



# **Indiana University Office of Latino Affairs History**

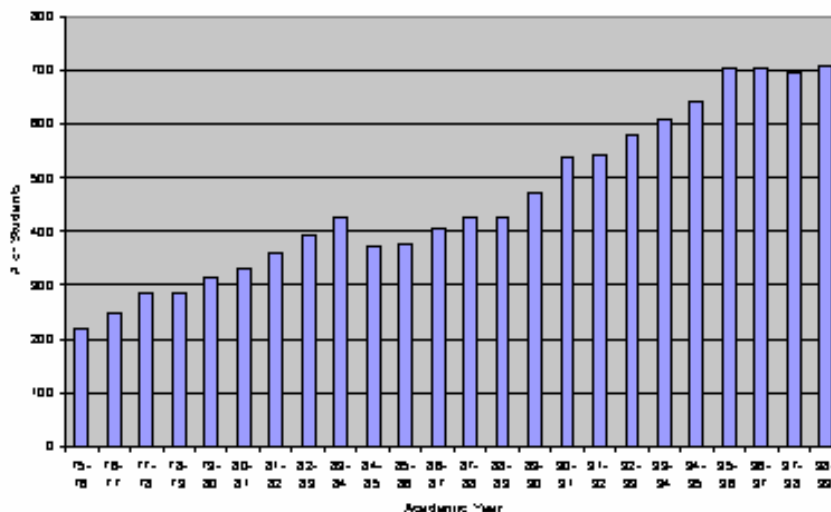
## **June, 1999**

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## Introduction

On June 30, 1999, the Office of Latino Affairs (OLA) officially closed its doors as an independent advocacy office. The OLA was established in 1973 on the Indiana University Bloomington (IUB) campus to provide services and programs for the Latino community. An academic dean was appointed in 1977 to administer the office, which would eventually be staffed by a full-time coordinator of Latino services, an executive secretary, and graduate and undergraduate students. A small student staff directed by a program assistant maintained the Latino Cultural Center, affectionately known as La Casa, which will continue to serve as the main meeting place for Latino students and the Latino community at large.

Presently, over 700 U.S. Latino graduate and undergraduate students attend Indiana University (IU). The chart below represents the aggregate increase in Latino students at IU over a period of twenty-five years.

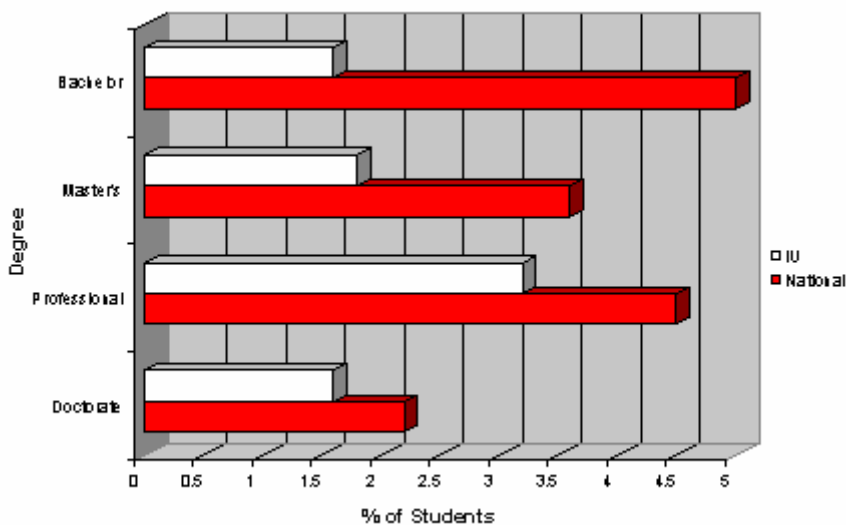


Based on its years of experience in coping with the problems and issues of Latino students, the OLA developed four principles to guide its work: empowerment, diversity, belonging, and persistence. First outlined in "Building a Collaborative Environment: A Latino Affairs Planning report" (Report from OLA, 1991, pp. 22-23), these principles uniquely defined and characterized the OLA.

Empowerment The OLA committed itself to supporting Latino students by promoting their leadership development, organizational and interpersonal skills. Through these efforts many undergraduate students had access to a variety of learning opportunities during their college careers. Since Latino students had expressed concern that not enough was being done to provide programs for the development of basic skills (OLA, Report, 1991), the OLA implemented courses

and workshops that taught “basic survival skills,” such as effective studying and exam taking techniques because of their great potential to empower them.

Diversity The OLA designed its academic, social, and cultural programming to facilitate Latino student interaction with the college community and to provide all students with opportunities for their personal, academic and professional growth. Arguments have been made that education fosters economic growth, both state and nationwide. However, only a small percentage of minority high school graduates, and an even smaller percentage of Latino graduates, attend college. This impediment to growth can be eliminated through active recruitment of minority students and a stronger commitment to support those students once they reach campus. Below is a graph based on 1996 statistics from the National Center for Educational Statistics, charting the number and type of degrees conferred upon Latino students. These figures show that IU falls below the national average for such degrees:



Belonging Incoming freshmen often feel intimidated by the impersonal treatment they receive at large educational institutions. La Casa, as well as the other facets of the OLA, have worked to combat such feelings by encouraging interpersonal relationships and fostering a sense of community among Latino freshmen. The OLA found it important to design recruitment and retention programs tailored to the specific needs of Latino students, many of whom are first generation, as their experiences often differ from other groups on campus.

Persistence Historically, certain barriers have inhibited the success of Latino students. For instance, cultural differences and biases often make students feel as if they do not belong or do not deserve to be at IU. The OLA tried to instill an appreciation for the necessity of a higher education in each of the students it came in contact with. The following is but one example of the important role the

OLA has played as an advocacy office and the effect the office has had on many students' lives.

Gabino Zapata was an undergraduate and the president of Latinos Unidos of IU (LUIU) during the 1993-1994 school year. In an effort to make LUIU's Parent's Weekend a success, Zapata tried to secure funding for the event at an IU Student Association (IUSA) senator's meeting. However, Zapata was met with unexpected ridicule and derision; one student even commented that LUIU should have their Parent's Weekend at Taco Bell, because that was their cultural center. Zapata was outraged, and reported the incident to Georgia Burgueño, coordinator of Latino services at the OLA and a member of the IU Racial Incidents Team. Despite these problems, Parent's Weekend turned out to be quite successful. Afterward, with the help of the OLA's coordinator and the Racial Incidents Team, students united to protest Zapata's treatment at the IUSA meeting. Although "majority" student opinion was highly critical of Zapata at this time, he stated "[throughout the ordeal] the OLA helped to shield me from a lot of public animosity" (Gabino Zapata, personal communication, March 4, 1999). The OLA requested that IU Police Department monitor Zapata's e-mail and track harassing messages and telephone calls to trace anonymous death threats. However, Zapata did not feel safe and left IU in 1994.

The OLA played an even larger role in persuading Zapata to return to IU to complete his education. Zapata had enrolled in Texas A&M University after leaving IU, but dropped out after one year. While working full time and not attending school, Zapata received a letter from Alberto Torchinsky, dean of Latino Affairs at IU, encouraging him to return to IU. The coordinator of OLA worked with Dr. Kenneth R. R. Gros Louis, Chancellor of IUB, to minimize the administrative red tape involved in getting Zapata reinstated. In addition, the OLA hired him to work at the office.

Zapata will graduate in 2001 with a bachelor's degree in political science. Reflecting upon his experience in leaving and then returning to IU, Zapata commented that "I was surprised how much they [the OLA staff] were willing to help, despite how long I had been gone from IU. From Storme Day [the OLA secretary] sending me money out of her own pocket for a plane ticket to Indiana, to helping with the transition between my home in Texas and Indiana, their actions showed that they never doubted that I could succeed". Storme Day commented that the best part about her job is that she has the opportunity to interact with students in a very open and relaxed atmosphere. "I enjoy getting to know the students on a more personal level, thus creating long-lasting friendships with many of them" (Storme Day, personal communication, April 21, 1999).

## **The Birth of an Advocacy Office**

In the summer of 1971, the Indiana Daily Student (IDS) newspaper documented a call to form an office that would address the needs of Latino students at IUB. At the time, fewer than 60 Latino students represented a small but growing Latino population on campus. By 1972 Latino students were voicing their concerns about access and equality more forcefully, asserting that their needs differed from those of other minority groups on campus (Vice Chancellor Richard "Dick" McKaig, personal communication, March 1, 1999). The Latino advocacy structure and personnel at IU evolved out of the activism of Latino students in the early seventies. Also, their impact was felt in the academic area. For example, U.S. Latino Spanish, a course offered by the Department of Spanish and Portuguese dealing specifically with native speakers, resulted from a grievance filed against the department by two Latino students.

In a report issued on April 2, 1973 to President John Ryan, George Taliaferro and John B. Joyner questioned IU's willingness to accommodate its teaching environment to Latino students' needs. Initially, the report dealt with a classroom situation experienced by two Latino students, Luis Padilla and José Guardiano. The report confirmed that their instructor's teaching techniques were insensitive to the educational experience of Latino students. The instructor referred publicly to these students as "'morochos,' deeming them deprived and disadvantaged by possessing a limited 'four-letter word' vocabulary, describing them as lacking a desire for learning, and accusing them of wasting their time and his time by their presence in the course" (Taliaferro-Joyner Report 1973, p. 1).

George Taliaferro, then assistant to the president in the development of affirmative action for IU system-wide, sympathized with the plight of these students. Taliaferro was also from "the Region" (a name given to cities in Northwest Indiana) and "understood where the students were coming from, and knew that certain faculty members at IU [might] hold that against them" (George Taliaferro, personal communication, March 16, 1999). The Taliaferro-Joyner report demonstrated that racial problems for Latino students existed in and out of the classroom.

This report recommended that: (1) the Groups program be expanded to account for the needs of Latino students; (2) minority populations be represented in the psychological and counseling services of the university; (3) minority representation be implemented at the career guidance center at College of Arts and Sciences (COAS); (4) a Latino Cultural Center be established; (5) general recruitment levels be increased so that the Latino population at IU was more indicative of national trends; and (6) an orientation program be designed for minority students. Of these six recommendations, two became realities in the

first five years of the OLA: the creation of La Casa, the Latino Cultural Center, and the recruitment of Latinos into the Groups program.

Dr. Luis Dávila, director of the Chicano-Riqueño Studies and associate professor in the Department of Spanish and Portuguese, noted that “this event [the Taliaferro-Joyner report] provided an opportunity to point out the devastating effects of racism at IU, while giving an opportunity for Latinos to voice their concerns and needs” (Luis Dávila, personal communication, April 6, 1999). As a result of this report, in addition to the Latino students’ demonstrations, Chicano-Riqueño Studies, an interdisciplinary program offering students an opportunity to learn about the cultural roots, heritage, and contemporary social framework of Chicanos, Puerto Riqueños, and other Spanish-speaking people in the U.S., was created at IUB. As a means of disseminating the Latino message, graduate students in the Chicano-Riqueño Studies Program published a magazine called *Chiricú*; this title is an abbreviation for Chicano-Riqueño-Cubano. *Chiricú*’s first issue came out in the spring of 1976 with a focus on scholarly essays, book reviews, letters to the forum, folklore material, poetry, and art published in English, Spanish and Portuguese.

Students like Luis Lopez, now affiliated with United Way and a member of the associate faculty in SPEA at IUPUI since 1990, experienced discrimination in a social, rather than academic, setting. Lopez remembers that when he lived in the residence halls as a freshman, every time his floor engaged in an activity, everyone was asked to participate except for him. In addition, his roommate used to lock all his personal property in his closet any time he left the room for any extended period of time, fearing that Lopez might try to steal something. With such a negative environment, it was crucial that the few Latino students on campus have somewhere to turn. Lopez commented that “the OLA served as a safe haven for Latino students and [provided] a quick remedy to feelings of oppression at IU” (Luis Lopez, personal communication, February 23, 1999).

### **Horacio Lewis: The First Director of Latino Affairs**

In the fall of 1973, Horacio Lewis was hired as an assistant dean in the University Division, with a dual position as director of the OLA. This hiring marked the beginning of what would continue to be a constant struggle, even about the intended nature of the newly created office.

At its inception, the OLA existed as a subunit of University Division, which limited the resources the office might have invested in its projects had it been independent. Before coming to IU, Lewis had been working with ASPIRA, a program that provides college credit courses for Latino students in the Chicago area, and teaching sociology courses at a junior college. During his work with ASPIRA, he met Jorge Oclander, a graduate student from IU, who approached

him with concerns about the treatment of Latino students at IU. Oclander informed Lewis about an assistant dean of University Division position that was being created to establish a place for Latinos on campus. Both Charles Hewitt, then dean of the University Division, and Latino students interviewed Lewis for the position. Lewis said that being interviewed by the dean was the easy part, being interviewed by 50-60 Latino students was the hard part. Lewis stated "that position will forever stay close to my heart." He remembered that students of the time, which he affectionately called 'los revolucionarios', "were ready to do what needed to be done in order to get the services and attention they needed" (Horacio Lewis, personal communication, April 6, 1999).

Working within the constraints of University Division, Horacio Lewis directed his efforts at curriculum change. "We drew a lot of blood to get this program started...but it was an honor to hold a position in which Latino students felt empowered on campus." Luis Lopez, who began his studies at IU in 1973, remembered that his first contact with the OLA came through a letter in his residence hall mailbox. The letter was a welcome from Horacio Lewis and an invitation to a fall reception. "To this day, I remember how special that letter made me feel. I felt like someone really wanted me here at IU" (Luis Lopez, personal communication, February 23, 1999).

Latino students came to talk to Lewis quite often and repeated their needs for a place to congregate thus developing, in 1973, a place they called their own: La Casa. In addition to this facility, some of the students had approached Lewis with their interest in beginning a fraternity; which would eventually become a reality in 1988. Lewis thought that he needed to focus on the immediate needs of Latinos (e.g. academics) rather than social organizations, which he felt would only serve as a distraction for students. During his tenure, Lewis received a grant from the Committee for Humanities, which he used to bring renowned speakers to the university and to the community.

Lewis also developed a program that focused on U.S. Latinos; he called it *Latino Estadounidense Studies*. He felt that if he chose a complicated name the administration would be interested in finding out what it was all about. At his own expense, he began teaching a course focusing on U.S. Latinos through the College of Arts and Sciences (COAS). After all these years, interest in Latino issues and culture has spread throughout the Bloomington campus and has culminated in the creation of a Latino Studies Program beginning September 1999.

Through all of these efforts, Lewis attempted to attack discrimination on all fronts by getting to know people at different offices on campus and those who were sympathizers to the Latino experience. Currently, Lewis is a diversity consultant

for the Delaware Department of Education, as well as a freelance writer for the Hispanic Outlook magazine.

## **Bienvenidos a La Casa**

La Casa represented a major attempt by OLA to improve the quality of the Latino college experience at IU. Jorge Wehby, a graduate student from the School of Education, was hired as the first director of the center. His primary objective was to ease the adjustment problems of Latino students coming to IU, and thereby lower attrition rates.

The administration of La Casa was originally placed within University Division because its primary purpose was to provide transitional help to incoming Latino freshmen. However, La Casa continues to be frequented by upper-classmen and graduate students who enjoy the camaraderie and sense of belonging that the center provides.

Felipe Sanchez, who received both his undergraduate and law degrees from IU (1969-1977) and is now a successful lawyer for the U.S. Attorney's Office in Chicago, was one of the first Latino students to witness the transformation in the campus atmosphere caused by the creation of La Casa. Sanchez commented that the creation of La Casa proved that "the administration had finally acknowledged a Latino presence at IU" (Felipe Sanchez, personal communication, February 1, 1999).

In its fourth year of existence, the OLA had a total budget of \$2600, to fund both the office and La Casa; this made it impossible for the OLA to provide adequate social and cultural programs. For the first three years, La Casa was located at 410 South Park Street, a small dwelling that was insufficient to hold any function that drew a large crowd. In 1976, La Casa was relocated to 715 East Seventh Street across from the Indiana Memorial Union; students viewed this as a positive change. Jesse Villalpando, who received both his undergraduate and law degrees from IU in the 1980's and is currently a member of the Indiana General Assembly, commented that "although the house was still small, it had a great location, so you just worked with what you had" (Jesse Villalpando, personal communication February 9, 1999).

Despite its excellent location and accessibility, La Casa still proved too small for some events; for example, the Latino Talent Show in 1983 had to be relocated to the Fine Arts building to accommodate the large crowd. Students were able to transform this obstacle into an asset. Villalpando, who emceed the event, remembered that "although we weren't able to hold it [the Latino Talent Show] at La Casa, by having the show at the Fine Arts building, we had access to a full size

professional stage — much bigger than anything we would've been able to have at La Casa" (Jesse Villalpando, personal communication, February 9, 1999).

### **Ensuring Representation: Demands for a Recruiter and a Latino Dean**

Student activism in the late 1970's brought about the creation of the Latino Cultural Center and the positions of assistant dean and director of Latino Affairs, both formally held by Horacio Lewis. Student concerns also influenced the hiring of a Latino/minority recruiter, as well as the establishment of a Latino deanship.

In February 1977, the main Latino student organization on campus, known as ALMA (Alianza Latina del Medioeste de America), expressed to former IU Vice President Robert O'Neil the concern that the "traditional university recruiting system does not reach the non-traditional student... [We] ask you to endorse the employment of a Latino recruiter" (ALMA letter to Vice President O'Neil, October 31, 1975). At the time, the Latino population at IU was rising, but at a slow rate. ALMA wanted a recruiter who would show IU's commitment to the recruitment and retention of Latino students and scholars. ALMA suggested the qualifications of the recruiter should include an ability to (1) speak Spanish; (2) deal empathetically with Latinos; (3) recognize the complexities of Latina women leaving home; and (4) tactfully convince Latino families that IU did indeed want their children to attend (ALMA Letter, October 31, 1975). As a response, Vice President O'Neil wrote to ALMA that "we must do much more in the recruitment of Latino graduate students, faculty, and staff members, and I will call upon the entire academic administration toward this end." As a result, the University Division hired a Latino, Guadalupe Solis, as a minority recruiter.

Vice President O'Neil appointed Professor Carlos Bakota, acting director of Chicano-Riqueño Studies, to assume the administrative coordination of the Latino Affairs program, which oversaw La Casa. As interim administrator for Latino Affairs, in conjunction with faculty and student advisory boards, Bakota sought to develop a specific plan of action for Latino Affairs. "Latino Affairs must look to the future, and provide the kind of structure to act autonomously" (Prof. Bakota memo, February 22, 1977). Given the growing Latino population in the state of Indiana, he anticipated a future Latino enrollment of approximately 600 students by the 1980's. Bakota stated that Latino Affairs must have the budget and the staff to assist such a large number. In a memo to Vice President O'Neil, Bakota recommended that the following changes take place: (1) Latino Affairs be housed in Memorial Hall West; (2) Latino Affairs, presently headed by an interim administrator, be turned into a permanent deanship, and that the holder of the position report to the vice president of the Bloomington campus; and (3) two permanent assistant directors for Latino Affairs be established. One of these assistant directors would handle the cultural and student services aspects of the

program, while the second assistant director would be responsible for research and development for Latino Affairs (Latino Affairs restructuring memorandum, February 22, 1977). Bakota hoped that this composition and division of responsibilities would best serve the Latino community at IU.

### **A New Beginning: The First Latino Dean**

On August 15, 1978, Dr. Hector-Neri Castañeda, The Mahlon Powell Professor of Philosophy, was appointed as the first dean of Latino Affairs. His initial thoughts about this position and the OLA were that it was “essentially a baby-sitting office. Its main role, and for that no dean was needed, was to keep Hispanic students attending classes quietly” (Castañeda’s Memoirs, p. 68). Castañeda undertook many initiatives he felt would be helpful to Latino students. During Castañeda’s deanship, the OLA managed to concretize its position and function on campus. By 1980, Castañeda believed that the OLA had established its character as a serious office involved in services to the university and to the Latino students.

During the 1980-81 academic year, Dean Castañeda continued to sponsor activities that were crucial for the OLA. Despite an inadequate budget, the office was still expected to allocate funds for social, cultural and academic programs for Latinos, and cover La Casa’s operating costs, which included refurbishment of the center. On their own initiative, Latino students and graduate student and Counselor Georgia Burgueño, set up a lounge, a TV room, a library, and tutorial rooms. Though there was a drive to centralize minority tutorial services, students liked seeking help at La Casa. “The Latino students didn’t feel comfortable going to the African-American House for help. Didn’t they after all have their own house to find help when they needed it?” (Castañeda’s Reflections, p. 69).

Georgia Burgueño had studied the needs of Latino students at IU, and had discussed with Jorge Oclander, director of the OLA, the nature of the advising and counseling that OLA could furnish. One of these counseling services, which was established in 1983, was a Single Parents Support Group. This group was conceived in order to raise the consciousness of the Bloomington community to the concerns and needs of single parents. Burgueño commented that at the time, the university did not offer any support services to the non-traditional student. “The Single Parent Support Group was an avenue used to help older students feel included within the University system, while providing resources for their special needs” (Georgia Burgueño, personal communication, April 20, 1999).

Alba Franco, who earned both her BA (1985) and MBA (1987) degrees at IU and is currently the Human Resource Operation Manager at Xerox said, “As a single mother, I remember feeling isolated so I began researching about campus resources and found an OLA brochure. At the time, Georgia was the counselor at La Casa and had started a Single Parent Group. We would plan Halloween parties

for the children, and I knew that I could leave my child at La Casa knowing she would be safe and taken care of while I went to class" (Alba Franco, personal communication, March 18, 1999). The group gathered for potluck dinners on Sundays and discussed topics such as housing, transportation, financial aid, and daycare. While initially centered around their children, the focus changed somewhat to that of the parents' coping skills. To help these parents, Georgia Burgueño would often meet with them to discuss issues such as depression, isolation, and anger.

In addition to the efforts of counseling and tutoring Latino students at IUB, Castañeda emphasized the importance of aggressively recruiting Latino students into the Groups program and the university community. He also proposed that Latino Affairs be involved in advising Latino Groups students. During this time, the OLA created an experimental project focusing on basic academic skills. A network of interrelated courses was put into effect that included an introduction to political science, reading, writing, and a course on problem solving and reasoning offered through the Department of Philosophy. The project received lukewarm support and was reduced to just one course the following year. At the administrative level, the OLA urged the university to create a Department of Basic Skills. Such a department would not only offer programs already in existence, but would include research units both for determining what a basic skill was and for establishing the best pedagogical techniques for teaching academic basic skills. The OLA supported Philosophy P105 Thinking and Reasoning as a pedagogical model, and Ricardo Gomez, graduate student in the Philosophy Department, continued to teach and improve the course.

The OLA also assisted the Office of Admissions with minority recruitment. One program that consistently proved valuable was the Latino Scholar Certificate Program. David Marrero, assistant director of Latino Affairs in 1979, initiated this program in an effort to recognize and encourage the outstanding achievement of Latino high school students and from the beginning it seemed to Dean Castañeda a brilliant idea. "It gives the students self-confidence by giving them a sense that they are considered good not only in their own turf, but in a statewide range" (Dean Castañeda, Annual Report, 1979-1980). Latino students throughout the state were identified by their high school counselors and presented with certificates recognizing their academic accomplishments. High school counselors were asked to present the certificates during their schools' annual awards ceremonies. The response from Indiana high schools and communities was very positive. In fact, several local newspapers published the names of award recipients in their areas, causing one report to claim: "The Certificate Program...serve[s] as a positive reinforcement in the pursuit of academic excellence for Latino students in Indiana" (Dean Torchinsky's Annual Report, 1981-1982). In addition to providing much-needed support and encouragement, the certificate program has also assisted the OLA in identifying qualified Latino

students as possible recruits to IU. Latino students were stimulated to continue their education, and the OLA collected vital information about Indiana Latino high school students, which could be used to offer them awards and incentives.

Cultural activities were also a major concern of the OLA. Some of the early activities organized by OLA included a performance by the National Chicano Dance Theater at IU, a lecture by Silvia González on Latino leadership in the 1980's, and a lecture series by IU Latino faculty including Emilio Morán ("Petro Dollars and Cultural Survival") and Luis Dávila ("The Evolution of the Modern Mexican Novel"). Other activities planned and carried out by students with support from the OLA included a conference organized by the Latino Law Students Association entitled "La Raza Legal Alliance—Midwest Regional Conference" and a series of educational and recreational films sponsored by LUIU at La Casa.

Over time, undergraduate and graduate recruitment remained at unsatisfactory levels. The OLA and Admissions office worked especially hard to recruit those Latino students identified through the certificate program. In terms of graduate recruitment, the OLA activities included working with the Office of Research and Graduate Development, as well as the Graduate School, to attract a greater number of quality Latino graduate students from other institutions.

### **The Initial Call for Consolidation: A Foreshadowing of Things to Come?**

In the fall of 1980, Dr. Herman Hudson, the new vice president and dean of Afro-American Affairs, recommended the consolidation of the three advocacy offices (Afro-American, Latino and Women's Affairs) in order to enhance operational efficiency and avoid overlapping activities, personnel, and expenditures. Dr. Hudson stated that campus administrators knew that under the present arrangement these offices found themselves in "unproductive competition with each other for scarce funds and other resources." Consolidation, he argued, would allow for advanced programmatic and budgetary planning that would eliminate such competition, thus leaving the constituents of each unit better served.

Horacio Lewis believed the proposal by Dr. Herman Hudson was disrespectful to the Latino community and the work they had done to make it as far as they had. Lewis noted that they had barely gotten the students' basic needs taken care of and now the administration sought to remove the office through this merger. The proposal prompted a negative reaction from many others on campus as well. Student representatives from the Black Student Union publicly opposed the plan because "not enough research had been made into the proposal and [nothing made] consolidation necessary" (IDS, December 10, 1980). The executives of the IU Student Association spoke out strongly against consolidation because "this

'Super Dean' [would] create another line of unneeded bureaucracy" (Jeff Stanton and Jim Gray, Statement, 1980).

Castañeda maintained that the proposal for consolidation neglected the needs of Latinos. Years of work spent developing an office that would respond specifically to Latino students were now in question, and the OLA's achievements could disappear. While Castañeda agreed that the proposal to "coordinate the presently disjointed efforts of a number of programs under a single, unified, and far stronger administration" was a welcome aim, he insisted that "[in] the absence of a definite discussion as to how that unification and that added strength is to develop, those lofty aims remain pious hopes only" (Castañeda's Memoirs, p. 2). Castañeda's perspective was that, in view of their small numbers, "the Hispanic minority would in fact be a minority within a minority" (Castañeda's Reflections, p. 76).

An ad-hoc committee appointed by Vice President Gros Louis and the Bloomington Faculty Council (BFC) began meeting in January of 1981 to discuss the creation of an Office of Special Services. The committee discussed the pros and cons of the proposal drawn up by Dr. Hudson and opted not to recommend merger at that time. "There was never a question of the office not continuing. I have always had confidence in the actions and work executed by Latino Affairs, but there just wasn't enough collaboration among the advocacy offices" (Dr. Kenneth R.R. Gros Louis, Vice President for Academic Affairs and Bloomington Chancellor, personal communication, March 23, 1999). The committee believed that these offices should work in an advisory capacity with all academic and service units on campus. The committee's report stated it was better to define more clearly the advocacy nature of the offices and to suggest modes of communication among the offices and with the vice president, rather than to merge all offices into one. The committee agreed that these offices should serve as counseling/guidance units for the students, faculty, and staff they represented. In addition, the advocacy offices should be aware of the special academic and support services available on campus. Furthermore, the different cultural centers should serve as consciousness-raising bodies for their constituents, as well as others on the campus and the community. Lastly, these offices needed to have ex officio representation on all appropriate university advisory committees within the campus structure.

### **A Transition Period: From Dean Castañeda to Dean Torchinsky**

A period of transition was under way at OLA. In 1981, Alberto Torchinsky, professor of mathematics, became the acting dean of the Office of Latino Affairs. He was filling in for Dean Hector-Neri Castañeda, who at the time was at Stanford University on a leave of absence. Castañeda's leave of absence from the OLA was based partly on the administrative review carried out by the university after the

first four years of his appointment, and partly on the Latino students' dissatisfaction with the OLA's performance under his direction. Latino students were dismayed by various administrative practices affecting Latinos negatively and wanted to dispel what they felt was an endemic belief: that the primary fault for low educational achievement among Latinos was a negative attitude toward education on the part of Latino families. Having hoped for a dean with an activist bent, Latino students, such as Fernando Chacón, were frustrated by the OLA's lack of response to their concerns.

Chacón, an IU law student then and now a practicing attorney in El Paso, led what became a student boycott of the OLA under Dean Castañeda. "Dean Castañeda and Jorge Oclander did not respond to any of the students' messages and pleas to improve the services for Latinos" (Fernando Chacón, personal communication, March 18, 1999). Jorge Oclander, director of Latino Affairs, voiced his displeasure with the way some Latino students had been twisting the facts about Dean Castañeda's performance. Oclander stated that "the facts have been deliberately misrepresented for personal reasons by several spokesmen, especially Fernando Chacón, a second year law student" (IDS, 1980). Fernando Chacón disagreed, saying that there were no personal reasons behind his attack against the dean. He said that he was just unhappy with his performance and did not plan to ignore the problem. Chacón stated that students had complained about not receiving proper notice of upcoming campus events or those sponsored by OLA. On the other hand, Oclander was upset when he read in the IDS that some students had accused the office of referring to the students as "stupid" and "drunks" and refuted allegations that the office made any comments of the sort. He believed students misinterpreted a story in a Latino newsletter that advised students who might have alcohol problems or educational troubles to talk with counselors. (IDS, April 15, 1981).

The negative mood among Latino students was not new, but rather represented years of frustrating interaction with the administration. Students hoped that the creation of a deanship would solve their problems, but instead the appointment of a dean seemed only to compound the problems they were trying to solve. Many students thought that the solution to this problem was to replace the dean with someone who would be more understanding of their needs. Even at a basic level the students and Dean Castañeda seemed to be pursuing different objectives. Dean Castañeda believed his role was to create a respectable, working office that would operate according to university guidelines. The students, however, were accustomed to the more activist politics of Horacio Lewis, and wanted another dean who was an activist along those same lines. "Once Dean Torchinsky was appointed, the OLA changed to a more open administration. OLA was now a place where one [could] get real answers" (Fernando Chacón, personal communication, March 18, 1999).

In an interview posted by the HOLA newsletter, Torchinsky stated that IU provided the means for a good education (HOLA, 1981) and he viewed his role as an acting dean to include ensuring that “the Latino community of Bloomington can take advantage of the university.” Most important to Torchinsky was unifying Latinos as a people, and he felt the primary obligation of the office was to students presently enrolled at IU. He said these students should be a “respectful force in this university.” In the year he held the acting dean position, he advocated the recruitment of undergraduates to IU and opened the resources of OLA and La Casa to Latino student organizations and to students seeking counseling.

As usual, the scarcity of resources for funding and staffing prohibited the OLA from reaching its full potential. Furthermore, at that time President Reagan and Congress instituted budget cuts which adversely affected minority programs in public universities. Concerned students approached Dean Torchinsky asking what they should do next. In light of the budget cuts, Torchinsky emphasized the importance of reaching out to federal and private organizations for funding. A promising project sought funds from the Committee for the Humanities to produce a series of bilingual films portraying the accomplishments of Latinos in Indiana. Another project was the compilation of statistics on Indiana’s Latino population, its high school drop out rate, and the success of college recruitment among Indiana Latinos. The OLA began conducting a study in 1981 that focused on Hispanics and Native Americans enrolled in higher education in Indiana. The dean was interested in other research projects and encouraged students to develop their own ideas and share them with the Office.

An effective program established by the OLA was the implementation of the Indiana Hispanic Network (IHN) during the 1982-1983 school year. This community and alumni networking program involved compiling a listing of community organizations, service agencies, employer contacts, as well as university contacts. “The IHN has proved extremely helpful in facilitating our outreach efforts throughout the state” (Dean Torchinsky’s Annual Report, 1982-1983). Historically, Latino graduates had rarely participated in alumni related activities. IUB boasts two thousand Latino alumni who represent a vast amount of untapped resources and expertise from which IU could benefit. To begin tapping those resources, the OLA developed a Latino Affiliate Group, with the assistance of the IU Alumni Association. The first board of directors, with Alba Franco serving as president, will be constituted this summer.

Another project undertaken by the OLA in the early 1980’s, still in place today, was the Minority Scholars Day Program. The goal of this combined effort of the Office of Admissions, and the Offices of Afro-American and Latino Affairs was to recruit minority students who demonstrated academic achievement in high school. The program was modeled after IU’s traditional Red Carpet Day. It was

developed because of shared feelings among participating groups that special efforts were needed to attract minority students. The program consists of a campus visit and orientation, informational sessions, faculty presentation, and a tour of the Residence Halls and campus.

The OLA provided both student tour guides and Latino faculty/staff presenters. The OLA also sponsored a bus to transport students from the Region. The results were as rewarding to the participating offices as they were for the student participants. "We are looking forward to an equally successful program for this year. I feel that a larger geographical representation of the invited participants will go a long way in ensuring access of qualified students to IU" (Dean Torchinsky's Annual Report, 1981-1982).

To reach that larger geographical area in Indiana, the OLA identified new Latino recommenders for the Groups Special Services Program from South Bend, Fort Wayne, and Indianapolis. These cities were targeted because in spite of the Latino population, students from these areas had not been represented on Groups in the past. Also, the OLA held a meeting of Latino recommenders from throughout Indiana during the Groups Recommenders Workshop, the first meeting of its kind. The office established a statewide informal network of Latino recommenders who worked closely together in an effort to increase the Latino representation in the Groups Programs. "[Alberto] Torchinsky, Georgia [Burgueño] and I continue to discuss the importance of Latino students in the Groups program. We have been using the recommender system, which has proved to be an effective tool in increasing the number of Latinos in the Groups program" (Janice Wiggins, Director of the Groups Program, personal communication, March 16, 1999).

Another important initiative of OLA established in 1981 was the use of the GRE locator service to generate the names of Latino and Native American students who represented potential graduate recruits to IU. These names were extracted from a comprehensive list and forwarded to the appropriate academic departments at IU. These departments were encouraged to forward prospective students information on graduate programs and financial aid available at IU. The response was very positive. During the following years, the OLA continued to make referrals and frequently contacted the graduate advisors in key departments to monitor the responses gathered from Latino students. Furthermore, Dean Torchinsky participated in the discussions which resulted in the creation of Project 1000, an initiative created by SUNY at Binghamton, designed to encourage and facilitate Latino enrollment in graduate school. Eligible students would send their application materials to Project 1000, which in turn would forward them to the OLA at IU, which would then forward them on to the appropriate schools and departments. Research and the University Graduate School is now responsible for the operation of this program.

In addition to helping interested Latino students enroll in graduate school, the OLA also aided students in finding fulfilling careers. In the fall of 1983, the OLA worked closely with Career Placement Support Services and Afro-American Affairs in compiling the first Minority Student Resume Directory at IU. The purpose of the directory was to give minority candidates a wider exposure to opportunities in the job market. The directory was distributed to approximately 500 major corporations who utilized the career placement centers at IU and its impact was significant. In 1982-83 there were 103 student resumes entered in the directory. Approximately sixty percent (60%) responded to a survey to test the success of the program. Out of this group, students made contacts with 66 employers. These initial contacts led to forty-six (46) job interviews with employers and eleven (11) job offers. Of these eleven, eight students accepted full-time job offers with employers. For many years the directory continued to provide opportunities for Latino students' professional development and preparation for life after college.

Assisting in faculty recruitment is always a difficult undertaking, for few Latino Ph.D. holders are available for faculty positions. Nonetheless, the OLA has made a concerted effort to recruit minority faculty and supported the Minority Faculty Fellowship Program toward that end.

This program was instituted in 1986 by the Bloomington Faculty Council (BFC) in keeping its commitment to increasing the diversity of the IU faculty. The program is sponsored by the Office of the Vice President and Chancellor, Kenneth Gros Louis, and is directed by Alberto Torchinsky. From 1986 to 1997, 68 fellows in 31 departments have participated in this program. One of the primary goals of the program is to introduce African-American, Latinos and Native-American scholars to IU. The program funds appointments which comprise both the summer sessions and the academic year. Summer fellows usually teach one course during either the first (six-week) or second (eight-week) session, while academic year fellows teach in both the fall and spring terms. All appointments provide the opportunity for meaningful interactions between fellows and the IU community.

The OLA has also actively participated in the job search process for specific staff positions such as a recruiter for the Office of Admissions. The OLA's involvement resulted in the hiring of Larry Gonzalez in 1983 for the position of Associate Director of Minority Recruitment Efforts, replacing Guadalupe Solis. Gonzalez continues to play an important role in the Office of Admissions. However, it should be noted that Larry is a Latino recruiter, not someone who only recruits Latinos. The OLA continued to be involved in staff recruitment, and this job search demonstrated that many qualified Latino applicants were available for staff positions at IU.

As part of its continued commitment to Latino issues throughout Indiana, the OLA co-sponsored several statewide conferences, including EDUCATEC's Statewide Leadership Conference on Higher Education. This conference took place on March 23, 1984 at the Atkinson Hotel in Indianapolis, IN. Approximately 150 Hispanic leaders from the different regions of the state attended the conference. Conference participants were primarily from the educational community, but also included representatives from the public and private sectors as well as several appointed and elected officials.

The objectives of this conference were to discuss educational issues, to examine educational programs and policies that affected underrepresented youth in different regions of the state, and to develop pedagogical strategies that would improve educational programs affecting Latinos and other minorities, to focus upon the needs of the newly-emerging urban-Indiana-Hispanics and to produce a working document based on recommendations made by the conference participants to be utilized as a statewide information dissemination tool. (EDUCATEC Conference, March 22, 1984).

IU's own Professor Dávila and Dean Torchinsky were just two of the many presenters in the session on "Hispanics and Higher Education: Preparing Youth for the Workplace of Tomorrow." The purpose of this panel was to discuss the need to improve the graduation rates of Latinos from high schools and colleges, as well as encouraging everyone to act as an academic and career role model for young Latino students.

The eighties saw other programs brought about by the Latino student involvement on the IU campus. Students utilized both television and print to disseminate information. Albert Lerma, who completed his BA (1979) and his MPA degrees (1983) at IU, then director for the OLA and currently working in San Francisco, California for Mayor Willie Brown, and David Cordova, an IU graduate in 1985 and currently General Manager for Channel 44 in Chicago, were instrumental in planning and implementing La Voz Latina, a weekly public affairs program that ran on Channel 4 for over two years. Thus, IU students could make use of free airtime available on WTTV to reach a much broader group. During the show, Cordova and Lerma would discuss educational and public policy issues that affected the Latino community of Indiana; they also interviewed IU professors and students, and distinguished Latino visitors to IUB. Due to the time commitment required, La Voz Latina ceased soon after Cordova's departure to Chicago.

Print was still the primary tool used to disseminate information. Student newsletters, such as HOLA, published from 1974-1987, focused on Latino issues both at IU and in the national arena. Operated in the same manner as any professional newspaper, student reporters wrote "faculty profiles" on current

professors at IU and editors offered commentary on current social issues. HOLA was published four times per school year and once during the summer. In 1987, HOLA's name was changed to La Casa News, which ran until 1995; at that time e-mail took over as the main means of dissemination of information.

In addition to television and print media, Latino students participated in other on-campus events. In November of 1987, a group of Latino students decided to get involved in homecoming activities. However, as the plans for homecoming were initiated and polished, Latino students encountered serious difficulties from the onset.

Maria Magaña, then president of the Folkloric Dance Group and vice president of LUIU, faced difficulties in gathering information about homecoming. For instance, Latino students were never told by the Student Athletic Board (SAB) where the flatbeds for the floats were located and felt that they were being excluded by not being provided accurate and timely information. Georgia Burgueño finally called for the directions to the flatbed area. "It was not surprising that after searching the area for four days that the only flatbed available was old and shaky" (Letter to Dean McKaig from Dean Torchinsky, December 10, 1987). Latino students worked through the night and into the early morning to complete the float. The day before the parade, Magaña received information concerning the parade route, although no information was included concerning where the floats were to go once the parade finished the route.

Lillian Casillas, a 1989 graduate from IUB, former program assistant at La Casa and currently working at the Indiana State Museum, remembers that, as the students were getting ready to begin their parade route, she noticed two white male students had been directed by Residential Life to walk along with them; after learning that they were cadets from Indiana University's Police Department (IUPD), she assumed this was for security purposes. As the float passed by an RV occupied by a group of apparently intoxicated males, cups of beer were thrown at them. She remembers that racial comments became worse as the parade progressed; some parade watchers even spat at them. The two cadets who were walking along side of the LUIU float did nothing to curb the crowd's reaction during the entire ordeal.

The students were successful in the design of the float and received the President's Award. After the parade, Magaña expected a telephone call from an SAB member concerning the acceptance of the award during half-time of the football game, but she never received it, so she took the initiative to go to the stadium to accept the award. Magaña arrived seconds late, and as she approached the award stand, someone not representing any Latino organization accepted the award on their behalf. In a letter addressed to the dean of students, Dean Torchinsky presented his concerns about what Latino students had

experienced in this campus wide program. Dean Torchinsky urged Dean McKaig to reevaluate the homecoming rules and regulations to make them friendlier to minority students on campus. "As a first-time effort by Latinos Unidos and the Folkloric Dance Group, they did a great job and we are all proud of their accomplishments. Hopefully, in the future the occurrences and inconveniences outlined above will be remedied" (Letter to Dean McKaig from Dean Torchinsky, December 10, 1987).

In his response, Dean McKaig noted that the homecoming activities attracted several student organizations, which had not traditionally participated. Furthermore, McKaig recognized that the lack of attention to detail on the part of the SAB, which caused many of the problems encountered during the parade, as well as the racial slurs directed toward the Latino students "are even troubling and not easily dealt with." He went on to say, "I think it is encouraging that more student groups are becoming interested in homecoming. To sustain and expand that interest, it is important that we update homecoming procedures and regulations. A reassessment of our homecoming procedures can work to the benefit of the entire campus" (Letter to Dean Torchinsky, December, 1987). Inspired by this experience, Casillas sought to combat racism through the promotion of activities at the cultural center and in 1992 she became program assistant at La Casa, a position she held until 1998.

LUIU sponsored many activities throughout the years. In addition to Parents Weekend, Sportsfest, first held in 1984, became an annual event. The purpose of Sportsfest was two-fold. First, to give students the opportunity to display their athletic abilities, and second, to bring together the Hispanic community. During Sportsfest, student teams representing universities throughout the Midwest are invited to participate in competitions such as basketball, volleyball and flag football. After a weekend of competition, teams are recognized at an awards banquet. The dance after dinner allows former competitors to socialize in a friendly spirit.

Not only did the OLA attempt to involve the Latino community with intra-university activities, it also looked outside the campus area and actively sought to recruit well-known Latinos to make appearances at IU. Inviting entertainers to campus was one of the primary targets of the OLA, and its efforts enabled it to garner visits from several prominent musicians. The OLA worked closely with student representatives from the Asociación Estudiantil Puerto Riqueña to sponsor a fall concert by the noted Puerto Rican folksinger Roy Brown Ramírez. The concert was held at the Fine Arts Auditorium in October, 1984, and commemorated the Día de la Raza celebration. The following day a lecture, co-sponsored by the Horizons of Knowledge Lecture Series, took place. Additionally, the OLA co-sponsored with the group a literary contest, and the winners had their work published in Chiricú.

Tito Puente also played at IU. The OLA sponsored a reception for this internationally known percussionist during his visit to Bloomington. The OLA provided flyers promoting Puente's evening concert at a local nightclub and provided student guides to escort Puente around campus. "This activity was very successful, and gave La Casa and the OLA a lot of visibility" (Albert Lerma, Annual Report 1985). Puente was also interviewed for La Voz Latina.

Political figures also visited the campus as a result of OLA's efforts, the most prominent being César Chavez. During Hispanic Heritage Month in 1990, Chavez, founder and president of the United Farm Workers, gave a lecture entitled "The Grapes of Wrath." Chavez's efforts, known as La Causa, were aimed primarily at banning the use of unsafe pesticides used on grapes and other produce which often resulted in early deaths and disease of farm workers and their children.

"His lifestyle and continued efforts only proved to legitimize his dedication to his movement. César Chavez never hoped to separate himself from the people he dedicated his life to" (IDS, April 27, 1993). While Chavez is no longer with us, his spirit and message lives on, "¡El pueblo unido jamás será vencido! ¡Hasta la victoria siempre!"

October 1986 saw the arrival of Henry Cisneros, the first Mexican-American mayor of a major U.S. city. Cisneros, elected mayor of San Antonio, Texas in 1981, lectured at IU on the "Survival of American Cities in the 1980's." Cisneros achieved further national recognition when Walter Mondale considered him as a running mate for the 1984 presidential election. Since then, he has served as Secretary of Housing and Urban Development during the Clinton Administration. His photograph, and those of many other visitors to IU, are proudly at La Casa.

Dr. Oscar Arias Sánchez, president of the Republic of Costa Rica, 1986-1990, gave the inaugural address of the Indiana Center on Global Change and World Peace in October of 1990 at the Musical Arts Center and then met with students at La Casa. Dr. Arias was awarded the Nobel Prize for Peace in 1987 for his efforts to bring peace to Central America.

## **Endings and New Beginnings**

Through the 1980's and 1990's, there were further efforts to consolidate the independent advocacy offices. Also, in 1997 and 1998, multiple racial incidents forced the university to undertake an extensive review of the campus climate and diversity. These incidents include the arrest of nine Zeta Beta Tau (ZBT) pledges caught with a scavenger hunt list that included a photograph of "any funny looking Mexican (blacksican extra credit)" (IDS, October 17, 1997). Furthermore, the accusations of racial and sexual harassment both inside and

outside the classroom by then History Professor Chana Kai-Lee, continued to alarm the IU community. (IDS, October 2, 1998).

In March of 1998 IUB Chancellor Kenneth R. R. Gros-Louis asked Dr. Charlie Nelms, Chancellor of the University of Michigan-Flint, to undertake a review of the programs and services at IUB designed to recruit, retain and graduate Latinos, African Americans and other underrepresented student groups. Dr. Nelms formed a multi-racial review team of educators from across the country and produced the *20/20 Plan: A Vision for Achieving Equity & Excellence*. The *20/20 Plan*, released on October 1, 1998, addressed issues of diversity, including the controversies that had begun as early as January of 1997. At that time 32 IU student organizations protested in an effort to urge the university to recognize Martin Luther King Jr. Day as an official holiday, the creation of Latino Studies and other concerns. While all the groups collectively favored provisions that would benefit all participating organizations, each group had its own specific agenda it hoped to fulfill.

A group of Latino students began a series of protests against the new *20/20 Plan*. Calling themselves "United Students Against 20/20" they issued a press release explaining that "This proposal and the administration misconceive the real issues and fail to meet the unique needs of the Latino students" (IDS, October 13, 1998). In order to mitigate the concerns of Latino students, Bloomington Chancellor Kenneth Gros Louis and Special Assistant to the President Dr. Charlie Nelms met with the coordinators of United Students Against 20/20 on several occasions. Graduate student R.R. Apache, one of the coordinators of United Students Against 20/20, commented that these meetings "were very productive. We came up with a lot of agreements on how best to make our demands within the new plan" (IDS, December 14, 1998).

The *20/20 Plan* was put into effect on January 1, 1999. Vice Chancellor Kenneth Gros Louis, who had argued for the creation of advocacy deanships thirty years ago, now felt that it was the right time for consolidation:

Advocacy will always necessarily be a part of the function of the leaders of underserved and underrepresented groups, but I believe that a series of stand-alone advocacy deanships cannot by themselves dramatically improve the campus climate, or increase the numbers or improve the graduation rates of students from underrepresented groups.

~Bloomington Faculty Council Speech, October 6, 1998

However, the student's efforts did ultimately have an impact on the structuring of the *20/20 Plan*. "In response to their requests, several additions and modifications were made to the Plan, including the addition of ... a staff member dedicated to Latino issues [within the Office of Multicultural Affairs]" (IDS, January 12, 1999). Also, concerns for recruitment of Latino faculty and staff were not fully addressed in the initial version of the administration's *20/20 Plan*. This was alleviated by the appointment of Dean Torchinsky as associate vice chancellor for Strategic Hiring and Support.

The original demand of the Latino students in the 1997 protest had been the creation of a Latino Studies Department. On January 20, 1997, their demand was met. The following is a recounting of the meeting between Bloomington Vice President Kenneth Gros Louis and the student coalition, specifically Dr. Gros Louis's comments involving Latino students' demands:

Dr. Gros Louis agrees to give his full support to a Latino Studies degree. The curriculum developed for the degree will determine whether it fits the definition of a department, according to the College of Arts and Science Curriculum Committee, or a program. He also agrees to find whatever resources are necessary to make the implementation of a Latino Studies degree a resounding and permanent success.

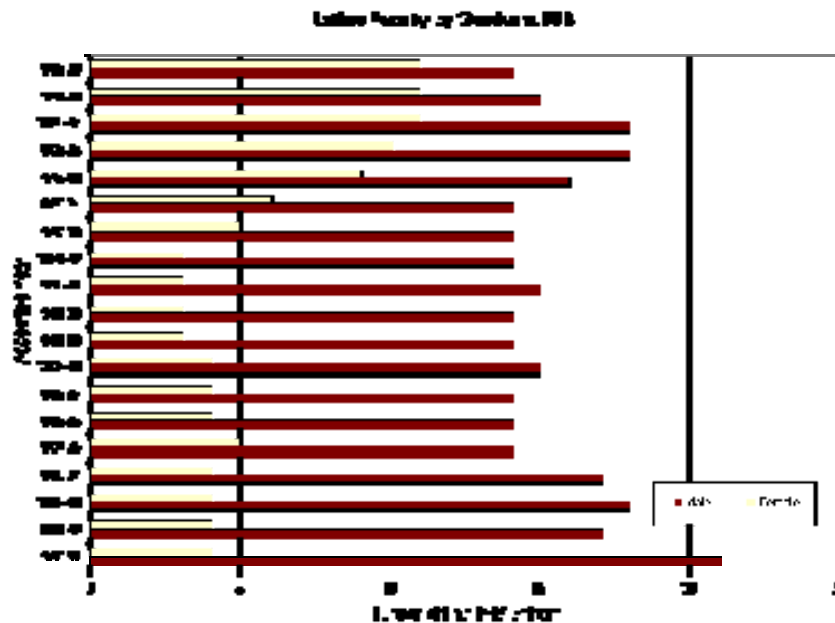
The curriculum and proposal for a Latino Studies Department must be presented to Jeanne Peterson and the COAS Curriculum Committee for approval. If it is approved, it will be presented to Dr. Gros Louis, who will take it with full support to the Board of Trustees and the Commission for Higher Education. It is understood that the transfer from Dr. Gros Louis to the Board of Trustees will take about one month, and the approval of the Commission will take up to six months.

It is agreed that the University will begin a search for a chairperson to spearhead Latino Studies immediately, and that the search will be conducted both within the University and nationally, if necessary. If the selected person is not from within the University, he/she would be in place at IU-Bloomington by June or July at the earliest and by the beginning of the 1997 Fall semester at the latest. If the selected person is from within the University, Dr. Gros Louis will provide for any appropriate salary increase for that person. Dr. Gros Louis will also provide any additional staff or faculty assistance that may be necessary in this process.

After two years of planning, a Latino Studies program will begin in the fall 1999 semester at IU. Dr. Jorge Chapa, as director of the program, will teach a course entitled *Latinos in the U.S.: Past, Present and Future*. This course will provide an introduction and overview on Latino issues, including the history of the major Latino national origin groups in the U.S. The course will also examine several major topics that are crucial to understanding the situation of contemporary

Latinos, including immigration, language, education, and employment. The goals of this course include helping students develop an informed basis for talking and thinking about Latinos, developing an awareness of how Latinos fit into American society, and applying this knowledge to assess future possibilities.

The creation of the Latino Studies Department is the last and crowning achievement of the OLA. Throughout its existence, the OLA has also actively sought to increase the number of Latino faculty at IU. The following chart tracks the number of Hispanic faculty over a 19 year period.



According to the *20/20 Plan*, the OLA will officially close its doors as an independent advocacy office on June 30, 1999. Albert Lerma states “as you might expect I am a bit saddened by the closing of the OLA as an independent office. As a graduate of IU I can say that my success at IU was in large part due to the feeling of community fostered by the OLA and Latino student organizations at IU. I can only say that I hope the ongoing operation of La Casa and the support of the IU administration to promote Latino enrollment and involvement on campus will continue long after the OLA has gone away. I remain confident that the positive work of Dr. Torchinsky and Georgia Burgueño and all the students who have passed through the doors of the OLA and La Casa will continue long into the future” (Albert Lerma, personal communication, May 18, 1999).

While the office will no longer exist, its impact will be felt and remembered by the various Latino student organizations and activities it either helped create or helped maintain throughout its existence.

**Asociación Estudiantil Puertorriqueña:** The Asociación Estudiantil Puertorriqueña was founded in the mid-1970's. Its purpose was to provide the students from Puerto Rico or from Puerto Rican descent an organized avenue into the campus environment. The association, in conjunction with the OLA and La Casa, helped in developing and promoting social and academic activities for the Puerto Rican students. "During the years that I was at IU the Asociación Estudiantil Puertorriqueña provided a unique social support which helped the Puerto Rican students in the process of acclimatization to the American culture, as well as, helped to maintain our cultural heritage. The association was a venue for academic mentoring from their members. Members of the association came from diverse academic backgrounds and degrees (Ph.D. in Music, Physical Education, Law, Business, etc.) which helped in the mentoring process and retention of the undergraduate Puerto Rican students. The association was also a voice for the Puerto Rican community at IU and helped to promote cultural diversity and acceptance. After the conflict of Coach Knight in Puerto Rico, the association was involved in clarifying some of the issues portrayed by the media about Coach Knight and Puerto Rico. Overall the Association of Puerto Rican students, together with the dean of Latino Affairs, provided the IU Puerto Rican students valuable cultural, social and academic support which resulted in a more cultural diverse campus and helped tremendously in the recruiting and retention of Puerto Rican students" (Rafael Bahamonde, Ph.D. in HPER from I.U., currently assistant professor of Physical Education at IUPUI, personal communication, May 17, 1999).

**Gamma Phi Omega:** In the fall of 1989, Veronica Montemayor, Monica Guzman, and Cristina Rodela began a nationwide search to find a Latina oriented sorority. A year later, the women had found several sororities that focused on Latino culture but did not meet the guidelines set by IU for national status. With the help of Georgia Burgueño, the students set out and formed the foundation of their own national sorority and in the spring of 1990, Burgueño became the official advisor of Gamma Phi Omega. The sorority was founded on April 17, 1991. The core group consisting of five women made their presentation before the Interfraternity Council Greek Expansion Committee (IUGEC) in December of 1991. In January of 1992, the group received a letter stating that the sorority was an official Greek organization at IU. Monica Guzman, program advisor at the La Casa since July 1998, commented that, "I do not know where Gamma Phi Omega would have been if it were not for the support the OLA has given us through the years. The OLA has been there every step of the way" (Monica Guzman, personal communication, April 20, 1999).

**Hispanic MBA Association:** HMBAA was created to improve public awareness of the richness of Hispanic culture, and also provide a forum to discuss issues Hispanics face in the corporate world. The HMBAA sponsors the annual Latin American Business Seminar, and relies on networking to gain national recognition. Each year the HMBAA seeks corporate sponsorship so that a few of its members may attend the annual National Society of Hispanic MBAs Conference.

**IDIOMA:** IDIOMA was founded to bring together students of all ethnicities, genders and ages under a common language. These meetings provide an opportunity for members to get together bi-weekly to build upon their Spanish-speaking abilities, in an informal setting, by talking in Spanish. All levels of Spanish are welcome. IDIOMA encourages peer support and assistance in strengthening oral skills. "Al aprender el lenguaje Español, uno aprecia y valora la cultura Latina" (Cynthia Fierro, senior majoring in biology, co-president of LUIU, personal communication, April 19, 1999).

**Latinos Unidos of Indiana University:** LUIU was established in 1979 by four IU students (Denny Berrones, Tony Gomez, Albert Lerma, and David Cordova) to promote "purely a cultural organization" which "no longer fought for the rights of Latino students and professors" (David Cordova, personal communication February 18, 1999), LUIU's four founders passed out pamphlets addressing its cause and soon took over for ALMA as the crusaders for Latino rights at IU. The group continues today, is open to all students enrolled at IU, and includes both Latino and non-Latino members. Members attend bi-weekly meetings at La Casa and elect an executive counsel yearly. They also vote on issues, promote and coordinate events, participate in educational conferences and help with fund-raisers. Some of LUIU's annual events include Parents' Weekend, Sportsfest, Día de la Raza (held each Columbus Day), and a campus wide picnic in May.

**Latino Law Student Association:** LLSA was formed nearly twenty years ago to serve as a support group for Latino/a law students. Historically, the organization has been instrumental in recruiting and retaining Latino students at the IU School of Law. Although LLSA consists predominantly of Latino/a students, membership is open to any student who expresses an interest in the organization and its goals. LLSA is currently working to make the law school more attractive to prospective in-state and out-of-state students. Current graduate assistant and president of LLSA, Joe Villanueva, commented "As a law student I don't really have the need to make use of some of the resources the OLA and La Casa have at their disposal. However, through working with the OLA, I have met many undergraduate students who do rely on the office for both economic and emotional support. What will happen to these students once the OLA is no longer an independent advocacy office? That's my concern."

**Sigma Lambda Beta:** In September of 1988, Rudolph C. Lopez-Perez, Jr. and Ramiro Roman-Alonso, Jr. expressed their interest in a Latino fraternity to Dean of Students Michael Gordon, who fully supported the idea. Lopez and Roman called for an interest meeting in November of 1988, which successfully attracted ten men into the organization. After this meeting, the students approached OLA with this idea and the office provided full support to the interest group. "This support was a key element" (On-line citation).

In March of 1989, Lopez and Roman along with Dean Torchinsky and Georgia Burgueño, made a presentation to the Interfraternity Council Greek Expansion Committee (ICGEC). The following day, the ICGEC unanimously approved the colonization of Sigma Lambda Beta Fraternity, Inc. into the IU Greek system. The IU chapter was founded on March 7, 1989 and since that time current members continue to follow the steps of their founding fathers. According to Rudy Lopez, a 1988 Political Science major at IU, "If it weren't for the help of the OLA, the entire Latino Greek system in the mid-west would not have existed" (Rudy Lopez, personal communication, April 25, 1999).

**Sigma Lambda Gamma:** Sigma Lambda Gamma Sorority, Inc., founded in the spring of 1997, promotes the standards of excellence in "morality, ethics, and education." It works to better serve the needs of all people by disseminating information about the diverse culture they share. The sorority maintains respect for the views of others through this valuing, thereby enhancing the understanding of each individual, and in bettering the community, the country and the world. The sorority stands by five principles which include: (1) cultural awareness; (2) morals and ethics; (3) community service; (4) academics; and (5) social interaction. The Psi chapter strives to include each principle into their daily lives and works through a strong bond of sisterhood and strength. All members stand strong by the sorority's motto 'Cultura es orgullo, orgullo es éxito'. Nichole Ring, president of Sigma Lambda Gamma, commented that "this organization has provided me with limitless opportunities to develop as a leader, as a student and as an active participant of this campus" (Nichole Ring, personal communication, April 21, 1999).

**Little 500:** Since 1995, the OLA has sponsored an independent Latino men's team named MEZCLA, a name actually "borrowed" from an intramural basketball team. The idea for a Latino Little 500 team actually began as a joke among race veterans Jerry Gutierrez and Derrick Espada, and Lillian Casillas. However, once Casillas mentioned the idea to Georgia Burgueño the "joke" became a reality. The OLA provided financial backing to MEZCLA, covering the team's entry and bike fees. When asked whether MEZCLA would have become a reality without the assistance of the OLA, team captain Jerry Gutierrez responded that it was a possibility. "MEZCLA might have gotten off the ground, but it surely wouldn't have been the same [without the OLA]. We likely would've had to contribute

more of our own funds, and our area of recruitment would have been different. We probably would have disbanded after the first year" (Jerry Gutierrez, personal communication, March 4, 1999). In 1998, MEZCLA started in 23rd place at the beginning of the race, but finished in an amazing 12th place.

**IU Sing:** For more than 70 years, Indiana University students have shown off their talents through campus wide programs like IU Sing. The program is held annually in February and raises money for scholarships for students at IU. During the winter of 1998 Latino students filled the cultural center with a mixture of high energy and hard work to accomplish what no other academic department had accomplished before: participation in IU Sing. Many nights were spent at La Casa practicing, and putting the costumes together. With the help of Lillian Casillas, then coordinator of La Casa, as well as students like Cynthia Fierro, MEZCLA was ready take IU Sing and give it a Latin flavor. In February 1998, OLA participated in this production for the first time in IU Sing history. The theme "Come and Ride the Train with MEZCLA" proved to be a crowd favorite and showcased the true talent of Latino students at IU. Taking the event to a new level, Latino students danced and sang to the rhythm of Santana's "Oye Como Va" and West Side Story's "I like to live in America", among others. The production's enthusiasm was rewarded with a fifth place in the Division C of IU Sing.

Cynthia Fierro, a senior from El Paso, Texas, majoring in Biology and co-president of LUIU, was leader of the IU Sing MEZCLA group and remembers all of the long nights of practice and preparation for this exciting event. "It was difficult to get everyone coordinated when it came to singing and dancing, but we had fun. I remember how nervous we were before we got on stage. The crowd sang with us and that was so encouraging considering it was our first time participating in IU Sing" (Cynthia Fierro, personal communication, March 14, 1999). Aida Martinez, a graduate assistant at the OLA and a graduate student in College Student Personnel, remembers that this idea started in a brief conversation with a student. "One minute I was talking to a student about IU Sing, then the next minute we had music, costumes and over 20 Latino students interested in IU Sing. Once MEZCLA made it to the stage, the crowd was on their feet dancing and singing, and I thought, 'We did it!'" (Aida Martinez, personal communication, March 30, 1999).

### **Final Thoughts from Georgia Burgueño**

It is with mixed emotions that I write this final good-bye to the Office of Latino Affairs. As I think back to all the students that I have met and those that I was able to help as they pursued an education at Indiana University, I am filled with thoughts of the past 18 years.

I arrived at Indiana University in 1980 from Southern California in pursuit of a graduate degree. I had no idea of what a wonderful education I would get during the last 18 years. What a joy it was to help the men of Sigma Lambda Beta start a chapter on this campus and then to serve as their Advisor. Or to help start the Gamma Phi Omega sorority and have the honor of being part of the Alpha chapter and to see other chapters at different campuses come on board. I was proud of what those five founding women did as role models for other Latinas. I mentioned some of the organizations I have been involved with because that is where my education really began. To be part of the energy of Latinos that have had to work hard and try to be the best on a campus that was, at times, hostile and isolating. To be part of a young organization like Latinos Unidos and see students working hard in their struggle to define themselves and to carve out the strong position they have today as a large recognized organization.

These students have gone on to pursue different careers and leadership roles in politics, law, education and business. Most were first generation to attend college and have gone back into their communities equipped with the leadership skills that they learned at Indiana University. They will always be part of the extended family of Latino students that have left their mark at Indiana University. Indiana University is the beneficiary of the diversity that comes with having Latinos on their campus. They bring a richness of food, language, music and color that makes the IU experience unique.

It has been an honor to be part of the Latino community at IU and to be part of the Office of Latino Affairs. It is my hope that the new direction the university takes will only make the climate welcoming and stronger for future Latino students. To quote Dean Torchinsky, "It's been a great ride."

## **Closing Remarks**

I met Tomás Rivera at a higher education conference in March 1984. The chancellor of the University of California, Riverside, the most distinguished Chicano educator in the nation, and the newly appointed dean of the Office at Latino Affairs at IU, talked at length that crisp sunny Chicago morning. Rivera agreed to visit IU again soon. Shortly before the visit was scheduled to take place, the news of his untimely death at age 49 shocked us all.

My conversation with Rivera has continued through the years. Becoming an administrator, his writings instructed me that "Administration encompasses anticipation and learning. But that is true, not only before you get into the job, but while you are in the job. When you cannot anticipate, when you cannot continue to learn once you get into a system, then you are not going to have much of an input into the system."

When I was consulted regarding an anthology of short stories to be published in Argentina, my recommendation was Rivera's "...y no se lo tragó la tierra" ("...and the earth did not devour him"), a story that has impacted me deeply.

The title story of the most important work dealing with the Chicano experience in the US was included in the anthology. In it a young boy, angry that his prayers for help have gone unanswered, curses God in order to invoke the devil. The devil does not appear and the earth does not open and swallow the boy, as he had expected. In the last story of the book, the boy, hiding under a house, contemplates the year that has just passed and comes to the realization that life is simply a process of discovery.

These days Rivera's writings remind me of his deliberate way to get at the running of the university. "I plan to become as totally familiar as I can with not only the present organization, the system, etc., but also the whole history of the development of the university. That is really important, that will give me a spiritual history of the university. From there you can gain the feeling and attitude of a university toward many things -- toward research, the quality of education."

It is in this spirit that I offer the history of the OLA to the Latino students, alumni, staff and faculty, and to the IU community. To ensure that the contribution of the OLA to the university, sparked by the activism of the Latino students, occupies the place it rightly deserves in the spirit of the university and is not swallowed by the passing of time.

So that the lessons learned will not be forgotten, and each new generation of students does not have to learn them again, student activism together with administrative commitment, hand in hand, can accomplish anything they set to accomplish.

As I contemplate the events that shaped the Latino experience at IUB I realize that, as demanding and exciting as the times have been, the biggest challenges and rewards are yet to come. The Latino community is energized, committed to having an input in its future in the context of the *20/20 Plan*, anxious to having a strong presence in the issues that confront our university, a voice that is respected, valued and sought.

There is an air of expectation for the creation of Latino Studies, the launching of the Latino Affiliate Group of the IU Alumni Association, and the renovation of La Casa. Also an air of anticipation for the implementation of the *20/20 Plan*, its implications in the recruitment and retention of Latino students, and in the new role of La Casa, with its own operating budget for the first time since its creation.

On a more personal note I'd like to acknowledge my debt of gratitude to those who entrusted me with the running of the OLA, as well as to those who contributed that my tenure as Dean of the OLA be as rewarding an experience as it has been.

Vice President Kenneth R. R. Gros Louis appointed me Acting Dean and then Dean of the OLA, and has been a faithful and consistent supporter of my efforts and of minority concerns at IUB through the years; I owe him much.

Dr. Herman Hudson showed me the way and inspired me to always seek new, more ambitious goals, not for me but for the community. And when things mattered most, he was always in my corner. Were it not for him, I'd not be where I'm today.

Albert Lerma and Georgia Burgueño, both IU graduates, served the OLA with dedication and distinction. We shared everything, frustrations and accomplishments alike. Much of the credit for the achievements of the OLA belongs to them.

Storme Day has been attached to the OLA longer than anyone else on campus; she is the spirit of the office. The Latino community is in debt to her.

Two individuals represent the essence of service to the Latino community, and the Office and students owe them much: Larry González and Michael Huerta.

And finally, my acknowledgement to those who taught me the most over the years, by simple example: the Latino students. I hope that my service to them has repaid them in part. The rest, and the best, is yet to come.

- Alberto Torchinsky