, MA, Comparative Studies  
**Sarah Maria, Fortin**, MS, Nursing  
**Charles William, Fox**, MS, Architecture  
**Alexandria Paige, Fraga**, MA, Sociology  
**Chanta, Garcia**, MS, Social Work  
**Michael John, Gomez**, MBA, Business Administration  
**Kadi Marie, Gonzalez**, MS, Nursing  
**Hugo Jose, Gonzalez Villasanti**, MS, Electrical and Computer Engineering  
**Doris Mercedes, Grillo-Gonzalez**, MBA, Business Administration  
**Rachel Marie, Guillen**, MS, Social Work  
**Marco Antonio, Gutierrez**, MBA, Part-Time Business Administration  
**Adam, Braun Haywood**, MS, Teaching & Learning  
**Nicole Marie, Hernandez**, MA, Anthropology  
**Lindsey Cooper, Hutton**, MS, Social Work  
**Alejandra, Iberico Lozada**, MBA, Business Administration  
**Manuel Antonio, Jacquez**, MA, English  
**Natalie Gloria, Jarecki**, MBA, Business Administration  
**Seung Hwan, Kim Lee**, MA, Educational Studies  
**Yrineo, Longoria**, MS, Architecture  
**Hailey Elizabeth, Lopez**, MA, Educational Studies  
**Aaron Michael, Lopez**, MFA, Theatre  
**Horacio Daniel, Lopez Nicora**, MS, Plant Pathology  
**Elena Sophia, Maietta**, MS, Music  
**Julie Anna, Margolis**, MA, Anthropology  
**Celia, Martinez Saez**, MA, Spanish & Portuguese  
**Caitlyn Teresa, McLoughlin**, MA, English  
**Raquel Anett, Mercado**, MS, Teaching & Learning, Human Development and Family Science  
**Rebecca Ann, Molinar**, MS, Teaching & Learning  
**Daniel, Byron Morales**, MA, Educational Studies  
**Monica Lizet, Morales Neira**, MA, Law  
**Samantha Quinn, Murillo**, MPA, Public Policy and Management  
**Marco, Palacio**, MBA, Business Administration  
**Susan M, Perez**, MA, Educational Studies  
**Elizabeth Ann-Marie, Po**, MS, Social Work

**Mabi, Ponce de Leon**, MA, History of Art  
**Eric Thomas, Przybylowicz**, MS, Welding Engineering  
**Matthew Allen, Quijada**, MS, Architecture  
**Akeyla Dawn, Ragland**, MA, Teaching & Learning  
**Emanuele, Rizzi**, MA, Psychology  
**Marcos Bernardo, Rodrigues**, MA, Law  
**Gerardo Antonio, Salazar**, MS, Mechanical Engineering  
**Daniel Antonio, Sanchez**, MS, Chemistry  
**Sara Elena, Santiago**, MA, Educational Studies  
**Cesar A, Seguil**, MA, Educational Studies  
**Scott, Singer**, MS, Accounting  
**Jamie Lyn, Smith**, MFA, English  
**Claudia Lorena, Suarez**, MS, Accounting  
**Gabriella Anabel, Ubilla**, MS, Teaching & Learning  
**Luis Enrique, Vargas**, MS, Accounting  
**Lila Michelle, Vernikoff**, MS, Nursing  
**Mateo Amaral, Williamson**, MPA, Public Policy and Management  
**Laura Mariana, Zuchovicki**, MA, Educational Studies

### Doctorate

**Fernanda, Martins De Abreu**, PHD, Comparative and Veterinary Medicine  
**Valeria Cristina, Artuso Ponte**, PHD, Veterinary Medicine  
**Leandro Henrique, Cruppe**, PHD, Animal Sciences  
**Carlos L, Del Rio**, PHD, Electrical and Computer Engineering  
**Alexander, Gotthard Real**, PHD, Economics  
**Omar Ernesto, Mora**, PHD, Civil Engineering  
**Ligia, Ravenna Pinheiro**, PHD, Dance Studies  
**Diego Fernando, Rincon Rueda**, PHD, Entomology  
**John Manuel, Sosa**, PHD, Materials Science and Engineering  
**Joany Cristina, Van Balen Rubio**, PHD, Comparative and Veterinary Medicine  
**Jessica Erin, Lybarger**, OD, Optometry  
**Lina, Caicedo**, MD, Medicine  
**Diana Daled, Carrau**, MD, Medicine  
**Mary, Carmen Garcia**, MD, Medicine  
**Kathleen, Seretan Hateley**, MD, Medicine

**Brent Victor, Martinez**, MD, Medicine  
**George Thomas, Matic**, MD, Medicine  
**Adam Michael, Montagna**, MD, Medicine  
**Maria E, Mora**, MD, Medicine  
**Jonathan Paul, Navar**, MD, Medicine  
**Pedro, Pineda**, MD, Medicine  
**Lauren Elizabeth, Sall**, MD, Medicine  
**Darab, Zarrabi**, MD, Medicine  
**Orlay, Alonso**, DMA, Music  
**Jose C, Bautista**, JD, Law  
**Pedro A, Contreras**, JD, Law  
**Omar A, De La Rosa**, JD, Law  
**Leah Teresa, Eberle**, JD, Law  
**Omar, Figueroa-Valle**, DDS, Dentistry  
**Angela Andrea, Gomez Romero**, DDS, Dentistry  
**Chelsea, Grabarz**, DDS, Dentistry  
**Alexandra, Farah Griffin**, DDS, Dentistry  
**Duren Ray, Gutierrez**, DNP, Nursing Practice  
**Talisa A, Gutierrez**, JD, Law  
**Monica Livramento, Magnani**, DVM, Veterinary Medicine  
**Michael Paul, Martinez**, DVM, Veterinary Medicine  
**Paoul, Sean, Martinez**, DVM, Veterinary Medicine  
**Diane Marie, McCombie**, DVM, Veterinary Medicine  
**Alvaro, Ontiveros**, JD, Law  
**Mary Margaret, Ormsby**, DVM, Veterinary Medicine  
**Christina Marie, Otero**, JD, Law  
**Valerie Ann, Rose**, DVM, Veterinary Medicine  
**Kwesi A, Seabrook**, JD, Law  
**Yaima, Seigley**, JD, Law  
**Daniel Wayne, Smith**, DDS, Dentistry  
**Emmalee Kathleen, Taricska**, DPT, Physical Therapy  
**Steven John, Umana**, JD, Law  
**Liliana I, Vasquez**, JD, Law  
**Joshowa L, Yost**, JD, Law



## THE OHIO STATE UNIVERSITY

OFFICE OF DIVERSITY AND INCLUSION

### *¿Qué Pasa, OSU?*

The Ohio State University  
Hale Hall, Suite 300  
154 West 12th Avenue  
Columbus, OH 43210-1132

NONPROFIT ORG.  
U.S. POSTAGE  
**PAID**  
COLUMBUS, OHIO  
PERMIT NO. 711

*¿Qué Pasa, OSU?* welcomes submissions  
at any time. Contact us at [quepasa@osu.edu](mailto:quepasa@osu.edu).

 [facebook.com/QuePasaOSU](https://www.facebook.com/QuePasaOSU)

 [@QuePasa\\_OSU](https://twitter.com/QuePasa_OSU)



On August 22nd, 2015, the Torres family welcomed students moving in to the newly constructed Torres House, named in honor of OSU student, Private First Class Omar Ernesto Torres, killed in action in Iraq exactly eight years prior.