The LASER Recipe for Success

LASER (Latino & Latin American Space for Enrichment and Research) is now accepting applications for LASER High School Scholars Program. This is a project of the Office of Diversity and Inclusion.

LASER High School Scholars are students from underrepresented groups, especially Latino high school students, in the Columbus area who are mentored by current undergraduates at The Ohio State University. The mentorship curriculum is tailored to meet the needs of individual students with a focus on preparing students for successful admission to college.

Getting Ready
LASER OSU Mentors prepare LASER High School Scholars for successful entrance to Ohio State. Mentors work with Scholars on preparing for success at the college level.

LASER High School Scholars have one-on-one weekly meetings with their Ohio State Mentors on the Ohio State Campus, encouraging Scholars to feel at home in the university setting, or at a location that is more convenient for the Scholar.

Getting Connected LASER Ohio State Mentors guide and coach LASER High School Scholars in selecting courses at school and extracurricular activities that will help with successful entrance to Ohio State.

Mentors serve as role models and create an individualized curriculum for each Scholar based on their particular needs.

Getting to the Finish Line
LASER OSU Mentors guide LASER High School Scholars step by step through the college application process, working on timelines, preparing for SAT/ACTs, writing samples, entrance essays, and gathering of letters of recommendation.

Eligibility
- High school students grade 9-12 with potential to contribute to the LASER mission
- Self-disciplined
- Motivated to attend college
- Willing to commit 100% to weekly meetings with LASER OSU Mentor

Application Process
Interested students may complete the online application at go.osu.edu/lasermentor

For additional information about LASER, visit go.osu.edu/laser or contact Dr. Frederick Aldama at aldama.1@osu.edu.
In more than 30 years of working with high school students as they research colleges, it has been my observation that most of them rely heavily, and wisely, on their conversations with students who currently attend the schools they are considering. Input from parents, teachers, and counselors is also important, of course. However, to know how a place may feel to you, it can be valuable to know how it has felt to others who are like you in age, background, ability, and general interests.

To that end, I hope you will find this publication helpful. It is made up of the advice and observations of students who have been in your shoes. I urge you to use it to supplement the advice that you receive from people you know and trust. And I hope that you also plan to visit the university and talk directly with students here.

If support for a diverse community is important to you, I can tell you that at Ohio State we highly value our diverse community of students, faculty, and staff, and we strive to serve the needs of community members by offering financial assistance, academic advice, tutoring in a wide range of first-year and sophomore courses, personal counseling, social events, leadership programs, and many other opportunities for learning and growth.

Ohio State’s African American community takes advantage of these opportunities, as evidenced by the high number of first-year African American students who return to campus for their second year—on the Columbus campus last fall, 89 percent returned, an all-time high for Ohio State and a figure well above the national retention average for all students, which is 79 percent.

Another point of pride: *Diverse Issues in Higher Education* recently identified Ohio State as one of the nation’s top 30 universities for the number of baccalaureate degrees awarded to African Americans. That is the highest ranking of any school in Ohio, the highest in the Big Ten, and a higher ranking than many HBCUs.

We believe you are the kind of student who can thrive in an environment like Ohio State’s. Now it’s time for you to find out if we’re a good fit for you. This publication is one of many ways to get to know us.

Sincerely,

Valerie B. Lee
Vice Provost for Diversity and Inclusion
Chief Diversity Officer

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### Hale Black Cultural Center

Frank W. Hale Jr. dedicated his life to diversity in higher education as a scholar, teacher, researcher, administrator, and a civil rights pioneer. The Hale Black Cultural Center, named to honor the former Ohio State vice provost and professor emeritus, continues his legacy by promoting cultural, social, and educational discourse among all students at Ohio State—particularly African Americans—through its programs, lectures, and activities.

Considered one of the finest black cultural centers in the country, the Hale Center is a complete academic unit with state-of-the-art computer labs, study and tutoring room, and classrooms. It also houses an impressive collection of African American art.

In addition to embracing the mission of the university and the Office of Diversity and Inclusion, the Hale Center serves as an instrument of orientation and instruction to the larger community on issues of race, politics, economics, community, art, and culture. More than 40 community organizations use the center’s facilities, along with several student organizations.

Open seven days a week, the Hale Center also employs the largest number of African American students on campus, as well as many other students.

For more information, call (614) 292-0074 or visit odi.osu.edu.
Ashley Woodruff
Double major: Finance and Communications
Hometown: Atlanta, Georgia
About: Loves RPAC
Favorite resources: Office of Diversity and Inclusion tutoring, Math and Statistics Lab, Fisher College Career Services, Academic advisor, Bridge Program, Hale Black Cultural Center
Involvement: Varsity track, Ohio Union Diversity Board, Alpha Kappa Alpha Sorority
Loves RPAC

It can be hard at first to adjust to a school of 52,000 people who don’t necessarily share your background. I came from a predominantly black high school, a predominantly black city and neighborhood, and from another state. The Bridge Program was very helpful, coming to Ohio State three weeks before, getting to know the campus, getting to know people who may have come from your same background. That program introduced us to the Hale Black Cultural Center, and from there I learned where the resources are, where to go if you need help, or where to go to meet people. I also joined clubs—maybe too many—but I love everything that I do.

I’m in the Fisher College of Business and a lot of times, you could be the only black person in a class. You feel like you have to do good, in a sense, because you’re the only one to represent. You earn to make friends with the people who are in your classes, and even though they may have different interests than you, you can still find common ground in other ways.

Brian White
Major: Speech and Hearing Sciences
Hometown: Houston, Texas
About: Going to seminary after graduation
Well, I came to college like most college students just wanting to experience the college life, being away from home, having that freedom to do whatever you want. That’s a good freedom. During that, you really find yourself, what’s good for you, what’s not good for you. During that experience, going to parties, staying up all night, I learned that for me personally, that wasn’t good for me. So I gave myself up to Jesus Christ, I got saved and I became a Christian.
So, my life got changed. Going to Ohio State, there are people who I was with from my previous lifestyle. But then, Ohio State is so broad, it’s so big. I found new friends who had the same beliefs. Racial differences didn’t matter, we had the same beliefs. And I made more friends, which is why I’m thankful for Ohio State.

I feel like Ohio State is a good ground to start at to know how the world is gonna be. I feel like, getting the strength to be bold and courageous, step out and make friends of different ethnic backgrounds, prepares you for the real life. I feel like at Ohio State I stepped outside my comfort zone and made those connections with people who didn’t look like me.

Broaden your mindset and step outside your comfort zone. I feel like in high school, whatever we’re comfortable with, that’s what we stay with, we keep in our little closed mind. I feel like if I were more open-minded, I would have gotten more involved in things. I would have been a part of different organizations in high school that weren’t with people who were my same skin color. I would have volunteered more. Because in the real world, it’s about giving back and stuff. In high school, if I would have known those things, college wouldn’t have been as big of a transition.

Darrilyn Macklin
You will get homesick aspects of home with new things that

William Crawford
Get involved your freshman year.

Joseph Amos
You really can’t gauge how successful you’ll be in college based on how well you did in high school. So I would say just hit the ground running, in the sense that you sit in front of the class, try to build some sort of relationship with your professors and your teaching assistants. And then as you progress you can kind of gauge what it takes to be successful here.

Elaena Harr
Candice Ross

Major: Operations Management  
Minors: Leadership Studies and Psychology  
Hometown: Cleveland, Ohio  
About: Volunteering for Habitat for Humanity through Buck-I-SERV was one of her most amazing Ohio State experiences  
Internship: NASA  
Favorite resources:  
Office of Diversity and Inclusion tutoring  
Fisher College of Business Student Services  
Involvement:  
Mount Leadership Society Scholars  
Student Leadership Advocates  
Buckeye Leadership Fellows  
Fisher College Student Ambassador  
Council of Black Students in Administration at Fisher  

Ohio State, I came here and I kinda knew that it was for me. I wanted to go to a school where I thought anything was possible, where people come from all over. I wanted to experience what it's like being a part of a large school, where I can also have those small communities. So, it's funny that everywhere I go on campus, I see people I know. And I have my own little family that's here, amongst my friends, which is amazing.  

Coming to a predominantly white school, I knew I didn't want to go to an historically black college. I knew I wanted the diversity of being around other people and the challenges that came along with it. In classes for my major, there may be one or two other black people in the room, and we're usually friends. At some point, you're just all connected because the community is just not that big.

Joseph Amos  
Double major: Actuarial Science and Economics  
Hometown: Webster, Texas  
About: Lives in the library  
Favorite resources:  
Office of Diversity and Inclusion  
Morrill Scholars Program  
Office of Diversity and Inclusion tutoring  
Bell National Resource Center  
Early Arrival Program  

I did look at two other schools that were a bit smaller. Coming into college, I had three brothers that attended historically black colleges. But just through some of the various materials that OSU sent me, I definitely felt like there would be African American communities for me to really immerse myself in here and receive support.  

I participated in the early route programs, so that, from the get-go, gave me the opportunity to meet a large population of young men I felt that I had a lot in common with, who are still my friends today.  

There are so many students here, you can kind of choose the community you want to surround yourself with. If you choose to solely hang out with African Americans or white individuals or Asians or Indians, there's a wide variety of clubs. I have friends who, for example, major in Japanese and they decided to hang out with the Japanese community here. So it's really what you make of it here.

You will miss certain things, but just try to offset those things you earn while you're up here.

Candice Ross  

There's so much craziness senior year in high school. But you can put all those college applications and stuff out, you just gotta do it, because it's gonna be...it's gonna be tough.

Anastasia Elder  

College is a challenge you can't take for granted. You need to be dedicated, motivated, and have the initiative there to succeed. That's why you are here to stay.
Anastasia Elder
Double major: English and Strategic Communications
Minor: Legal Foundations of Society
Hometown: Cleveland, Ohio
About: First-generation college student
Favorite resources:
Office of Diversity and Inclusion
Hale Black Cultural Center
Ohio Union
Involvement:
Afrikan American Learning Community
African American Voices Gospel Choir
Office of Diversity and Inclusion
Undergraduate Recruitment Society
Society of Sisters

I don't think that I had too much of a bumpy road when I came here, as far as finding out about events or academic sessions on campus. I think that's because I'm just an outgoing person and that I bother to ask questions. I've always been taught "If you want something, you have to open up your mouth and ask. You can't always just wait for someone to give you something." So, I think that because of that, I did have a pretty smooth road.

I think that being a minority on a majority campus allows me to get a better sense of other cultures. It allows me to get to know people who are not the same race as me or not the same socio-economic status as me. And so I do think that that's good for minority students. Because a lot of minority students are not used to always being a minority depending on what kind of neighborhood they grew up from or grew up in. And also I guess, cons to being a minority student, I think sometimes you're overlooked. People don't understand that you don't have the same resources as them. It's kind of hard for some people to wrap their minds around the fact that there are still major differences between a minority student and a majority student. And so, that gets frustrating sometimes, because you don't wanna seem like you're this victim, per se, but the truth is, you don't have the same resources. People are not seeking you out. If you want to be at the forefront, that you have to put yourself there.

People, they identify here with being a Buckeye. Nothing else matters except that you are a Buckeye. Your race doesn't always matter. The fact that you go here, the fact that you appreciate the opportunities that are here for you, I think that's where we come together as a community on campus and that's what makes us more alike than different.
The transition from high school to college can be difficult. It is a big change.
You’re going from smaller classes to really large classes. You’re going to a place
where the teachers really stay on you about the assignments, to a place where
no one is gonna make you do anything. You really have to put forth the effort and you
really have to be in college for you.

Coming to Ohio State, I would sit in my lecture sometimes and look around and see
that I’m the only African American student in the class. It kinda caught me off guard
at first. But the Bell Center was great. They bring together a lot of students of color
and that allows you to really connect with other students on campus. So you don’t
feel like you’re just one in a big sea of many. A lot of the faculty and staff that work
there really make an effort to connect with students and help them with any issues
whatsoever that they might have, whether it is academic, social, financial, anything.

As you consider Ohio State, you may have concerns. Are we too
big? Too far away? Do you worry that you won’t be able to find your own community? That you won’t find
support? We hope the voices in this publication begin to show you how students
overcome those concerns and find a home at Ohio State. Students succeed here when
they take advantage of all the university has to offer.

Support at the university level
We know we’re big, so we’ve created services and
programs especially designed to help students
transition to the university, and then thrive here!

Hale Black Cultural Center Not just a building,
the Hale Center is a community. See the cover of this
brochure for information.

Learning Communities Ohio State offers over
20 residential communities designed to engage
students who share academic or lifestyle interests,
including the African American Learning Community.
housing.osu.edu/lc.asp

Multicultural Center (MCC) The center hosts
cultural community celebrations, heritage and
awareness months, and more. mcc.osu.edu

Office of Diversity and Inclusion (ODI) ODI
offers a wide range of services and opportunities,
including the Bridge Program and Morrill Scholars
Program. odi.osu.edu

Support from your academic area
Staff and programs in your college and department will help you find your community,
clarify your academic goals, get professional experience, and network with experts
(and recruiters!) in your field.

Here are a few examples of programs specifically for students of color:

College of the Arts and Sciences:
Diversity Services Office

The way students seek to engage Ohio State
can be as diverse as the students themselves.
This staff of professional academic and career
advisors work with students one-on-one to
1) develop the kind of relationships that foster
student success, 2) encourage academic
excellence, and 3) engage the student as
an active participant in their own growth,
development, and education.
More: ascdiversityservices.osu.edu

Fisher College of Business:
Office of Minority Student Services

The goal of this office is to provide quality
academic advising, counseling, scholarships,
financial aid (need-based), and tutoring
services that meet the needs of minority
students enrolled or intending to enroll in
the college. In addition, the office works
with organizations and companies on and
off campus that seek to help minority
students succeed.
More: fisher.osu.edu/minority

College of Engineering:
Minority Engineering Program (MEP)

MEP staff provide academic support and
resources to students and work to ensure
that they have optimum opportunity to apply
for and earn scholarships. Staff monitor stu-
dent progress towards an engineering degree
d and encourage academic excellence by help-
ing students identify and avail themselves of
resources like peer study groups, tutoring,
and services provided by engineering student
organizations.
More: engineering.osu.edu/mep

College of Food, Agricultural, and
Environmental Sciences:
Multicultural Student Services

Multicultural Student Services helps students
take advantage of the services offered by the
College of FAE, including career and aca-
demic advising, student organizations, study
abroad, the online job and internships board,
FAES Career Expo, and student employment
in college offices and labs.
More: cfaes.osu.edu/multicultural
William Crawford
Major: Public Affairs
Hometown: Flint, Michigan
About: Skypes to stay connected to home
Favorite resources:
Bell National Resource Center Early Arrival Program
John Glenn School of Public Affairs
Involvement:
Fraternity

I came to Ohio State for three reasons. One, they gave me hands down the best scholarship available. Two, both my parents graduated from Ohio State. And three, when I visited campus, I was shocked by the facilities. It honestly was ten times better than anything anyone else had to offer in terms of recreational facilities, libraries, or just student facilities in general, such as the Union or classrooms.

Ohio State is more diverse than my high school, believe it or not. Probably because there are thousands of people here. For me, it is a good experience because it prepares you for the work force. Whenever I talk to my friends about that, the main part that we take away is that you're going to be prepared to live in a world where you will be the minority and it just prepares you to talk to other people, other minorities, other than yourself, and just the majority in general.

You can't go wrong with Ohio State, you really can't. It's such a big university that you will find whatever you need to make it feel like home.

Darrilyn Macklin
Major: Chinese
Minor: Theater Arts
Hometown: Houston, Texas
About: Wears layers to stay warm in Ohio winters
Favorite resource:
East Asian Language Center

Growing up I was surrounded by mostly black people and I like the fact that I've come to a place where everything is so diverse. Where I not only can see a few black people, white people, Hispanic people, Indian people, just a whole different variety of people and cultures to get to know and interact with. My freshman year I was on an Indian dance team, so I learned a lot about Indian culture. Last year I was on a Chinese dance team, so I learned a lot about Chinese culture. So I just like learning about all these different places and people and that's why I feel like Ohio State is such a great place to be.

I would just say, be open and go with the flow and don't be afraid to talk to people. Go out of your comfort zone. Try to branch out and meet other people and other cultures and, you know, it'll be interesting to see what you find. And just break down walls about stereotypes that are surrounding your culture, or learn to break down your own walls that you may have about stereotypes about another culture. So just really be open and willing to experience and learn.
Visitation Days at Graduate & Professional Schools...

for the 32nd Annual GPSYD

A Special Invitation to Join Us

Office of Minority Affairs
1000 Lincoln Tower
1800 Cannon Drive
Columbus, OH 43210-1230

42114-011000-61801-12743
Tentative Format for Sunday Nov. 3 to Tuesday Nov. 5

Nov. 3, 2002
2:00 p.m. Arrival at Holiday Inn on Lane/Program registration/Informal Reception
3:15 p.m. Hotel check-in
4:30 p.m. Opening session
6:00 p.m. Private dinner at The Faculty Club
7:45 p.m. Concert (location TBA)

Nov. 4, 2002
7:30 a.m. Breakfast by intended discipline w/ academic representatives
9:00 a.m. Visiting student honorees depart for academic unit visits
9:30 a.m. Visiting administrators meet with Vice Provost
11:00 a.m.-12:00 noon Workshops for GPSVD visiting administrators
1:30 p.m. Lunch with academic unit representative
3:00 p.m./4:00 p.m. Guided campus bus tour
6:45 p.m. Banquet
9:30 p.m. Internship opportunities fair
10:00 p.m. Farewell Party w/D.J.

Nov. 5, 2002
8:00 a.m. Farewell breakfast with OSU Student

WHAT OSU/OMA will cover:
• Accommodations at The Holiday Inn On The Lane, 328 W. Lane Avenue in Columbus - from 2:00 p.m. Nov. 3 until after breakfast on Nov. 5,
• All meals per the GPSVD schedule ,
• 22 cents per mile* for one vehicle - round trip, payable to the faculty representative and issued at check-out on November 5,
• A $50 honorarium for institutions outside the State of Ohio to cover incidentals during travel (also payable to visiting faculty),
• Double occupancy for up to 8 honor students and single occupancy for one faculty; and
• A $10 application fee waiver for up to 8 honor students coming to GPSVD and applying for Fall 2003.

* as of January 2002

Institutions have traditionally supplemented GPSVD in these ways...
• Bringing the institution’s van and subsidizing a driver
• Chartering a bus
• Sending their delegations via air travel and covering cost of the Saturday night (prior) at the hotel.

These options you may want to explore early.
...a special message to all colleges and universities who will join us...

Dear Administrator or Faculty,

You are especially invited to come and be a part of the 32nd Annual GPSVD, set for November 3-5 on our campus. You should plan to bring from 3-8 honor seniors, who will be able to see the post-baccalaureate offerings at The Ohio State University first hand.

Your assistance makes all the difference! The work you do in preparation for this event on your campus cannot be measured, as you engage in the selection process and put all of the pieces together, prior to coming.

We continue to cherish the special partnerships we have shared. We look forward to creating new relationships with other institutions as well - as we all work together in a shared vision to impact the future of our young people.

The GPSVD Committee joins in anxiously looking forward to the participation of your institution in the November 3-5 GPSVD. Your completed Early Indication Form by June 28 will assist us with the pre-planning.

Best wishes,

Rose
Rose A. Wilson-Hill
(for the GPSVD Committee)
Campus Change Program

Lima - Marion - Newark - Mansfield
MISSION STATEMENT
The Mission of the Office of Diversity and Inclusion (ODI) Campus Change Program is to enhance the diversity of the intellectual community, at the Ohio State Columbus Campus by providing underrepresented Campus Change students with academic, personal and career support services that facilitate student success as well as a seamless transition to the Columbus Campus.

PROGRAM DESCRIPTION
The ODI Campus Change Program was established to help underrepresented regional campus and transfer students make a seamless transition to the Columbus Campus. Once on the Columbus Campus, students receive various support services that facilitate academic success en route to a baccalaureate degree. Some of these services include success coaching, tutoring, study skills development workshops, and peer mentoring. Approximately 30 students are selected annually and are recognized as a cohort. Within this cohort, participants are encouraged to inspire and support one another. Interested students must complete a brief application to be considered for the program.

HIGHLIGHTED PROGRAM SERVICES
- Success Coaching
- Tutoring
- Study Skills Development
- Peer Mentoring
- Post-Baccalaureate Preparation
- Campus Visitaton Day
- Orientation
- Academic Monitoring & Intervention Plans
- Leadership Development

HOW TO APPLY
Go to the Campus Change Program website go.osu.edu/odi-ccp and click on the “Apply Now” tab. Complete the brief program application. Applications will be available in April. A committee will review and select students to participate in the ODI Campus Change Program. Students will be notified via e-mail by mid-June.

THE OFFICE OF DIVERSITY AND INCLUSION (ODI)
The Campus Change Program is housed in the Office of Diversity and Inclusion at The Ohio State University.

The Office of Diversity and Inclusion advances academic excellence by increasing and advocating for campus diversity and inclusion. The Office undertakes initiatives aimed at the recruitment, retention, and success of undergraduate students, faculty, and staff via collaboration with academic units, community partners, and national organizations and institutions.
Students of Color account for 17% of the Columbus campus undergraduate student population.

Each year, approximately 1,300 Campus Change students make a transition to the Columbus campus.

Each year, approximately 2,400 students transfer to the Columbus campus.

Approximately 1/3 of all students who graduate each year started off as Transfer or Campus Change students.

Nearly 1/3 of all Ohio State freshmen start their academic careers at one of the five regional campuses.

WHO IS ELIGIBLE?

Eligible students must...

1) Be enrolled at one of the following Ohio State regional campuses: Lima, Mansfield, Marion or Newark OR plan to transfer from another university/college to the Ohio State Columbus campus;

2) Identify with at least one of the following underrepresented groups: African-American American, American Indian, Appalachian, Asian/Pacific Islander, Latino/Hispanic American;

3) Have earned at least 30 (Semester)/45 (Quarter) credit hours by the end of the Spring Semester/Quarter preceding the Autumn Semester of enrollment on the Columbus campus;

4) Plan to enroll full-time at the Ohio State Columbus campus Fall Semester;

5) Have earned at least a 2.5 GPA by the end of the Spring Semester/Quarter preceding the Fall Semester of enrollment on the Columbus campus.
THE OHIO STATE UNIVERSITY
OFFICE OF DIVERSITY AND INCLUSION

Campus Change Program
Hale Hall
154 West 12th Avenue
Columbus, Ohio 43210
Contact: Robert Decatur
(ph) 614-292-0964
(fax) 614-292-4798
(e-mail) Decatur.3@osu.edu

http://odi.osu.edu
WELCOME TO ODI

Established in 1970, the Office of Diversity and Inclusion (ODI) is one of the oldest and most comprehensive offices of its kind in the nation. Our mission is to work with academic units, community partners, and national organizations to advance academic excellence through initiatives aimed at the retention and success of underrepresented students, faculty, and staff.

ODI offers many resources to enhance the Ohio State experience, including a vast array of scholarships, grants, and programming that enables students to fully engage in high-impact educational experiences.

I invite you to explore the far-reaching network of the Office of Diversity and Inclusion through this brochure and on our website at odi.osu.edu.

Valerie B. Lee, Ph.D.
Vice Provost for Diversity and Inclusion and Chief Diversity Officer

Vice President for Outreach and Engagement

GRADUATE AND PROFESSIONAL STUDENT SUPPORT

Graduate and Professional Student Recruitment Initiative (GPS) seeks to diversify the graduate and professional student population at Ohio State by connecting academic units with high-achieving students from underrepresented groups. GPS provides prospective students with in-depth knowledge about the graduate application and funding processes.

Dissertation Boot Camp aims to provide Ph.D. candidates from underrepresented groups with the space to work on their dissertations alongside other Ohio State students and faculty, helping those students kick-start their dissertations or continue writing chapters to complete their doctoral work.

Future Faculty Retreat helps prepare current doctoral students of color for the professoriate by creating a scholarly atmosphere where students can share thoughts and receive ongoing feedback on their research ideas, professional interests and goal setting.

NATIONALLY RECOGNIZED CENTERS

The Frank W. Hale, Jr. Black Cultural Center (Hale Center) has become one of the finest black cultural centers in the country, celebrating the contributions of African Americans in the world of arts, letters and science since its establishment in 1989. The Hale Center provides cultural, social, and educational programs and events for the entire university and Columbus community and distinguishes itself from other centers with its large and outstanding art collection, two computer labs, and multipurpose space.

The Todd A. Bell National Resource Center on the African American Male (BNRM) is dedicated to addressing the broad range of critical issues facing black men. Since its inception in 2005, the Center has produced robust research studies that inform social policy and theory on African American males and developed research-based programs, models, and initiatives that can be replicated at other institutions. In addition, the BNRM has successfully created a sense of community and connectedness among African American men at Ohio State. With scholarships and programming to ensure success in college and beyond, the retention and graduation rates of undergraduate black male students have dramatically increased since its founding.

The Latino and Latin American Space for Enrichment and Research (LASER) promotes state-of-the-art research and archives in the field of Latin American studies for undergraduates, graduates, faculty and visiting scholars from around the world. With an eye toward building bridges internationally, LASER incorporates research focused on Latinos in the United States as it interfaces with the social, cultural, and historical realities of those inhabiting the Americas.

SPECIALIZED STUDENT SUPPORT

Gender and Sexual Diversity Initiatives provides advocacy and support services for students, faculty, and staff whose experiences of gender and sexuality are marginalized within the university and local communities. The initiative’s programs and events that enhance diversity, encourage awareness, and create opportunities for critical dialogues about the social, cultural, economic, and political consequences of gender and sexual marginalization within the Ohio State and Columbus communities.

Leadership Initiatives for Women of Color’s (LIWOC) mission is to foster the development of women of color as leaders in the classroom, on campus, and in their surrounding communities. LIWOC assists women of color at Ohio State in developing networks that increase their retention and graduation rates, provides unique leadership development opportunities, and increases college and career access among academically-promising and ethnically diverse middle and high school girls of color.

ACCESS Collaborative works to increase the retention and graduation rates of custodial, low-income, single parent students by coordinating university and community support services. Participants receive academic support through retention services, tutoring and programming addressing topics related to academic success, child development, financial literacy, life skills and post-baccalaureate preparation.

Campus Change provides transfer students from Columbus State Community College, Ohio State regional campuses and other institutions with academic support and monitoring services to ensure their smooth transition and success at Ohio State.

CROSS CAMPUS INITIATIVES:

ADA Coordinator’s Office oversees compliance with federal and state disability mandates and is a referral point for disability related information, services and resources. The office provides consultation on policy reviews and facility planning, conducts workshops and training on disability related topics, serves as a clearing house for disability related complaints, and develops disability related initiatives.

Faculty Fellows Program provides an opportunity for faculty to provide service tailored to their research or teaching interests in the areas of diversity, equity, and social justice for part or all of the academic year.

Diversity Grants are small grants for faculty, staff, graduate and professional students working on interdisciplinary research projects that have as their central focus such topics as race, ethnicity, gender, sexual orientation, or disability. Funds are also awarded to sponsor conferences or symposia that directly address issues of diversity and inclusion.

Education Abroad Scholarships are awarded to undergraduate students who are enrolled in a university-approved program and special consideration will be given to those students from underrepresented groups, and/or first-generation students going abroad for the first time to study, conduct research, or render service.

Community Engagement and National Leadership

ODI sponsors three national conferences: the National Conference on Diversity, Race & Learning, the Multiple Perspectives on Access, Inclusion, and Postsecondary Education, and the Single Parent Support and Sophomore Year Symposium, which promotes the advancement of support services in higher education for single parents, low-income parents and families. These conferences serve as catalysts for positive change and springboards for collaborations with our partners in education, business, public and social service. Each year a series of dialogues and workshops provide forums for exploring diversity related knowledge and perspectives and an opportunity to increase community resources through the synergy of collaboration.

The President and Provost’s Diversity Lecture & Cultural Arts Series offers the campus and Columbus community opportunities to benefit from some of the most eminent scholars, artists, and professionals who discuss and exemplify excellence through diversity.

SIGNATURE PROGRAMS

Morrill Scholars Program (MSP) is Ohio State’s premier diversity merit scholarship program that actively recruits the country’s most academically talented high school seniors from underrepresented groups. MSP annually provides over 400 full tuition scholarships to incoming freshmen and regularly develops new recruitment pipelines throughout the United States in order to reach communities that enhance Ohio State’s diversity.

The Freshman Foundation Program (FFP) offers need-based grants to Ohio students. Eligibility is determined on the basis of financial need as established by federal guidelines and on academic and leadership credentials, race/ethnic/tribal background, county of residence, potential first-generation college graduate, and other factors.

The Young Scholars Program (YSP) increases the number of underrepresented students prepared for four-year institutions of higher learning by fostering the potential of its students through academic, personal and career development initiatives. Students selected from Ohio’s nine largest urban school districts, participate in programs from grades 6-12, including an Ohio State summer experience. Young Scholars who successfully meet all the requirements of the program are eligible to come to Ohio State on a full financial aid package.

PRE-COLLEGE PROGRAMS

Gates Millennium/Bridge Builders Forum is an interactive, bilingual event designed to provide Ohio Hispanic students and parents the tools and motivation needed to succeed in high school and enroll in college.

The Upward Bound Program is a federally-funded program that promotes students’ academic growth starting their freshman year of high school. The program provides Mathematics, Science, Language Arts, and Foreign Language classes in addition to other academic enrichment activities.

Learn more at odi.osu.edu
Office of Diversity & Inclusion | “A History in Brief”

1970
- The creation of the Office of Minority Affairs (OMA) with its first vice provost, Dr. William J. Holloway
  - Project 100, an undergraduate, need-based funding opportunity, was established
    - 117 African American freshmen enrolled

1970-71
- Project 100 became the Freshman Foundation Program (FFP)

1972-73
- OMA developed three advisories: Community, Faculty-Staff and Student Committees

1973
- OMA hosted its first annual Career & Job Fair

1978
- Graduate and professional recruitment initiatives brought to OMA from the Graduate School

1980's
- Minority Scholars Program (MSP) created (merit-based funding for entering freshmen)
  - Ohio Arts Council (extensive artist and lecture series)
  - Upward Bound (high school student college preparation program)
  - Research Apprenticeship Program (high school)
  - Minority Scholars Program continued to expand
  - Endowed scholarships
  - First Native American Recruitment Conference

1983
- Establishment of the annual OMA/Links Prelude Recognition

1989
- Frank W. Hale, Jr. Black Cultural Center opened

1992
- Mentoring Program brought to OMA from Student Affairs
  - Medical/Science Research Initiative (high school)

1993
- Young Scholars Program (YSP) brought to OMA from Academic Affairs (as early as 6th & 7th grade through college)

1994
- Big 10 & Statewide Offices of Minority Affairs' Conference

1995
- The Jim Jackson contribution

1996
- Creation of an OMA Career & Job Fair Student Association (e.g. 1,700 participants in January '98 - capacity 140 companies)
  - Establishment of the Annual Ronald E. McNair Scholars Visit

1997
- Upward Bound returns
  - OMA's 30th Anniversary Celebration

2000
- Renovation of the Hale Center completed

2000-01
- The Longaberger Foundation contribution

2001
- Minority Advising Program brought to OMA from University College

2002
- College Assistance Migrant Program

2003
- Big 10 Conference becomes National Conference on Diversity, Race & Learning

2004
- African American Male Resource Center created

2005
- ACCESS Collaborative Program moves into the new Buckeye Village Community and hosts inaugural Student Parent Support Symposium

2006
- African American Male Resource Center renamed Todd Anthony Bell Resource Center on the African American Male (Bell Resource Center)

2007
- Return of Upward Bound

2008
- Ohio Commission on African Males

2009
- Americans with Disabilities Act (ADA) Office joins OMA

2010
- Seven (7) of OMA's units move to the third floor of the new Student Academic Services Building
  - OMA becomes Office of Diversity and Inclusion (ODI)

2011
- ODI celebrates 40 years, 1970/71 - 2010/11
  - ODI Establishes the Forty Forward Initiatives

2011
- Americans with Disabilities Act (ADA) Office relocates to 3rd Floor of the SAS Bldg.
  - Establishment of Leadership Initiatives for Women of Color
  - Establishment of Gay, Lesbian, Bisexual, Transgender & Queer (GLBTQ) Initiatives
  - Establishment of Latino & Latin American Space for Enrichment and Research (LASER) Initiatives

2012
- Establishment of Future Faculty Retreat
  - Establishment of Honda/YSP Collaborative

2013
- Upward Bound ATI joins ODI

2014
- ODI moves to renovated Hale Hall (formerly Enarson Hall) and receives major grants

2015
- Refurbishing efforts begin to Hale Hall - historic landmark on campus
  - Gender Initiatives in STEM, Kirwan Institute for the Study of Race & Ethnicity, and The Women's Place join ODI.
Background Facts

Profile

The Ohio State University’s Columbus campus is one of America’s largest and most comprehensive. More than 56,000 students select from 165 undergraduate majors and more than 200 master’s, doctoral, and professional degree programs. As Ohio’s best and one of the nation’s top-20 public universities, Ohio State is further recognized by a top-rated academic medical center and a premier cancer hospital and research center.

The university’s total research expenditures in 2011 reached nearly $829 million. Ohio State ranks third among all U.S. universities in industry-sponsored research, according to the National Science Foundation.

The university’s innovation prowess attains world-class status, particularly in critical areas such as global climate change, cancer, infectious disease, advanced materials, and ag-bio products that feed and fuel the world.

An additional 6,600 students attend Ohio State’s regional campuses in Lima, Mansfield, Marion, and Newark, and the Agricultural Technical Institute in Wooster. Founded as a federal land-grant institution in 1870, the university has awarded 669,552 degrees (through August 2012) since 1878. Its legacy extends to more than 500,000 living alumni.

Key Facts

- Ohio State’s admitted class of 2012 (Columbus campus) continues a tradition of stellar academic achievement. The average ACT score is 28; the average SAT score (math and critical reading) is 1246; and the percentage of students ranked in the top 10 percent of their high school classes is 54.

- Ohio State’s graduation rate is at an all-time high of 82 percent, well above the national average of 57 percent. In addition, 92 percent of students return after their freshman year.

- Ohio State is second in the nation for the number of faculty elected as Fellows of the American Association for the Advancement of Science—18 in 2012. The university has ranked first or second each year for more than a decade for the number of scholars chosen for this award.

- Ohio State is ranked 18th among the nation’s best public universities in U.S. News & World Report’s 2013 edition of “America’s Best Colleges,” which links first-year student programs and internships to student success. Ohio State is again the state’s top university.

- The annual Princeton Review college rankings recognize Ohio State as one of the top 75 “Best Value Public Colleges” for 2012.

- A Wall Street Journal survey of corporate recruiters ranked Ohio State 12th in the nation among the country’s most highly sought-after graduates.

- The Ohio State University Wexner Medical Center was named one of “America’s Best Hospitals” for the 19th consecutive year.

- Ohio State was recently named to the 2012 President’s Higher Education Community Service Honor Roll with Distinction. Last year, nearly 25,000 Ohio State students gave 756,130 hours in service to the community.

- Ohio State holds a five-star rating in the LGBT-Friendly Campus Climate Index, based on gay-friendly policies, programs, and practices among 200 higher education institutions.

- Ohio State ranks first in the Big Ten conference for policies that support faculty career flexibility and work-life integration, according to a recent article in the Journal of Women’s Health.

- Ohio State ranks second on the EPA’s Green Power Partnership Top 20 College & University list for 2013, based on the university’s use of wind power as an energy source.
General Information

Historical Information
- Established by Legislature: 1870
- First graduating class: 1878
- Degrees granted (through August 2012): 669,552

Academic Structure (Autumn 2012)
- Undergraduate majors: 165
- Master’s degree programs: 115
- Doctoral degree programs: 93
- Professional degree programs: 7
- Courses (estimated): 12,000

Endowment (Total University and Foundation)
- Market value as of June 30, 2012: $2.366 billion

Fundraising, 2011–2012
- Donors: 211,800
- Total receipts: $335.9 million

Enrollment Autumn 2012

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Columbus Campus</th>
<th>Total University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>56,387</td>
<td>63,058</td>
</tr>
<tr>
<td>Men</td>
<td>29,038</td>
<td>32,120</td>
</tr>
<tr>
<td>Women</td>
<td>27,349</td>
<td>31,604</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>43,058</td>
<td>50,145</td>
</tr>
<tr>
<td>Graduate students</td>
<td>10,034</td>
<td>10,908</td>
</tr>
<tr>
<td>Professional students</td>
<td>3,295</td>
<td>3,376</td>
</tr>
<tr>
<td>Ohioans</td>
<td>43,389</td>
<td>50,040</td>
</tr>
<tr>
<td>Non-Ohioans</td>
<td>12,998</td>
<td>13,018</td>
</tr>
<tr>
<td>International students</td>
<td>6,038</td>
<td>6,027</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Minority Enrollment</th>
<th>Columbus Campus</th>
<th>Total University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>56,387</td>
<td>63,058</td>
</tr>
<tr>
<td>Total Minorities</td>
<td>8,201</td>
<td>9,173</td>
</tr>
<tr>
<td>African American</td>
<td>3,261</td>
<td>3,922</td>
</tr>
<tr>
<td>Asian American</td>
<td>3,041</td>
<td>3,186</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,746</td>
<td>1,896</td>
</tr>
<tr>
<td>American Indian</td>
<td>118</td>
<td>169</td>
</tr>
</tbody>
</table>

Largest U.S. Universities Enrollment
- University of Central Florida: 60,048
- Arizona State University (Tempe): 58,371
- The Ohio State University (Columbus): 56,387
- Texas A&M University (College Station): 53,337
- University of Texas (Austin): 52,213

Research

Highlights

Research Expenditures: $828.5 million
- Rank among U.S. public research universities based on research expenditures (NSF '09): 9th
- Rank among all U.S. universities based on industry-sponsored research (NSF '13): 3rd

Budget

FY 2012-2013 (Approved by Trustees)

<table>
<thead>
<tr>
<th>Total Income</th>
<th>$5.22 billion</th>
</tr>
</thead>
<tbody>
<tr>
<td>State appropriations</td>
<td>$484 million</td>
</tr>
<tr>
<td>Other government</td>
<td>$441 million</td>
</tr>
<tr>
<td>Student fees</td>
<td>$945 million</td>
</tr>
<tr>
<td>Health system</td>
<td>$2.44 billion</td>
</tr>
<tr>
<td>Auxiliaries (residence halls, Athletics, etc.)</td>
<td>$353 million</td>
</tr>
<tr>
<td>Other income</td>
<td>$552 million</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Expenditures</th>
<th>$5.15 billion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and general</td>
<td>$1.59 billion</td>
</tr>
<tr>
<td>Separately budgeted research</td>
<td>$436 million</td>
</tr>
<tr>
<td>Public service</td>
<td>$107 million</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>$281 million</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>$362 million</td>
</tr>
<tr>
<td>Health system</td>
<td>$2.37 billion</td>
</tr>
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</table>

Financial information: Fiscal Year July 1–June 30
(Figures are rounded and may not sum to total)

Personnel

Employees (Autumn 2012)

<table>
<thead>
<tr>
<th></th>
<th>FTE**</th>
<th>Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>32,091.17</td>
<td>42,505</td>
</tr>
<tr>
<td>Regular faculty</td>
<td>2,887.73</td>
<td>2,503</td>
</tr>
<tr>
<td>Clinical faculty</td>
<td>858.64</td>
<td>81</td>
</tr>
<tr>
<td>Research faculty</td>
<td>93.78</td>
<td>97</td>
</tr>
<tr>
<td>Auxiliary faculty</td>
<td>2,024.99</td>
<td>2,628</td>
</tr>
<tr>
<td>Administrative and professional staff</td>
<td>16,129.19</td>
<td>17,161</td>
</tr>
<tr>
<td>Civil Service staff</td>
<td>5,064.98</td>
<td>5,211</td>
</tr>
<tr>
<td>Student employees</td>
<td>5,031.86</td>
<td>13,624</td>
</tr>
</tbody>
</table>

Payroll, Annual 2011–2012

For all employees: $2.096 billion

*National Science Foundation  **Full-time equivalent

Statistics compiled by the Office of Institutional Research and Planning
LATINX STUDENT SUCCESS

The Latinx Student Success (LSS) team in the Office of Diversity and Inclusion cultivates Latinx communities for academic, social and professional support. We promote full inclusion of Latinx students and work to raise the visibility of Latinx groups on campus.

u.osu.edu/Latinx
latinx@osu.edu
OFFICE OF DIVERSITY AND INCLUSION
SPONSORED PROGRAMS AND COLLABORATIONS

Latinx Leadership Development Institute serves first-year incoming Latinx students with mentor and workshops that focus on academic, social, and professional success.

Latino and Latin American Space for Enrichment and Research (LASER) provides a safe space of enrichment and research for Latinx students and supports pre-collegiate outreach and mentoring.

¿Qué Pasa, Ohio State? Is the magazine for Latinx scholarship and community at Ohio State. Published every semester, ¿Qué Pasa, Ohio State? showcases the important work in the Latinx community at Ohio State and beyond.

Latinx Early Arrival Program helps new students build a strong foundation for success at Ohio State. Participants learn about campus resources and network with Latinx faculty and current students. In partnership with the Office of Student Life Multicultural Center.

SACNAS Bound Buckeyes promotes undergraduate student STEM research engagement through travel scholarships to national conferences and coaching sessions to develop presentation skills. Co-sponsored by the College of Arts and Sciences and the Undergraduate Research Office.

Café con Leche Networking Hour provides the Latinx community at Ohio State a place where they can commune with other Latinx students, faculty, and staff to discuss various topics based on the needs and interests of the Latinx community.
FRIDAY
SOL-CON EXPO | WORKSHOPS | PANELS
OSU CAMPUS
HALE HALL | 154 W. 12TH AVE.
8-5PM
CXC RECEPTION
FRIDAY EVENING
TBD
SATURDAY & SUNDAY
SOL-CON ARTISTS EXHIBITING AT CXC
MAIN LIBRARY DOWNTOWN COLUMBUS
9-5PM

SEPT. 28TH — 29TH
SEPT. 28TH RECEPTION 5-7PM
SEPT. 29TH ALL-DAY EXPO

OHIO STATE UNIVERSITY'S
HALE HALL
154 W. 12TH AVE.
WITH CARTOON CROSSROADS COLUMBUS
AND OSU'S OFFICE OF DIVERSITY AND INCLUSION
EXPO, CREATOR AND SCHOLARLY PANELS,
K-12 COMIC, ZINE, AND ANIMATION WORKSHOPS

FOR MORE INFO
https://ojo-ohio.com/solcon2017
THURSDAY SEPTEMBER 28
SÖL-CON Reception | 5:00 p.m. - 7:00 p.m.
The Ohio State University | Hale Hall | 154 W. 12th Ave. | MLK Lounge

FRIDAY SEPTEMBER 29
SÖL-CON EXPO | WORKSHOPS | PANELS | 9:00 A.M. - 6:00 P.M.
THE OHIO STATE UNIVERSITY | HALE HALL | 154 W. 12TH AVENUE

Welcome! | 9 a.m.
MLK Lounge | Hale Hall

Youth Workshops I, II & III | 9:30 a.m. - 10:30 a.m.
Learn how to create digital art, comics, and flip books. For all ages!
Rooms 101, 110A, and 110B | Hale Hall

Youth Workshops IV, V & VI | 10:45 a.m. - 11:45 a.m.
Learn how to create zines, comics, and animation. For all ages!
Rooms 101, 110A, and 110B | Hale Hall

Lunch & Talk Back: Brown & Black Creator Lives Matter | 12:00 p.m. - 1:00 p.m.
Creators of color discuss why race matters in all things comics!
Bring Your Own Lunch
MLK Lounge | Hale Hall

Youth Workshops VII & VIII | 1:00 p.m. - 2:00 p.m.
Learn about finding your style and voice in comics and how to create superhero comics.
For all ages!
Rooms 110A and 110B | Hale Hall

Panel I: Carving Out Expo and Publishing Spaces | 1:00 p.m. - 2:00 p.m.
Come listen to and discuss as artists and industry persons of color talk about expo and publishing spaces.
MLK Lounge | Hale Hall

Panel II: Fantasy & Fandom | 2:15 p.m. - 3:15 p.m.
Come with questions and learn about all aspects of fantasy and fandom.
MLK Lounge | Hale Hall

Panel III: Scholars & Artists Unite | 3:30 p.m. - 4:30 p.m.
Come and converse with creators and scholars about the synergies between the academy and comics of color industry.
MLK Lounge | Hale Hall

Film Screening & Meet Director: “Black Scripts, White Supermen” | 5 p.m. - 6 p.m.
MLK Lounge | Hale Hall
Building Sustainable Worlds: Latinx Placemaking in the Midwest

En colaboración con: Northwestern University, University of Iowa, University of Minnesota, Michigan State University, University of Michigan, University of Wisconsin-Madison, University of Illinois-Urbana Champaign

PREGUNTAS INICIALES
- ¿Cómo crean y sostienen los latinos sus comunidades en el Medio Oeste?
- ¿Cómo son afectados los latinos por el clima físico y material y los ambientes de la región?
- ¿Cómo reflexionan, reaccionan y transforman sus entornos culturales y físicos para crear comunidades sostenibles?
- ¿Cómo logran las latinas mantener estas comunidades entre los climas cultural, político y socialmente hostiles?

OBJETIVOS
- Reunir a investigadores de todo el Medio Oeste para explorar la importancia de los esfuerzos latinos en el Medio Oeste en la creación de lugares en las actuaciones formales y cotidianas, la literatura y los centros culturales y artísticos
- Fortalecer las redes de Latinox Studies a través de proyectos de investigación y curriculares colaborativos y regionalmente focalizados

MÉTODOS
Algunos de los métodos utilizados en este proyecto incluyen:
- Trabajo de campo etnográfico
- Observación del participante
- Entrevistas formales e informales
- Investigación interdisciplinaria
- Talleres de colaboración
- Análisis e interpretación textual y discursiva

Imágenes 2 y 3: Novelas de Sandra Cisneros. Ceramelco y La casa en Mango Street

LITERATURA Y CINE
Este grupo examinará el lugar latino en el cine, la ficción, los ensayos, la poesía, la autobiografía, las memorias, las novelas gráficas y la literatura de YA (publicadas en inglés y español) del Medio Oeste o sobre la vida latina en el Medio Oeste. De este modo, este grupo busca generar nuevas investigaciones sobre un grupo poco representado en la literatura y el cine y analizar festivales y reuniones dedicadas a la literatura y al cine latino que se celebran en la región.

Participantes involucrados: Geraldo Cadava, Theresa Delgadillo, Ariana Ruiz, Leila Vieira

Imagen 4 & 5: Julia De Burgos Cultural Arts Center, Cleveland, OH

CENTROS DE ARTE Y CULTURA
Este grupo examinará la formación de centros culturales, artísticos y comunitarios y los esfuerzos para reclamar espacio entre los grupos Latino en colaboración con los líderes de las comunidades locales y regionales que han estado activos en estos esfuerzos para generar nuevos archivos, analizar los tipos de estrategias que estas instituciones promueven y permitan, y considerar las presiones contemporáneas y futuras sobre este tipo de formación.

Participantes involucrados: Claire Fox, Sergio Gonzalez, Silvia Gutierrez, Della Fernandez, Karen Mary Davolos, Marie Kerra

FUTUROS FESTIVALES LATINX
- COLUMBUS: Columbus Caribbean Festival (septiembre 9)
- CLEVELAND: Puerto Rican Parade (agosto 20)
- AKRON: Latino Heritage Festival (agosto 26-27)
- SPRINGFIELD: Festival Latino (septiembre 9)
- CINCINNATI: Cincinnati Hispanic Fest (septiembre 9-10)
- DAYTON: Dayton Hispanic Heritage Festival (septiembre 10)

Imagen 6: El equipo de Latinox Placemaking

PREGUNTAS / COMENTARIOS / PREOCUPACIONES
- Para más información sobre esta investigación, póngase en contacto con: profesor Theresa Delgadillo, Department of Comparative Studies and Latino/a Studies, Email: dhegadili@osu.edu
- Para preguntas acerca de sus derechos como participante en este estudio, o para discutir otras preocupaciones o cuestiones relacionadas con el estudio con alguien que no es parte del equipo de investigación, por favor comuníquese con: Ms. Sandra Meadows, Office of Responsible Research Practices, (614) 688-4792; o por correo electrónico: hsrcenter@osu.edu
The Ohio State University, Building Sustainable Worlds: Latinx Placemaking in the Midwest

Latinos in the Midwest → Want to Know More?/¿Quieres saber más?

PERFORMANCE / ACTUACIÓN
- Basse, Joanne. "Salsa Dancing as Cosmopolitan Formation: Cooperation, Conflict, and Commerce in the Midwest US."
- Rivero-Sorrosa, Ramon H. Performing Queer Latinidad: Dance, Sexuality, Politics
  - Latinidad may result from circumstantial encounters as well as intentional provocatives. Through these quotation interactions, Latinx women came to identify their communities—a language, history, culture, and system of experience—and created bonds that transcended into active support groups.
- Rove, Aimee Cano. "Vendedores y Devotees: Queer Times and Color Lines in Cincinnati Performance"

LITERATURE / LITERATURA
- Arroyo, Fred, Wisdom Avenue and Other Fictions
- Canales, Brenda, Boomerang
- Casillo, H.G., 'Leaving My Spanish'
  - "outside of the neighborhood, once they opened their mouths to speak, gave their last names to clerks despite where they came from. It was decided that they were either Mexican or Puerto Rican"
- Casillo, Ana, Loverboys
  - This is all happening in memory. you see, back home in the windy city, Chicago, where Latin people with Latin mics can congregate and share and talk as if we were all put away through this country.
- Ciarceros, Sandra. Carameela & The House on Mango Street
  - Pero no tenemos miedo. [...] Toda mi vida por ustedes amiga. Pero en un barrio de color rico nuestras raíces se alejan y suben las vendedas de nuestras casas hasta arriba y nuestros hijos miran al frente. Si, Asi es" (La Casa en Mango Street)
- Martínez Ruben, Crossing Over: A Mexican Family on the Migrant Trail
  - "the object of desire in home itself. the song is an anthem for Mexican Americans a generation or more removed from the Old Country"
- Obejas, Achy. We Came All the Way from Cuba So You Could Dress Like This?
- Rodriguez, Luis J. Poems Across the Pavement

HISTORY / HISTORIA
- Delgado, Theresa. Latina Lives in Milwaukee
  - "When you say, Go back to where you came from, it's sad, this is where I'm from, this is my country. If the Mexican American, I'm an American citizen, I was born here, I went the Tag. But none of that stops away my pride of being Mexican in origin"
- Fernández, Lila. Brown in the Windy City: Mexicanos & Puerto Ricans in Postwar Chicago
- Ibarra-Quintanilla, Nichol, Steel Barrio: The Great Mexican Migration to South Chicago, 1915-1940
- Valdés, Dennis. Tomás, Barrio Noche, St. Paul & Midwestern Mexican Communities in the 20th Century
  - "The growth of towns in the area represented Mexicans' increasingly important role, based ideologically on a naturalized division of labor between core and periphery"

ART & CULTURAL CENTERS / CENTROS DE ARTE Y CULTURA
- Dallas, Karen May. Exhibiting Mestizaje: Mexican American Museums in New Directions
  - "The Mexican Fine Arts Center Museum speaks to Mexican spectators as sites of authority, and positions these viewers as experts-source of knowledge. This authority brings with it a sense of entitlement or ownership"
- Gamiril López González, Jose. Bringing Aztlán to Mexican Chicago: My Life, My Work, My Art
- Gómez, Cheri & Margaret Sanchez. Pots of Promise: Mexicans and Pottery at Matt-House, 1909-1940

HISTORIOGRAPHY/ANTROPOLOGÍA / ANTHROPOLOGY/SOCIOLOGY
- Torta, Maria. Placing Sport in Chicago's Language & Identity in a Transnational Community
- Villalobos, Amalia and Nilda Flores-Gonzalez. March! Latino Chicago and the Immigrant Rights Movement
- Vega, Susy. Latino Heartland: Of Borders & Belonging
  - "Latino Heartland is a collection of ten essays and an essay that challenged political assertions. Openly speaking Spanish, it is a collection that allows readers to understand the complexities and subtleties of the debates that we are facing today"
Ohio State students, from left, Alex Alverson, Sebastian Bolona, Manuel Cuellar-Roha and Sheldon Henderson, perform during a presentation at the university for area Latino high schoolers. The men, members of Sigma Lambda Beta fraternity, were among speakers who emphasized to the students the advantages of attending college. [BROOKE LAVALLEY/DISPATCH]

Jacquelin Ibarra hopes to someday be an orthodontist, to give others the confidence she gained when braces straightened her smile.

She would be the first in her family to attend college. It would take about 10 years of schooling — and classes aren’t cheap — but she said she’s ready for the challenge, thanks to a mentoring program at Ohio State University.

The 17-year-old junior from St. Francis DeSales High School on the Northeast Side was one of several hundred students bused to the OSU campus Thursday for Latinx Role Models Day, an annual program that fosters conversations between students from area high schools and Latino and Latina professionals.

Students also tour campus and meet university students and employees who can answer questions about
Tamzyn Ordo-sz, left, 17, and Leslie Salto, 16, both juniors at St. Francis DeSales High School, attend Ohio State’s Latinx Role Models Day on Thursday.

[BROOKE LAVALLEY/ DISPATCH]

the admissions process.

“I don’t feel so lost,” Ibarra said. “If others can do it, I can, too.”

Though their numbers are slightly increasing, Latino and Latina students — sometimes collectively referred to as “Latinx,” a gender-neutral term — still face more obstacles on the path to college degrees than white students, organizers of Thursday’s event said.

Many face financial strains, including expectations from family to earn an income immediately after high school. Others might not know other college graduates or how to apply.

At the start of this academic year, about 3.9 percent of Ohio State’s total student population was Hispanic, and about 4.2 percent on the main campus were, according to data on Ohio State’s website. That’s up from about 3.1 percent and 3 percent, respectively, in 2012.

About 4 percent of Ohio’s college students were Hispanic in 2016, according to the Ohio Department of Higher Education.

About 5.8 percent of Columbus residents, 5.1 percent of Franklin County residents and 3.5 percent of Ohioans report Hispanic or Latino ethnicity, according to the U.S. Census American Community Survey released in 2017. The Census defines the category as “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.”
Latinx Role Models Day aims to use education, exposure and an empowering message to help students explore their options, according to organizers.

“Everyone has barriers, but you can only find ways to accommodate them if you’re exposed to the answers,” said JJ Perez, an associate vice president with Nationwide who spoke at Thursday’s event. “With more programs like this, we can disrupt this cycle.”

It’s that concept that led Ohio State English professor Frederick Luis Aldama to coordinate the Role Models Day three years ago through the university’s Office of Diversity and Inclusion. It has since grown from a small gathering of 35 students to about 500 this year, he said.

“Often, when teachers or counselors see a brown person walk into a classroom, they automatically make assumptions about them, instead of thinking ‘Let’s talk about college,’” Aldama said. “We want Latinx students thinking of themselves as college material.”

Yolanda Zepeda, assistant vice provost of the Office of Diversity and Inclusion, said students exploring a college campus with hundreds of others who look like them can help normalize that experience.

Kimberly Rubio, 19, said she’s proof it’s working.

The Whitehall-Yearling High School graduate is wrapping up her freshman year at Ohio State, where she’s studying accounting.

“They helped me realize scholarship opportunities and get involved with programs on campus,” Rubio said. “They gave me all the information I needed to succeed.”

awidmanneese@dispatch.com
@AlissaWidman