2019 AAHHE National Conference

CIVIL RIGHTS & THE LATINX COMMUNITY

Our Social, Economic, and Educational Future

DERECHOS CIVILES Y LA COMUNIDAD LATINX: Nuestro Futuro Social, Económico, y Educativo

FEBRUARY 28 – MARCH 2, 2019 | HILTON ORANGE COUNTY HOTEL | COSTA MESA, CA
ETS is dedicated to providing information and insights about what students know and can do, so you can help them make informed decisions about their best path forward. Our learning tools and assessments are research based, valid and fair — it’s how we stand by our mission to advance quality and equity in education for all learners worldwide.

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### FOURTEENTH ANNUAL NATIONAL CONFERENCE

**Conference At A Glance**

**February 28 – March 2, 2019**

**Hilton Orange County Hotel**

**Costa Mesa, California**

“Civil Rights & the LatinX Community: Our Social, Economic, and Educational Future”

“Derechos Civiles y la Comunidad LatinX: Nuestro Futuro Social, Económico, y Educativo”

#### WEDNESDAY, FEBRUARY 27

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:00 p.m. – 5:30 p.m.</td>
<td>Los Caminos – (Bristol I)</td>
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<tr>
<td>12:00 p.m. – 6:00 p.m.</td>
<td>Graduate Fellows Orientation – (Balboa Bay I)</td>
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<td>12:00 p.m. – 6:00 p.m.</td>
<td>Faculty Fellows Introductions – (Balboa Bay II)</td>
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<td>5:00 p.m. – 7:00 p.m.</td>
<td>NLA Fellows Orientation – (Emerald Bay I)</td>
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<td>7:00 p.m. – 8:30 p.m.</td>
<td>Fellows Orientation Dinner – (Laguna Beach I, II &amp; III)</td>
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<td>8:30 p.m. – 10:00 p.m.</td>
<td>Faculty &amp; Graduate Fellows Meeting – (Balboa Bay I &amp; II)</td>
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#### THURSDAY, FEBRUARY 28

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<tr>
<th>Time</th>
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<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>AAHHE Board Meeting – (Huntington Beach I)</td>
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<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>ETS Latino/a Student Success Institute – (Laguna Beach III)</td>
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<tr>
<td>8:00 a.m. – 4:00 p.m.</td>
<td>USDA Directors’ Meeting – (Dana Point)</td>
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<td>8:00 a.m. – 5:00 p.m.</td>
<td>Los Caminos – (Bristol I &amp; III)</td>
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<td>8:00 a.m. – 5:00 p.m.</td>
<td>AAHHE Graduate Fellows Workshop – (Balboa Bay I)</td>
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<td>8:00 a.m. – 5:00 p.m.</td>
<td>AAHHE Faculty Fellows Workshop – (Balboa Bay II)</td>
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<td>8:00 a.m. – 5:30 p.m.</td>
<td>New Leadership Academy – (Newport Beach III)</td>
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<td>12:00 p.m. – 2:00 p.m.</td>
<td>Student Success Institute Lunch – (Laguna Beach I &amp; II)</td>
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<td>1:00 p.m. – 4:00 p.m.</td>
<td>Community College Institute – (Emerald Bay I)</td>
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<td>1:00 p.m. – 4:00 p.m.</td>
<td>Pre-conference Workshop: Publishing in Professional Journals – (Laguna Beach III)</td>
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<tr>
<td>1:00 p.m. – 4:00 p.m.</td>
<td>Pre-Conference Workshop: Catalyzing Action for Systemic, Culture Change in Higher Education – (Dana Point)</td>
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<tr>
<td>1:00 p.m. – 4:00 p.m.</td>
<td>LatinX Leadership Symposium – (Newport Beach II)</td>
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CONFERENCE AT A GLANCE

1:00 p.m. – 5:30 p.m. Conference Registration – (Los Rios Foyer)
4:00 p.m. – 10:00 p.m. Exhibits Open – (Pacific Ballroom IV)
4:00 p.m. – 5:00 p.m. New Conference Attendee Orientation – (Emerald Bay II)
4:30 p.m. – 5:30 p.m. USDA Poster Sessions – (Pacific Ballroom I, II & III)
5:30 p.m. – 7:30 p.m. Plenary Session #1 - Opening (Pacific Ballroom I, II & III)
8:00 p.m. – 10:00 p.m. Conference Reception – (Heavy hors d’oeuvres) (Pacific Ballroom IV)

FRIDAY, MARCH 1

7:00 a.m. – 8:00 a.m. Coffee – (Pacific Ballroom IV)
7:00 a.m. – 6:00 p.m. Exhibits Open – (Pacific Ballroom IV)
7:30 a.m. – 4:00 p.m. Conference Registration – (Los Rios Foyer)
8:00 a.m. – 9:30 a.m. Plenary Session #2 – Cigarroa Family Medical/STEM Lecture (Breakfast) (Pacific Ballroom I-III)
8:00 a.m. – 5:00 p.m. Los Caminos – (Bristol I & III)
8:00 a.m. – 5:00 p.m. Graduate Fellows Workshop – (Balboa Bay I)
8:00 a.m. – 5:00 p.m. Faculty Fellows Workshop – (Balboa Bay II)
9:45 a.m. – 11:00 a.m. Concurrent Sessions (11)
11:15 a.m. – 12:30 p.m. Concurrent Sessions (11)
12:45 p.m. – 2:00 p.m. Plenary Session #3 – Tomas Rivera Lecture (Luncheon) (Pacific Ballroom I, II & III)
2:15 p.m. – 3:30 p.m. Concurrent Sessions (11)
3:45 p.m. – 5:00 p.m. Concurrent Sessions (11)
5:00 p.m. – 6:30 p.m. President’s Award Reception – (Light hors d’oeuvres) (Pacific Ballroom IV)

SATURDAY, MARCH 2

7:00 a.m. – 8:00 a.m. Coffee – (Pacific Ballroom IV)
7:00 a.m. – 1:00 p.m. Exhibits Open – (Pacific Ballroom IV)
7:30 a.m. – 12:00 p.m. Conference Registration – (Los Rios Foyer)
8:00 a.m. – 9:15 a.m. Los Caminos Fellows Career Preparation Institute – (Bristol I)
8:00 a.m. – 9:15 a.m. Concurrent Sessions (11)
9:30 a.m. – 11:00 a.m. Plenary Session #4 - Awards (Breakfast) (Pacific Ballroom I, II & III)
11:00 a.m. – 12:00 p.m. Conference Closure – (Pacific Ballroom I, II & III)
12:00 p.m. – 5:00 p.m. Graduate Fellows – (Balboa Bay I)
12:00 p.m. – 5:00 p.m. Faculty Fellows – (Balboa Bay II)
“As an inclusive polytechnic university, our vision is to contribute to the economic and social well-being of our communities by connecting our talent, knowledge and educational resources with local, national and global partners.”
— Soraya M. Coley, President
February 28, 2019

Dear Valued Members of AAHHE,

On behalf of the Board of Directors, I would like to extend a warm welcome to each and every one of you! Thank you for joining us in Costa Mesa, California for the 14th annual national conference.

Serving as the inaugural Chairwoman of the Board of Directors this past year has been an honor and a privilege. It has been an opportunity to revisit our past and evaluate our present as we look to the future and the many challenges and opportunities before us. As we enter a new phase of leadership, there is a collective synergy to consider new avenues to raise awareness of AAHHE’s objectives, new channels to inform and educate leaders and decision-makers at all levels of civic, governmental and educational institutions, and new partnerships and collaborations, all focused on improving and enhancing the current environment for the Latinx population in higher education.

You are a very important part of this new phase. We welcome your voice and know that we are here to listen to your ideas, suggestions, and concerns. Your input, commitment, and expertise are a vital part of this organization. I strongly encourage you to connect with any of the Board of Directors during the conference, or post-conference, to share how AAHHE can better serve its membership and continue to evolve as a sustainable organization for the next generation.

I would also like to take this opportunity to express our profound appreciation to our generous sponsors for their continued commitment to AAHHE and its mission. Their dedication to promoting higher education for the Latinx population has enabled us to convene practitioners and scholars to share best practices, support participants in AAHHE’s signature Fellows programs focused on developing the future higher education faculty and administrators, as well as recognize and celebrate the achievements of individuals and their contributions to the public good. The leadership of Chapman University, Education Testing Service, Pepsi Company, Southwest Airlines, and the United Parcel Service have clearly demonstrated the power of partnership and collaboration and I invite all participants to convey your appreciation to them as well throughout your time at the conference.

Our wish is that you leave with renewed validation of your commitment and work, reenergized to continue addressing the challenges before us, and reinvigorated to pursue opportunities to advance the Latinx population in the higher education enterprise. Thank you again for taking time from your busy schedules to be with us.

Sincerely,

JoAnn Canales, Chairwoman
AAHHE Board of Directors
Welcome to the 2019 AAHHE National Conference!

It is my great privilege to welcome you to the 14th annual gathering of the American Association of Hispanics in Higher Education. As president, I am proud of, and humbled by, the growth and increasing influence of AAHHE through these 14 years. I credit the tireless dedication of the AAHHE Board of Directors and the contributions of each AAHHE individual and institutional member that make an AAHHE national conference a truly special time.

This year’s theme of Civil Rights and the Latinx Community: Our Social, Economic, and Educational Future speaks to the urgency of increasing the equity and representation of Hispanics at every level of education, and in higher education in particular. The fractious national climate and continued expansion of the Hispanic population in our country dictate the imperative need to find and apply solutions for these issues. All of our efforts at this year’s conference have the underlying purpose of upholding, supporting and improving civil rights for the Latinx community.

Continuing in our commitment to support the best up-and-coming scholars and academic leaders are several highlights of every conference: the Faculty and Graduate Fellows programs, and the 12th ETS Outstanding Dissertation Competition winners. Since beginning these enriching programs, we’ve mentored 131 Faculty Fellows and 214 Graduate Fellows, and awarded 40 dissertation winners. As well, the 9th Latino/a Student Success Institute, generously sponsored by Education Testing Service, elevates leaders in the student success field with the latest in best practices and research.

The research, expertise and passion of our concurrent session presenters will be evident to you as you read through and select the sessions to attend. In addition, AAHHE commissioned four new Scholarly Papers to be presented this year, for an impressive 55 original academic works based on our conference themes.

We are honored to welcome our panelists for the 35th Tomas Rivera Lecture, and Dr. Olivia Graeve, Professor of Mechanical Engineering at the University of California, San Diego, who will present the third annual Cigarroa Family Lecture. You will enjoy reading the AAHHE 2019 Book of the Year: DIARY OF A RELUCTANT DREAMER, Undocumented Vignettes from a Pre-American Life, written by Alberto Ledesma. These keynote addresses are not to be missed, along with the AAHHE annual Awards Breakfast recognizing excellence in Hispanic leadership on Saturday morning.

I encourage you to plan your conference experience to its fullest — to attend as many sessions, meet as many attendees, and enter into as many conversations as you can. You will likely be inspired in a new direction, meet a new collaborator, or find encouragement and support within the AAHHE familia.

My deep personal thanks go to each of the AAHHE Board of Directors, colleagues and AAHHE student workers who provide support throughout the year to ensure this conference is a success. I wish everyone an excellent conference.

Sinceramente,

Loui Olivas
President
February 28, 2019

Dear AAHHE Conference participants:

Welcome to AAHHE’s 14th Annual Conference. I am proud to be serving as this year’s National Conference Chair, and inspired by my experiences at past conferences to do all I can to make sure we present the best national conference yet.

I can assure you that the selected concurrent sessions and the invited keynote speakers are fully committed to this year’s theme of civil rights and the social, economic and educational future of the Latinx community. The five pillars selected to inform us on this theme are timely, relevant, and essential. Each pillar addresses a key element of the political, educational, and cultural discourse in our country.

- Serving Latinx Students in Community College
- Creating Pathways for Latinx Students in the STEM fields
- Meeting the Needs of Immigrant Students
- La Mujer en Educacion: Challenges, Strengths, and Contributions
- Policy, Assessment and Academic/Workforce Preparation

It is incumbent upon each of us to be informed of these issues so that when we return to our institutions, we are able to discuss related policies, practices and opportunities from a position of expertise and leadership. Please make every effort to educate yourself in areas that are new to you in addition to strengthening your knowledge in your field.

I look forward to greeting long-time peers and mentors I met at past AAHHE conferences, as well as matching new names with new faces. The energy that comes from bringing together Hispanic scholars and leaders from across the country, along with young scholars and future leaders, is tangible at an AAHHE conference. I ask attendees to meet and encourage this year’s cadre of Faculty and Graduate Fellows, and likewise, I call on the Fellows to meet and ask questions of our experienced members.

I wish you each a full and inspiring conference, and hope that when you leave you take with you a renewed commitment to address these critical issues within your home institution: civil rights and the Latinx community.

Sincerely,

Victor Saenz
Vice-chair and National Conference Chair
At Chapman University, more than 300 students, faculty and staff members lead efforts to engage in dialogue, strategize for change and create a new level of inclusion in our curriculum and campus life.

We recognize it takes a diverse community to accomplish anything imaginable.
February 27, 2019

Dear colleague,

I am delighted to welcome you to the FY 2019 Hispanic-Serving Institutions (HSIs) Education Grants Program New Project Director’s (PDs) Meeting. This year we are holding the meeting in coordination with the 14th Annual Meeting of the American Association of Hispanics in Higher Education (AAHHE).

The HSIs Education Grants Program supports food, agricultural, and human sciences (FANH) at the U.S. Department of Agriculture’s (USDA) National Institute of Food and Agriculture (NIFA). Funding provided by this program aims to strengthen the ability of the institutions to recruit, retain, train, and develop the next generation of scientists, leaders, and highly-skilled workforce.

The AAHHE conference might seem like an unlikely platform for the USDA’s HSIs Education Grants Program PDs meeting. However, they have many things in common. After all, the USDA is known as the People’s Agency. During the HSIs PDs meeting we discuss strategies, programs, and techniques funded to increase participation of underrepresented minority students in the FANH and STEM disciplines. We also discuss how to attract, recruit, and retain students to new emerging technologies. All these topics are embedded within the AAHHE conference and are discussed among scholars and practitioners.

During the conference, HSIs project directors will have the opportunity to network and learn about what other educators and professionals are doing to remove the barriers faced by students in completing a degree and jumpstarting their careers. In addition, there will be opportunities to brainstorm and rethink the current practices and assistance provided to students.

Students will have opportunities to interact with other students from different institutions and will learn about different career paths as well as how to continue to develop their skills. They will also be exposed to thought-provoking lectures on topics very relevant to them and their identity.

I would like to end by thanking the AAHHE Board and its members for the opportunity to collaborate and join efforts to improve student achievement. Finally, I would like to thank USDA’s NIFA for their commitment to supporting the HSIs and their students and allowing me the opportunity to be here with you.

Wishing you the best,

Irma A. Lawrence
National Program Leader
National Institute of Food and Agriculture, USDA

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Providing an exceptional educational experience, California State University, Fullerton is proud to be recognized as one of the nation’s most diverse universities. In fact, we’re No. 5 in the nation for bachelor’s degrees awarded to Hispanics.*

For more information, visit reachhigher.fullerton.edu

*Diverse: Issues in Higher Education (August 2018)
THURSDAY, FEBRUARY 28, 2019

LATINX LEADERSHIP SYMPOSIUM

Latinx Administrative Leaders on Leading Professional and Institutional Change

Room: Newport Beach II

Presenters:
Patricia Arredondo
President
Arredondo Advisory Group

Carlos E. Santiago
Commissioner of Higher Education
Commonwealth of Massachusetts

Gilbert J. Contreras
Vice President, Student Services
Fullerton College

Waded Cruzado
President
Montana State University

Blandina Cardenas
Retired President
University of Texas Pan American

This session is designed for administrators, faculty, and decision makers planning for career advancement. Contemporary Latinx academic administrators are often “firsts” in their institutional positions navigating organizational cultures with interpersonal and business challenges. To succeed, they apply leadership acumen, experiences, and determination to provide vision and lead change. Latinx administrators are also scholars and community-builders and leverage their cultural and political capital to respond to multiple constituencies in a contentious sociopolitical climate.

Our three speakers have been “firsts” in multiple institutions in both academic and student affairs. Using a case study approach, they will have lessons to share about their journeys, challenges, achievements, and experiences in leadership program participation. Insights into the curriculum and approach offered by The National Leadership Academy (NLA), co-hosted by AAHHE and the University of Michigan, that draw upon traditional leadership theory and recent scholarship that investigates the roles of leaders under highly contested and complex conditions, will be provided.

PRE-CONFERENCE WORKSHOP

Publishing in Professional Journals
Room: Laguna Beach III

Presenters:
Terry Rizzo
Professor, Department of Kinesiology
California State University, San Bernardino

Victor B. Saenz
Associate Professor
Higher Education Administration
The University of Texas at Austin

This workshop is designed to introduce the proper protocols, characteristics, and processes for submitting articles to professional publications by discipline and methodology. Participants in this workshop will walk away with knowledge and information on how to prepare manuscripts for publication in journals as well as other outlets.

PRE-CONFERENCE WORKSHOP

Catalyzing Action for Systemic, Culture Change in Higher Education
Room: Dana Point

Presenters:
Frazier Benya
Senior Program Officer
National Academies of Sciences, Engineering, and Medicine

Maria Lund Dahlberg
Program Officer
National Academies of Sciences, Engineering, and Medicine

Lorelle Espinosa
Vice President for Research
American Council on Education

Layne Scherer
Program Officer
National Academies of Sciences, Engineering, and Medicine

The National Academies of Sciences, Engineering, and Medicine released several reports in 2018 critical to the future of higher education. The reports recommend actions for stakeholders at all levels to make a sustainable shift towards more inclusive, diverse, and equitable environments for all learners. This workshop will engage participants with the key themes to three completed reports (Graduate STEM Education for the 21st Century; Minority Serving Institutions America’s Underutilized Resource for Strengthening the STEM Workforce; and Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine) as well as invite input to inform the forthcoming report on The Science of Mentoring in STEMM.
PLENARY SESSIONS AGENDA

FEBRUARY 28, 2019

THURSDAY, FEBRUARY 28, 2019

THURSDAY, FEBRUARY 28, 2019
5:30 P.M. – 7:30 P.M.

PLENARY SESSION #1
Opening Plenary Session
Pacific Ballroom, I, II & III

Welcome:
JoAnn Canales, Chairwoman, AAHHE
Loui Olivas, President, AAHHE

Presiding:
Victor Saenz, Conference Chair & AAHHE Vice Chair

AAHHE Graduate Fellows:
Øscar Medina, Chair
Ibette Valle, Co-chair

AAHHE Faculty Fellows:
Pedro Nava, Co-chair
Maria Ledesma, Co-chair

Los Caminos Fellows:
Jaime Chahin, Program Director and AAHHE Treasurer

New Leadership Academy Fellows:
Patricia Arredondo, AAHHE Board Member

AAHHE Book of the Year Introduction:
Edith Fernández, AAHHE Board Member

2019 Book:
Alberto Ledesma (UC Berkeley): DIARY of a RELUCTANT DREAMER: Undocumented Vignettes from a Pre-American Life

Opening Session Speaker:
Thomas A. Saenz, President, MALDEF
Introduction, Stella Flores, AAHHE Board Member

Conference Reception: 7:30 p.m.
(Heavy hors d’oeuvres), Pacific Ballroom IV

OUR STUDENTS CHANGE LIVES.
AND COMMUNITIES.

California State University, Dominguez Hills has a 50-year tradition of preparing students from diverse backgrounds and experiences for careers, leadership and civic engagement.

WE ARE PROUD TO BE A HISPANIC SERVING INSTITUTION

- 63% OF THE CLASS OF 2018 WAS HISPANIC
- 51.8% WERE FIRST GENERATION COLLEGE GRADUATES

We commend the American Association of Hispanics in Higher Education for its commitment to equity in higher education.

Learn more at CSUDH.EDU
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CSUDH
CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS
FRIDAY, MARCH 1, 2019

PLENARY SESSION #2

Breakfast
Room: Pacific Ballroom, I, II & III

Presiding:
Waded Cruzado, AAHHE Board Member

2019 Cigarroa Family Medical/STEM Lecture:
Dr. Olivia Graeve, Professor,
Mechanical Engineering University of California, San Diego

FRIDAY, MARCH 1, 2019
12:45 P.M. – 2:00 P.M.

PLENARY SESSION #3

Luncheon
Room: Pacific Ballroom, I, II & III

Presiding:
Jim Estrada, AAHHE Board Member

Tomás Rivera Lecture Panel:
Abigail Golden-Vásquez, Executive Director, Latinos & Society Program, Aspen Institute
Marta Tienda, Maurice P. During ’22 Professor of Demographic Studies and Professor of Public Affairs, Woodrow Wilson School of Public and International Affairs, Princeton University
Rogelio Sáenz, Dean, College of Public Policy and the Mark G. Yudof Endowed Professor, University of Texas-Austin
David Hayes-Bautista, Professor of Medicine and Director of the Center For the Study of Latino Health & Culture, School of Medicine, University of California, Los Angeles

FRIDAY, MARCH 1, 2019
5:00 P.M. – 6:30 P.M.

AAHHE President’s Award Reception

Presiding: Adriana Flores-Ragade
Welcome: Loui Olivas, President
Introduction: Lenora Green, VP of Philanthropy, ETS
Award Recipient:
The Honorable Mari-Luci Jaramillo, Former U.S. Ambassador, Honduras

SATURDAY, MARCH 2, 2019

PLENARY SESSION #4

Annual Awards Breakfast
Pacific Ballroom I, II & III

Presiding: JoAnn Canales, AAHHE Chairwoman
Program Closure:
Victor Saenz, National Conference Chair
Loui Olivas, President

“My experience as an AAHHE Graduate Fellow this past year has forever changed my experience in the academy, more so than I had ever expected. As a doctoral student, I have searched for communities that embrace my identities and affirm my voice as a scholar. The AAHHE Graduate Fellow Program created this very space for me. As an aspiring faculty member, I recognize that it is my responsibility to give back to the communities that have provided me with so much over the years. AAHHE is certainly one of these communities that I look forward to serving in years to come.”

Antonio Duran
2018 Graduate Fellow, Doctoral candidate
Higher Education and Student Affairs
The Ohio State University
AAHHE SCHOLARLY PAPER #1
Presentation Title: Latinx Continued Demographic Growth: Implications on Educational Practices and Policy
Laguna Beach 1
Rogelio Saenz
Dean and Mark G. Yudof Endowed Professor
College of Public Policy
University of Texas at San Antonio

The Latinx population is the engine of U.S. population change. This paper uses data from the American Community Survey to examine the demographic and socioeconomic characteristics of Latinx persons. Population projections are also used to assess the increasing presence of Latinx individuals in the educational system in the coming decades. The paper provides an overview of the implications of the growth of the Latinx population on educational practices and policies.

ETS OUTSTANDING DISSERTATIONS COMPETITION: 3RD PLACE WINNER
Presentation Title: A Critical Race Ethnography Examining Dual-language Education in the New Latinx Diaspora: Reinforcing and Resisting Bilingual Education’s Racial Roots
Laguna Beach 3
Laura C. Chávez-Moreno
Postdoctoral Scholar
University of Wisconsin, Madison

This ethnography examined the racial ideologies undergirding a dual-language (DL) program’s policies and teaching. The analysis contributes four findings: DL preserved the value of whiteness; the program’s conceptualization of equity was limited; teachers conceptualized DL as culturally relevant because it offered biliteracy, thus, made sense of Latinx underperformance through deficits; and teachers discursively positioned Latinx and Black students against each other. The implications invite reimagining DL as a political project that develops critical racial consciousness.

NEW LEADERSHIP ACADEMY TEAM (NLA)
Presentation Title: Leadership in Ambiguity: Creating Meaning to Promote Equity and Inclusion
Laguna Beach 2
Jacki Black
Associate Director for Hispanic Initiatives
Marquette University
Shantelle Cavin
Graduate Program Outreach Specialist
Wayne State University
Hector Galván
Program Manager for Academic Multicultural Initiatives
University of Michigan
Enrique Gonzalez-Salgado
Sr. Director of Development
Mihaylo College of Business and Economics at Cal State Fullerton
Kimberly Mulligan-Guy
COSAM Director of Diversity and Multicultural Affairs
Auburn University

Leaders must be prepared for challenging and sometimes ambiguous situations and help create meaning in spaces of collective interest. This presents a particular challenge for leaders in the area of Diversity, Equity, and Inclusion. Participants will engage in a hands-on activity that puts into tension the ideals of safe spaces and freedom of thought and expression.

CREATING PATHWAYS FOR LATINX STUDENTS IN THE STEM FIELDS
Presentation Title: Wizards, Potions, and Summer Programs: The Unofficial Hogwarts School of STEM
Newport Beach 3
Alicia Quiroz
STEM Director
Office of the VP for Resource Development
Laredo College
Nora Garza
VP for Resource Development
Office of the VP for Resource Development
Laredo College
Rosemary Aguero
Advisement Coordinator Advocate
Office of the VP for Resource Development
Laredo College
Using research focused best practices from the Title V: Focus on Student Success Grant, the LEAPS Grant used timely, on-demand interactive elements to keep students engaged in a STEM-geared summer program. This new effort leaps to the next level of gathering evidence-based research in STEM Hispanic students and engagement strategies. Wizards will walk away with an approach to develop and/or revamp a STEM summer program to include elements of instruction, pop culture, media, gamification, and undergraduate research.

FRIDAY, MARCH 1, 2019  
9:45 A.M. – 11:00 A.M.

LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS

Presentation Title:  
¿Jefa a a University? ¡igualada!  
Narratives of Latinas/Hispanic Women in Higher Education  
Emerald Bay 1

Daisy Barrón Collins  
Instructor  
Reading, Foundations, & Technology  
Missouri State University

The purpose of this presentation is twofold: (1) present the adequate resources Latinas and Hispanic womens received in their journey to higher education institutions in the Midwest of the United States (Monzó & SooHoo, 2014; Motta, 2011; Rodríguez-Ingle, 2000), and (2) discuss how organizational environments and practices hindered Hispanic women/Latinas’ pathways to administrative or senior leadership positions in higher education through a leadership model (Bell, 2004; Espino, 2015; Ortega-Liston & Rodriguez Soto, 2014).

FRIDAY, MARCH 1, 2019  
9:45 A.M. – 11:00 A.M.

SERVING LATINX STUDENTS IN COMMUNITY COLLEGE

Presentation Title: Fostering Transfer through a Culturally Rich First-Year Program at the Community College  
Emerald Bay 3

Erin Doran  
Assistant Professor  
School of Education  
Iowa State University

This presentation describes the curriculum of the Texas-based Ascender program and the experiences of students (approximately 90% of whom are Latinx) who participate in this program. In addition to helping students transition out of developmental education, the Ascender program fosters students’ navigational capital. Results show that through a rich first-year experience, students learn how to better navigate the complex systems of financial aid and transfer policies while also building their confidence as successful college students.

FRIDAY, MARCH 1, 2019  
9:45 A.M. - 11:00 A.M.

POLICY, ASSESSMENT, AND ACADEMIC/WORKFORCE PREPARATION

Presentation Title: Reclaiming Home Knowledge: How Latinx Cultural Wealth Serves Academic Spaces  
Newport Beach 1

Yajaira Calderon  
Graduate Student  
University of California Riverside

Louie F. Rodriguez  
Assistant Professor  
University of California Riverside

Lorena Gutierrez  
Assistant Professor  
University of California Riverside
Through the exploration of excellence (Rodriguez, 2015), the presenters engaged with youth to highlight often-ignored sources of cultural wealth that Latinx students bring to academic spaces. Whether through intergenerational knowledge, or acknowledgment of home identities, the presenters showcase students’ cultural wealth through descriptive educational journeys and a Loteria inspired project. Using funds of knowledge (Moll et al., 1992) and familismo (Calzada et al., 2012), the presenters seek to begin a discussion centering cultural wealth among Latinx students and explore implications across the educational pipeline.

**FRIDAY, MARCH 1, 2019**
9:45 A.M. – 11:00 A.M.

**MEETING THE NEEDS OF IMMIGRANT STUDENTS**

Presentation Title: Supporting Undocumented Students: The Power of a Community Framework on Campus

Newport Beach 2

Joanna Perez
Assistant Professor
Department of Sociology
California State University, Dominguez Hills

Arlin Gonzalez
Advisor
California State University, Dominguez Hills

Ana Miriam Barragan Santoyo
Coordinator
California State University, Dominguez Hills

Drawing from collaborative efforts, presenters will discuss ways to support the success and well-being of undocumented students through a holistic and intersectional lens. Faculty, staff, administrators, and students will learn tools, strategies, and ally practices to respond to the needs of immigrant students. Specifically, presenters will highlight academic, mental health, and programming support aimed to encourage participants to think creatively of how to support and empower immigrant students on their own campuses.

**FRIDAY, MARCH 1, 2019**
9:45 A.M. – 11:00 A.M.

**CREATING PATHWAYS FOR LATINX STUDENTS IN THE STEM FIELDS**

Presentation Title: Persistence and Identity-Development of Latina/o/x STEM Students in Two-Year and Four-Year Colleges

Huntington Beach 1

Nancy Acevedo-Gil
Assistant Professor
California State University, San Bernardino

Elvira Abrica
Assistant Professor
University of Nebraska, Lincoln

Sarah Rodriguez
Assistant Professor
Iowa State University

This session focuses on the obstacles encountered and resources used by Latina/o/x STEM students at community colleges and four-year colleges. Findings from three empirical studies of persistence and identity development among S-STEM scholars and Latina/o students in engineering are presented. The session will be helpful to those interested in increasing engagement efforts by fostering a sense of belonging and developing a STEM identity for Latina/o/x students.

**FRIDAY, MARCH 1, 2019**
9:45 A.M. – 11:00 A.M.

**SERVING LATINX STUDENTS IN COMMUNITY COLLEGE**

Presentation Title: Second Chances: Testimonio of Formerly Incarcerated Latino Community College Students

Bristol Bay 1

Melissa Abeyta
Graduate Research Associate
Community College Equity Assessment Lab (CCEAL)
San Diego State University

The purpose of this presentation is to advocate for policies, programs, and services at community colleges that support formerly incarcerated Latino male students to help them navigate the higher education pipeline. The study examines the experiences of formerly incarcerated Latino male students attending community colleges and the role of their campus as they transition to college and develop their student identity.
FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

AAHHE SCHOLARLY PAPER #2

Presentation Title: Latinx Students and the Greek Familia: Hazing Perceptions among Latinx College Students
Laguna Beach 1

Raquel Botello
Assistant Professor of Psychology
Department of Psychology and Sociology
Texas A&M University – Corpus Christi

Hazing practices have continued to be a problem within Greek culture, however, little is known about perceptions of Latinx students who are part of Greek organizations. This paper explores the relationship between cultural values, social connectedness to Greek culture, perceptions of hazing, and ethnic identity among Latinx students who are part of both traditional and non-traditional multicultural fraternities and sororities. The presenters explore how intersecting values may impact the perceptions of hazing and the connection among Latinx students.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

ETS OUTSTANDING DISSERTATIONS COMPETITION: 2ND PLACE WINNER

Presentation Title: Apoyo Sacrificial, Sacrificing Support: Understanding Undocumented Latina/o Parents’ Engagement in Students’ Post-Secondary Planning and Success
Laguna Beach 3

Stephany Cuevas
Academic Pathways Postdoctoral Fellow
Harvard University

This dissertation explores how undocumented Latina/o parents describe and make sense of their sacrificios and apoyo as they engage in their children’s post-secondary aspirations. This study conceptualizes undocumented Latina/o parents’ engagement as apoyo sacrificial, or an engagement that is shaped and bounded by the limitations of their “illegality.” Additionally, it not only identifies the political and educational barriers these parents face, but also examines the critical and intentional ways in which they respond to these.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

NEW LEADERSHIP ACADEMY TEAM (NLA)

Presentation Title: Hidden Curriculum: The Art of Navigating Higher Education
Laguna Beach 2

Josephine Mendoza-Kershaw
Professor and Associate Dean
The Christ College of Nursing and Health Sciences
Brad Romans
Director of Affairs
Baker College

Hidden policies, practices, procedures, and beliefs pose significant obstacles to individuals at many points in their experiences with higher education. As demographic shifts evidence the need for a sustained examination of institutional bias, this interactive session will engage with the framework of hidden curriculum in higher education in order to reframe notions of access and equity. This session will use visual and experiential materials, and will benefit aspiring leaders in higher education.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS

Presentation Title: “We Have to Be the Ones that Create the World that We Want to See”: Testimonios from Transformative Latina/Chicana Senior Higher Education Student Affairs Leaders
Newport Beach 3

Molly Morin
Program Manager
LiFT Scholars Program
Indiana University-Purdue University Indianapolis
Breseida Elenes
Graduate Assistant, Leadership Studies
University of California, San Diego

Testimonio as a methodology affirms Latinas/Chicanas’ lived experiences as a source of inquiry. By imparting findings from two testimonio studies, this session will illuminate the resources Latina/Chicana senior-level leaders benefit from in their career pathways and the assets they bring to higher education/student affairs administration. By centering Latina/Chicana administrators’ personal realities, staff, faculty, and students can learn from the participants’ testimonios to reflect upon how our institutions can support the next generation of Latina leaders.

AAHHE | WWW.AAHHE.ORG
FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

**LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS**

**Presentation Title: Latinx students in California Community Colleges: An Opportunity to Increase Equity**
Emerald Bay 1

Abigail Bates  
Senior Research Analyst  
The Campaign for College Opportunity

Allison Bell  
VP of Policy Research  
The Campaign for College Opportunity

Participants will learn about public higher education leadership by race and gender, focusing on Latina leadership. Discussion will include reasons for the race and gender disparity as well as practices that exacerbate this inequity, including: recent allegations of salary disparities, hiring practices, and effects on leaders and students. Practitioners, researchers, administrators, and policy-makers would benefit from the information and practices highlighted in this session.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

**POLICY, ASSESSMENT AND ACADEMIC/ WORKFORCE PREPARATION**

**Presentation Title: Enhancing University Student Success through a Chicano/Latinx Student Success Center: Insights from a Research-Based Model of Student Engagement**
Emerald Bay 3

Marcos Pizarro  
Professor of Chicana and Chicano Studies  
Faculty Fellow, Chicano/Latinx Student Success Center  
San José State University

Erick Macias-Chavez  
Intern & Student Researcher, Chicano/Latinx Student Success Center  
San José State University

Maria Elizabeth Montes  
Student Researcher, Chicano/Latinx Student Success Center  
San José State University

This session is intended for college faculty and staff involved in efforts to increase Latinx student engagement and success. Participants will learn from a study that employs innovative forms of assessment to unpack a holistic model of Latinx student engagement based on the Community Cultural Wealth model (Yosso, 2005). The study and the center focus on several key constructs: student sense of belonging, holistic well-being, campus engagement, and academic engagement.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

**MEETING THE NEEDS OF IMMIGRANT STUDENTS**

**Presentation Title: Examining Racist Nativist Microaggressions in the Age of Trump**
Newport Beach 1

Valerie Gomez  
Co-coordinator  
DREAM Scholars  
University of California, Irvine

Lindsay Peréz Huber  
Associate Professor  
Advanced Studies of Education and Counseling  
California State University, Long Beach

This session will present findings from a qualitative study examining how Latinx DACAmented college students encounter with racist nativist microaggressions in schools during the Trump Era. Participants will learn about the effects of racist nativism on these students and the strategies they utilize to resist and maintain hope for the future. This session will benefit audience members concerned with how the current anti-immigrant political climate is impacting undocumented students, families, and communities.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

**LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS**

**Presentation Title: Latina Mamí Scholars on the Tenure Track**
Newport Beach 2

Tracy Arámbula Ballysingh  
Assistant Professor  
Leadership and Developmental Sciences  
University of Vermont

Claudia Garcia-Louis  
Assistant Professor  
Educational Leadership and Policy Studies  
University of Texas San Antonio

Courtney Luedke  
Assistant Professor/Program Coordinator  
Curriculum and Instruction  
University of Wisconsin-Whitewater
FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

POLICY, ASSESSMENT AND ACADEMIC/ WORKFORCE PREPARATION

Presentation Title: The Role of Academic Supports in Creating a Latinx Thriving Culture in an Emerging HSI
Emerald Bay 2

Frances Contreras
Associate Vice Chancellor
Education Studies
University of California, San Diego

Mayra Puente
PhD Student
Education Studies
University of California, San Diego

Brianna Ramirez
PhD Student
Education Studies
University of California, San Diego

Jesse Enriquez
PhD Student
Education Studies
University of California, San Diego

Latina tenure-track mamí-scholars will share their testimonies of the many ways they navigate and resist a largely white patriarchal academy. Participants will gain a greater understanding of the multiple barriers #LatinaMamiScholars overcome to succeed in academe. Further, they will identify the ways in which they can disrupt hostile patrinormative and white supremacist institutional policies and practices. This session will benefit students, aspiring faculty, faculty, staff, and administrators.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS

Presentation Title: Creando Sueños con Semillas de Amor, Mexican and Latina Mothers as Leaders and Mentors: A Model for FGCS Parent Engagement
Huntington Beach 1

Yesenia Fernández
Assistant Professor
College of Education
California State University, Dominguez Hills

This session examines Participatory Action Research highlighting the contributions of mujeres, Mexican and Latina mothers of first-generation college students (FGCS), who developed and presented workshops for elementary school parents. The Mexican and Latina mothers reflected on their students’ college-going journeys and taught parents how to inspire their children’s dreams and overcome institutional barriers by tapping into their funds of knowledge and cultura to bridge the gaps between home and school. Participants will discuss this model for FGCS parent engagement.

FRIDAY, MARCH 1, 2019
11:15 A.M. – 12:30 P.M.

SERVING LATINX STUDENTS IN COMMUNITY COLLEGE

Presentation Title: Latinos en Tejas: Latino Male Community College Students’ Educational Patterns in Texas
Bristol Bay 1

Victor Saenz
Associate Professor & Chair
Department of Educational Administration
University of Texas, Austin

DeAna Swan
Doctoral Student
University of Texas at Austin

This session will discuss academic support services and their role in successfully transitioning first-generation Latinx and underrepresented students to college. Initial findings from survey (n=325) and interview (n=55) data confirm the positive impact of culturally relevant pedagogy in undergraduate student achievement. A discussion of promising campus programs and practices will also occur as participants are asked to reflect on their own institutional infrastructures and cultures that promote a high sense of belonging and academic success.
Using longitudinal enrollment and degree completion data, this presentation takes an in-depth look at the following findings about Latino male community college students in Texas: (a) degree completion is lagging behind as compared to the statewide male percentage; (b) while still lower than their female counterparts, enrollment and degree completion is on the rise; and (c) border regions of El Paso and Edinburg show unusually high enrollment percentages at both two-year and four-year colleges.

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

AAHHE SCHOLARLY PAPER #3

Presentation Title: A Critical Analysis of the Presence and Positioning of Latina Professors in Social Science and Humanities Literature
Laguna Beach 1

Leslie D. Gonzales
Associate Professor, Higher Education
Michigan State University

Guadalupe Saldivar
Career and Internship Specialist
California State University at San Bernardino

This paper sought to understand the presence and positioning of Latina professors in social science and humanities literature. Through a careful review of thousands of articles published between 2000-2016, the paper reveals that little scholarship has centered Latina faculty members. Additionally, a thematic analysis shows that when Latina faculty are featured in scholarship, they are rarely positioned as intellectuals. Drawing on Latina Feminism, the paper articulates both scholarly and practical implications.

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

ETS OUTSTANDING DISSERTATIONS COMPETITION: 1ST PLACE WINNER

Presentation Title: Cultivating our Nation’s Engaged Citizenry: Institutional Factors that Promote the Civic Engagement of College Students
Laguna Beach 3

Cynthia Alcantar
Postdoctoral Scholar of Sociology Consortium for Faculty Diversity Fellowship
University of California, Los Angeles

This quantitative study explored the institutional- and student-level factors that affect the development of students’ level of civic values—defined as a long-term commitment to civic engagement—after four years of college enrollment, using a longitudinal dataset of college students. Findings from this study demonstrate differences in the factors that promote civic values of students based on race/ethnicity and institutional contexts. The findings help higher education institutions understand the practices that promote student’s civic values.

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

NEW LEADERSHIP ACADEMY TEAM (NLA)

Presentation Title: Advancing La Mujer as Leaders in Higher Education: Reflections on Leadership
Laguna Beach 2

Claudia Catota
Chief Diversity Officer and Assistant to the President
California State University, Bakersfield

Denise Mallett
VP of Enrollment Management & Student Affairs
Marygrove College

Katina Moore
Director of Admissions and Enrollment Management
University of Michigan—Stamps School of Art & Design

Judith Pennywell
Director
International Center
University of Michigan

This session is designed to reflect on the challenges, strengths, and contributions La Mujer (women) leaders have made in higher education. These reflections will highlight how allyhood, leadership development, and mentoring strategies have been the pillars of success for the advancement of women
National data continue to show gaps in higher education attainment among Latinx students. The presenters challenge the narrative that first-generation Latinx students are academically underprepared but rather focus on the role of cultural capital, a term Pierre Bourdieu used to define how students successfully navigate college. Come learn how Tarrant County College has created purposeful programs such as the Latina STEM Fellowship that helps Latinx students build their own cultural capital, which prepares them to successfully navigate institutions of higher education.

**FRIDAY, MARCH 1, 2019**
2:15 P.M. – 3:30 P.M.

**POLICY, ASSESSMENT, AND ACADEMIC/ WORKFORCE PREPARATION**

**Presentation Title: Cultivating a Latinx Thriving Campus: Transforming Institutional Practices to Enhance Student Success in an Emerging HSI**
Emerald Bay 3

- **Frances Contreras**
  Associate Vice Chancellor
  Education Studies
  University of California, San Diego

- **Cynthia Dávalos**
  Chief of Staff
  Vice Chancellor of Student Affairs
  University of California, San Diego

- **Frank Silva**
  Chief of Staff
  Equity, Diversity & Inclusion
  University of California, San Diego

The UC System is home to six HSIs and an additional three campuses emerging HSIs. However, Latinx students still experience inequitable outcomes in persistence, graduation, and academic success in UCs. It is therefore critical to develop infrastructures that enhance Latinx student success. Over the past two years, UC San Diego has engaged in a collaborative process between faculty, staff, and students to develop a strategy for the campus as it transitions into a Hispanic Serving Institution.

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**LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS**

**Presentation Title: ¿Quienes son las Doctoras? Examining Trends of Latina Doctorate Earners**
Newport Beach 3

- **Marcela Cuellar**
  Assistant Professor
  School of Education
  University of California, Davis

- **Alicia Garcia**
  Graduate Student
  School of Education
  University of California, Davis

- **Maira Pulido**
  Graduate Student
  School of Education
  University of California, Davis

Using national data, the presenters will share trends and characteristics of Latina doctorate earners between 1995 and 2015. The presenters will also focus on the baccalaureate origins of these doctorate earners to determine the extent to which Hispanic Serving Institutions (HSIs) produce these PhD recipients. Analysis will also include field of study. The presenters aim to uncover possible inequities and highlight areas of strong performance among Latina doctorate earners at the student and institutional level.

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**SERVING LATINX STUDENTS IN COMMUNITY COLLEGE**

**Presentation Title: Latina STEM Fellowship: A Model for Building Cultural Capital among Latinx Students**
Emerald Bay 1

- **Pedro Portillo**
  Coordinator of Admissions and Registrar
  Admissions and Registrar
  Tarrant County College

- **Sophia Garcia**
  Associate Professor
  Biology
  Tarrant County College

Pedro Portillo and Sophia Garcia from Tarrant County College discuss the Latina STEM Fellowship, a model for building cultural capital among Latinx students. The fellowship challenges the narrative that first-generation Latinx students are academically underprepared but focuses on the role of cultural capital, a term Pierre Bourdieu used to define how students successfully navigate college. Tarrant County College has created purposeful programs such as the Latina STEM Fellowship that helps Latinx students build their own cultural capital, which prepares them to successfully navigate institutions of higher education.
Women of color and LGBT women experience more harassment than their white heterosexual colleagues according to a new National Academies of Sciences report. This session will discuss the Latinx #MeToo academic climate spanning from the empirical literature to attendees’ personal testimonials. Is MIT’s Junot Diaz the exception or the tip of the iceberg? Also, are diversity stakeholder professional societies confronting their own sexism or homophobia?

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

MEETING THE NEEDS OF IMMIGRANT STUDENTS

Presentation Title: Creating Space for Latinx & Chicanx Academic Excellence in Higher Education
Newport Beach 1

Corina Benavides López
Assistant Professor
Department of Chicana and Chicano Studies
California State University, Dominguez Hills

Bryan Cantero
McNair Scholar
Chicana/o Studies
California State University, Dominguez Hills

Lizbeth Zúñiga
Mellon Mays Undergraduate Fellow
Chicana/o Studies
California State University, Dominguez Hills

This panel and workshop provides opportunity to explore the importance of safe spaces that support Latinx and Chicanx educational success and academic excellence in higher education. Research is presented and workshop conducted to illustrate: the importance of undocumented immigrant student resource centers; how corridos and culturally relevant music can serve as space toward academic empowerment; and the importance of creating brave spaces where diverse bodies are valued and honored in order to create educational presence.

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS

Presentation Title: #YoTambien: A Latinx Perspective on Sexual Harassment and Gender Discrimination in the Academy
Newport Beach 2

Alberto Roca
Executive Director
DiverseScholar

Sarah Rafael Garcia
Writer

Evelyn Valdez-Ward
Doctoral Student
University of California, Irvine

This session explores how Latina professors and higher education administrators navigate their visual self representation. Participants will consider how identity as Latina professors and administrators is shaped through gendered performance. The session will benefit individuals seeking to formulate and explore how Latina identity is represented within the academy. The session draws from a study of Latina identity as professors and draws upon experiences within different leadership roles in higher education across the U.S.
CONFERENCE AGENDA
MARCH 1, 2019 ➤ 2:15 PM – 5:00 PM

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

POLICY, ASSESSMENT AND ACADEMIC/WORKFORCE PREPARATION

Presentation Title: Seeing Is Believing: Recruiting Future Latinx Educators with Augmented Reality
Emerald Bay 2

Jorge Figueroa
Visiting Associate Professor of Bilingual and ESL Education
Director of International Education Partnerships
Texas Woman’s University-College of Professional Education

As part of this presentation, the participants will learn how Texas Woman’s University and its College of Professional Education (TWU-COPE) is infusing Augmented Reality (AR) into educator preparation candidate recruitment of Latinx and how this immersive technology permits immediate engagement with TWU-COPE’s programs. This session will particularly benefit higher education leaders and other professionals looking for innovative ways to increase enrollment in their programs.

FRIDAY, MARCH 1, 2019
2:15 P.M. – 3:30 P.M.

MEETING THE NEEDS OF IMMIGRANT STUDENTS

Presentation Title: Undocumented in the Classroom: Understanding the Ways Immigration Status Shapes the Lives of Students
Bristol Bay 1

Vanessa Delgado
PhD Student
Sociology
University of California, Irvine

Blanca Ramirez
PhD Student
Sociology
University of Southern California

This session is designed to inform educators about the various ways immigration status shapes the lives of children of undocumented immigrants. The presenters will draw on their research to demonstrate the unique hardships they face; namely, fear of family separation, anxiety about their futures, and the effects of deportation. The authors will share strategies with educators on how to help navigate the difficulties children of undocumented immigrants face.

FRIDAY, MARCH 1, 2019
3:45 P.M. – 5:00 P.M.

AAHHE SCHOLARLY PAPER #4

Presentation Title: From Their Own Perspectives: How Latinx/a/o Students Relate to, Identify with, and Understand the Term Latinx
Laguna Beach 1

Cristobal Salinas Jr.
Assistant Professor of Educational Leadership and Research Methodology
Florida Atlantic University

The term Latinx has gained popularity, and is a recent phenomenon used mostly in higher education. The term Latinx began appearing on internet sites in 2014 and was first used in peer-review articles in 2016. Since then, the online presence of this term has continued to grow but limited research explores how Latina/o/x students understand the term Latinx. This paper investigates how Latina/o/x students relate to, identify with, and understand the term Latinx.

FRIDAY, MARCH 1, 2019
3:45 P.M. – 5:00 P.M.

NEW LEADERSHIP ACADEMY TEAM (NLA)

Presentation Title: Advancing Effective Diversity, Equity, and Inclusion Leadership Practices within Your Spheres of Influence
Laguna Beach 3

Frank Garcia-Ornelas
Associate Director
Greenfield Intercultural Center (GIC)
University of Pennsylvania

Saray Lopez
Assistant Dean of Community Outreach and Inclusion
University of Phoenix

Gloria P. Martinez-Ramos
Professor of Sociology and Director of Latina/o Studies Undergraduate Minor
Texas State University

Alvaro Rojas-Peña
Assistant Research Scientist of Surgery
University of Michigan
CONFERENCE AGENDA

MARCH 1, 2019  3:45 PM – 5:00 PM

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FRIDAY, MARCH 1, 2019
3:45 P.M. – 5:00 P.M.

POLICY, ASSESSMENT AND ACADEMIC/WORKFORCE PREPARATION

Presentation Title: Mentoring Graduate Students for Success: The Necessity of Hogar
Newport Beach 3

Bryan Rodriguez
Director
Graduate Studies Resource Center
California State University, Long Beach

Babette Benken
Richard D. Green Professor and Director
College of Natural Sciences and Mathematics
California State University, Long Beach

While mentorship literature often focuses on the dyadic nature of mentoring relationships between faculty and students, literature on mentorship among university staff and students is less robust. The authors will share details of a case study of developing a mentoring program that supports prospective/current graduate students at a Hispanic Serving Institution. Strategies for student affairs professionals and faculty to develop mentorship opportunities will be discussed with a focus on accessibility, outreach, and campus partnerships.

FRIDAY, MARCH 1, 2019
3:45 P.M. – 5:00 P.M.

MEETING THE NEEDS OF IMMIGRANT STUDENTS

Presentation Title: Dreams Along the Border: Representations of Latinx Immigration Stories in Children’s Picture Books
Emerald Bay 1

Reka Barton
Doctoral Student/Lecturer
School of Teacher Education
San Diego State University

Participants will learn how Latinx immigration stories are depicted in children’s literature and how to engage K-12 students in critical examinations of such texts. Participants will have opportunities to compare picture books to mainstream media stories, as well as to their and children’s own immigration (his)stories. The purpose of this session is to promote deeper, more humanizing understandings of Latinx immigration, which will benefit educators and scholars invested in literary equity.
This session creates a specialized professional development and exchange/intercambio space for our EdD colleagues whose leadership is pivotal to actualizing the social, economic, and educational future of the Latina/o/x community. EdD program faculty and students/graduates are encouraged to attend to establish the EdD Intercambio as an opportunity to learn about critical issues in practice, share challenges, and engage in mutual support and strategic dialogue.

**FRIDAY, MARCH 1, 2019**
3:45 P.M. – 5:00 P.M.

**LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS**

Presentation Title: Critical Transitions along the Higher Education Pipeline for Chicana/Latina Students: College Access, Choice, and Completion

Emerald Bay 3

Nancy Acevedo-Gil
Assistant Professor
California State University, San Bernardino

Hector Garcia
Undergraduate Student
Psychology
California State University, San Bernardino

Yesenia Casas
Undergraduate Student
Psychology
California State University, San Bernardino

This session focuses on the experiences of Latinas along the higher education pipeline. The presenters will share national quantitative data and findings from three qualitative studies. Presenters will discuss the assets and resources that Latinas use as they navigate critical transitions. In particular, the session will highlight college access and choice, the transition to college, and the journey toward graduate school. The session will be helpful to those interested in increasing college access and engagement.

**FRIDAY, MARCH 1, 2019**
3:45 P.M. – 5:00 P.M.

**POLICY, ASSESSMENT AND ACADEMIC/ WORKFORCE PREPARATION**

Presentation Title: Latina/o/x EdD Intercambio: Scholar-Practitioners as Change Agents in Transforming Higher Education

Newport Beach 1

Gloria M. Rodriguez
Associate Professor
University of California, Davis

Frances Contreras
Associate Vice Chancellor
Education Studies
University of California, San Diego

Viridiana Diaz
Assistant Vice President for Strategic Diversity Initiatives
Sacramento State University

In this presentation, the presenters will share empirical research exploring the translatability of admissions and financial aid material for English-language learners pursuing higher education in the United States. Participants will learn how institutions of higher education translate admissions and financial aid material, and participants will benefit from our empirical research demonstrating that U.S. institutions rarely translate English to Spanish, requiring an increased presence of Spanish speakers on admissions and financial aid staffs.

**FRIDAY, MARCH 1, 2019**
3:45 P.M. – 5:00 P.M.

**CONGRESS AGENDA**

**MEETING THE NEEDS OF IMMIGRANT STUDENTS**

Presentation Title: The Deservedness of Translating Higher Education: El Derecho Equitativo Al Acceso de Educación Superior Para Estudiantes De Inglés Como Segundo Idioma

Newport Beach 2

Argelia Barrera
Graduate Research Assistant
Educational Politics and Policy
The University of Texas at Austin

Zachary Taylor
Graduate Research Assistant
Educational Leadership and Policy
The University of Texas at Austin

In this presentation, the presenters will share empirical research exploring the translatability of admissions and financial aid material for English-language learners pursuing higher education in the United States. Participants will learn how institutions of higher education translate admissions and financial aid material, and participants will benefit from our empirical research demonstrating that U.S. institutions rarely translate English to Spanish, requiring an increased presence of Spanish speakers on admissions and financial aid staffs.

**FRIDAY, MARCH 1, 2019**
3:45 P.M. – 5:00 P.M.

**CREATING PATHWAYS FOR LATINX STUDENTS IN THE STEM FIELDS**

Presentation Title: Científicos Latinxs: A Contemporary Counter-Story of STEM Success

Huntington Beach 1

Laura Rendón
Professor Emerita
University of Texas-San Antonio
Amaury Nora  
Professor and Associate Dean  
University of Texas, San Antonio

Aida Hurtado  
Luis Leal Endowed Chair  
University of California-Santa Barbara

Employing testimonios and counter-storytelling, this session will provide current research substantiating how Latinx students succeed in STEM. The research is based on studies highlighting that Latinx students employ their own ways of succeeding, which run counter to master narratives traditionally employed to account for success. Panelists will discuss the experience of Latinx STEM students, including challenges faced and overcome, and the array of factors that contributed to earning a STEM degree.

FRIDAY, MARCH 1, 2019
3:45 P.M. – 5:00 P.M.

POLICY, ASSESSMENT AND ACADEMIC/WORKFORCE PREPARATION

Presentation Title: A Case of Unfairness in “Fair” Policymaking for Undocumented Students

Emerald Bay 2

Mabel Sanchez  
Doctoral Student  
Rossier School of Education  
University of Southern California

Among the many challenges that undocumented Americans face, affordable access to higher education is not usually the first that comes to mind. Through this policy analysis the adoption and implementation of California AB 540 are addressed. It is followed by an analysis of impact that it had and continues to have at various levels including students, institutions, states, and other policies. Lastly, recommendations are provided for researchers and practitioners working with undocumented students.

FRIDAY, MARCH 1, 2019
3:45 P.M. – 5:00 P.M.

POLICY, ASSESSMENT AND ACADEMIC/WORKFORCE PREPARATION

Presentation Title: Examining the Pilot Year of a Latinx Cultural Center at a Predominantly White Institution (PWI) Using Critical Race Theory (CRT)

Bristol Bay 1

Vanessa Peña  
ELPA  
University of Wisconsin-Madison

This study uses Critical Race Theory (CRT) to examine the perceptions of Latinx students during the pilot year of a Latinx cultural center at a Predominantly White Institution (PWI). The researchers seek to understand how Latinx students make meaning of: 1) academic success; 2) workforce preparation; and 3) the navigation of space. This session will benefit administrators, practitioners, and researchers, who seek to develop and frame ways of conceptualizing multicultural centers in higher education.

SATURDAY, MARCH 2, 2019

2019 LOS CAMINOS THESIS COMPETITION WINNERS

Laguna Beach 1

First Place Winner:  
Luis Ramirez  
Sustainable Energy  
The University of Texas at El Paso

Thesis Title: Multi-state Multi-objective Reliability Analysis of Renewable Energy Systems

Second Place Winner:  
Ashley Garcia  
Global Food and Security and Hunger  
Texas A&M International University

Thesis Title: Effect of Triclosan-tolerant Plant Growth Promoting Rhizobacteria on Triclosan Degradation in Soils

Third Place Winner:  
Brenda Leal  
Food Safety, Texas A&M University

Thesis Title: Questing Activity Of Cattle Fever Tick Larvae, Rhipicephalus (Boophilus) microplus (Acar:Ixodidae): Environmental Influences and Implications for Control in South Texas.
CONFERENCE AGENDA
MARCH 2, 2019 ▶ 8:00 AM – 9:15 AM

SATURDAY, MARCH 2, 2019
8:00 A.M. – 9:15 A.M.

LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS

Presentation Title: Reclamando nuestras raíces: Embracing Our Chingona Status Towards the Development of a Chingona Epistemology
Laguna Beach 3

Lucy Arellano
Assistant Professor
College of Education, Oregon State University

The concept of “Chingona” resonates with a few Latina scholars yet many shy away from the label because it is perceived as vulgar. The aim of this session is to reclaim this word as an empowering identity for mujeres who already embody its multiple dimensions. The historical antecedents of the word “chingona” are briefly presented followed by an overview of its current use in today’s vernacular and social media. Participants are invited to recognize and embrace their Chingona-ness.

POLICY, ASSESSMENT AND ACADEMIC/WORKFORCE PREPARATION

Presentation Title: Engaging and Navigating the Academic Job Market to Increase the Representation of Latina/o/x Scholars in Academia: A Collegial Presentation and Workshop
Laguna Beach 2

Gloria M. Rodríguez
Associate Professor
School of Education
University of California, Davis

Julie López Figueroa
Professor
Ethnic Studies, Sacramento State University

Latina/o/x faculty and administrative leaders continue to be sorely underrepresented in higher education despite increasing student diversity. This session will facilitate discussion and mutual support among participants who seek to strengthen their preparation for engaging the academic job market—as applicants or search committee leaders/members—to advance the representation of Latina/o/x faculty and administrators.

SERVING LATINX STUDENTS IN COMMUNITY COLLEGE

Presentation Title: “We Deserve an Entire Syllabus: Building Curriculum with Undocumented Students in Higher Education”
Newport Beach 3

José M. Aguilar-Hernández
Assistant Professor
Ethnic & Women’s Studies
California State Polytechnic University, Pomona

Alejandro Morales
Associate Professor
Psychology
California State Polytechnic University, Pomona

Diana I. Ascencio
Graduate Student
Education
California State University, Fullerton

Jorge Jeronimo-Alvarez
Undergraduate Student
Mathematics
California State Polytechnic University, Pomona

Itzia L. Salinas Cortes
Undergraduate Student
Architecture
California State Polytechnic University, Pomona

Annasofia G. Zuelta
Undergraduate Student
Ethnic & Women’s Studies
California State Polytechnic University, Pomona

This session focuses on the development of an undergraduate course titled “Undocumented Students” at Cal Poly Pomona, which is part of multiple efforts to improve the campus climate for undocumented students. The presenters found that the course increased advocacy for undocumented students and increased their collaboration with community organizations through service-learning. They share strategies and lessons from the course with the goal to improve the campus climate for undocumented students across all institutions of higher education.
Marquez-Kiyama, 2010). Consejos are a form of cultural and familial capital that has not been valued in traditional university settings (Yosso, 2005). This session will center the voices of parents whose mijas and mijos have navigated the educational trajectory as undergrads, graduate students, student affairs professionals, and faculty. Using research, testimonies, and counter storytelling as theoretical frameworks, panelists will share their experiences as parents and highlight the sources of pride, challenges, and rewards from their perspective as parents of Latinx professionals. The panel will focus on consejos, transitions, (mis)understandings of institutional language, college-going familias, and the experiences of being a parent of a Latinx student across the higher educational pipeline.

**LA MUJER EN EDUCACION: CHALLENGES, STRENGTHS, AND CONTRIBUTIONS**

Presentation Title: Are Latinas Less Likely to be Admitted to Law Schools? Examining Gender and Ethnicity Intersectionality in Law School Admissions

Emerald Bay 1

Frank Fernandez
Assistant Professor of Higher Education
Educational Leadership and Policy Studies
University of Houston

The purpose of this session is to discuss the need for research that considers the intersection between gender and ethnicity/race in higher education. The presenter will begin by sharing findings from a study of admissions data from U.S. public law schools. The presenter will then encourage discussion about other topics in educational research that would benefit from an intersectional research lens.

**POLICY, ASSESSMENT AND ACADEMIC/ WORKFORCE PREPARATION**

Presentation Title: Consejos y Recuerdos: Validating/Capturing Familial Capital and Assets for Latinx Student Success

Emerald Bay 3

Susana Hernandez
Associate professor and Chair of the Department of Educational Leadership
Educational Leadership
California State University, Fresno

Ángel Gonzalez
Acting Director for Student Life
Shoreline Community College

Lorena Marquez
Coordinator for Poly Transfer Program
California State Polytechnic University, Pomona

Nancy Camarillo
PhD Student
University of Maryland, College Park

Familias often play an integral role in the lives of Latinx undergraduate and graduate students (Yosso, 2005; Marquez-Kiyama, 2010). Consejos are a form of cultural and familial capital that has not been valued in traditional university settings (Yosso, 2005). This session will center the voices of parents whose mijas and mijos have navigated the educational trajectory as undergrads, graduate students, student affairs professionals, and faculty. Using research, testimonies, and counter storytelling as theoretical frameworks, panelists will share their experiences as parents and highlight the sources of pride, challenges, and rewards from their perspective as parents of Latinx professionals. The panel will focus on consejos, transitions, (mis)understandings of institutional language, college-going familias, and the experiences of being a parent of a Latinx student across the higher educational pipeline.

**POLICY, ASSESSMENT AND ACADEMIC/ WORKFORCE PREPARATION**

Presentation Title: Anti-displacement Organizing in the Eastside: A Case Study of Boyle Heights, LA

Newport Beach 1

Kimberly Miranda
Doctoral Student
Chicana/o Studies
University of California, Los Angeles

This session will address the intersections of anti-displacement organizing that is currently happening in East Los Angeles’ Boyle Heights. Participants will learn about the different forms of organizing that stem from conventional to militant tactics that non-profits and grassroots coalitions have taken to address gentrification, evictions, and ultimately displacement. More specifically, participants will recognize how spatial matters are linked to racial, class, and status issues. Participants will be able to unpack what gentrification threats look like and understand how long-standing residents of a gentrifying neighborhood navigate their community.
Researchers are increasingly studying the importance of graduating students from high school who are prepared for postsecondary education in the STEM disciplines. This study employs a policy content analysis of 50-states’ STEM high school graduation requirements and utilizes federal data to identify STEM programs and degrees earned at Hispanic Serving Institutions. The result will be a data tool created for policymakers and educators to add to their growing understanding of high school to HSI STEM pathways.

SATURDAY, MARCH 2, 2019
8:00 A.M. – 9:15 A.M.

SERVING LATINX STUDENTS IN COMMUNITY COLLEGE

Presentation Title: Leadership and Institutional Capacity of Hispanic Serving Institutions Community Colleges (HSI CC)

Newport Beach 2

Katherine Garcia
PhD Student
Education Studies Department
University of California, San Diego

Frances Contreras
Associate Vice Chancellor
Education Studies
University of California, San Diego

Austin Barraza
Graduate Student
Division of Politics, Administration and Justice
California State University, Fullerton

Community colleges continue to be the entry point for Latinx students in higher education. Although much attention has been placed on student academic outcomes, an analysis of leadership capacity and infrastructure within community colleges that are Hispanic Serving Institutions has not been analyzed. Barriers in HSI CC from a regional analysis and leadership survey results. This session will benefit community college administrators to address their campus institutional capacity to serve Latinx students in HSI CC.

SATURDAY, MARCH 2, 2019
8:00 A.M. – 9:15 A.M.

CREATING PATHWAYS FOR LATINX STUDENTS IN THE STEM FIELDS

Presentation Title: Bridges to the Doctorate Supporting Latina/o/x Student Success in STEM Fields

Huntington Beach 1

Raúl Gámez
National Center for Institutional Diversity
University of Michigan

Bridges programs are implemented across the country to recruit, retain, and graduate historically underrepresented students. Presenters will share evaluation findings from the Bridges to the Doctorate Programs at the University of Michigan, centering the experiences of Latinx participants and specific program components viewed as useful to support their pursuit of a doctoral education in STEM departments. Session participants will gain insight into these program structures, their challenges, and benefits to students and their institutions.

SATURDAY, MARCH 2, 2019
8:00 A.M. – 9:15 A.M.

CREATING PATHWAYS FOR LATINX STUDENTS IN THE STEM FIELDS

Presentation Title: STEM in the States: A National Analysis of High School to College STEM Pathways, Programs, and Degree Production at Hispanic Serving Institutions

Emerald Bay 2

Valerie Crespín-Trujillo
Educational Leadership and Policy Analysis
University of Wisconsin-Madison

Yasmin Rodriguez-Escutia
Educational Leadership and Policy Analysis
University of Wisconsin-Madison

Valerie Crespín-Trujillo
Educational Leadership and Policy Analysis
University of Wisconsin-Madison

Yasmin Rodriguez-Escutia
Educational Leadership and Policy Analysis
University of Wisconsin-Madison
Empowering Success.

As one of the most diverse universities in the nation, Cal State San Bernardino is committed to helping our students become the leaders of tomorrow.

Come see why we succeed.
## AAHHE LEADERSHIP FELLOWS SCHEDULE

### WEDNESDAY
**FEBRUARY 27, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1:00 P.M. – 5:00 P.M.</td>
<td><strong>AAHHE GRADUATE FELLOWS ORIENTATION</strong></td>
<td>Balboa Bay I</td>
</tr>
<tr>
<td>3:30 P.M. – 4:30 P.M.</td>
<td><strong>AAHHE FACULTY FELLOWS INTRODUCTIONS</strong></td>
<td>Balboa Bay II</td>
</tr>
<tr>
<td>2:00 P.M. – 5:00 P.M.</td>
<td><strong>LOS CAMINOS</strong></td>
<td>Bristol I &amp; III</td>
</tr>
<tr>
<td>7:00 P.M. – 8:30 P.M.</td>
<td><strong>COMBINED FELLOWS ORIENTATION DINNER</strong></td>
<td>Laguna Beach I, II &amp; III</td>
</tr>
<tr>
<td>8:30 P.M. – 10:00 P.M.</td>
<td><strong>AAHHE FACULTY &amp; GRADUATE FELLOWS MEETING</strong></td>
<td>Balboa Bay I &amp; II</td>
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### THURSDAY
**FEBRUARY 28, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 A.M. – 5:00 P.M.</td>
<td><strong>LOS CAMINOS</strong></td>
<td>Bristol I &amp; III</td>
</tr>
<tr>
<td>8:00 A.M. – 5:00 P.M.</td>
<td><strong>AAHHE GRADUATE FELLOWS WORKSHOP</strong></td>
<td>Balboa Bay I</td>
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### FRIDAY
**MARCH 1, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:00 A.M. – 7:00 A.M.</td>
<td><strong>LOS CAMINOS BREAKFAST</strong></td>
<td>Hotel Restaurant</td>
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<tr>
<td>8:00 A.M. – 9:15 A.M.</td>
<td><strong>LOS CAMINOS</strong></td>
<td>Field Trip</td>
</tr>
<tr>
<td>8:00 A.M. – 5:00 P.M.</td>
<td><strong>AAHHE GRADUATE FELLOWS WORKSHOP</strong></td>
<td>Balboa Bay I</td>
</tr>
<tr>
<td>8:00 A.M. – 5:00 P.M.</td>
<td><strong>AAHHE FACULTY FELLOWS WORKSHOP</strong></td>
<td>Balboa Bay II</td>
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### SATURDAY
**MARCH 2, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>8:00 A.M. – 9:15 A.M.</td>
<td><strong>LOS CAMINOS FELLOWS CAREER PREPARATION INSTITUTE</strong></td>
<td>Bristol I &amp; III</td>
</tr>
<tr>
<td>12:00 P.M. – 5:00 P.M.</td>
<td><strong>AAHHE GRADUATE FELLOWS EVALUATION</strong></td>
<td>Balboa Bay I</td>
</tr>
<tr>
<td>12:00 P.M. – 5:00 P.M.</td>
<td><strong>AAHHE FACULTY FELLOWS EVALUATION</strong></td>
<td>Balboa Bay II</td>
</tr>
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## Additional Information

- **NEW LEADERSHIP ACADEMY**
  Room: Newport Beach III
- **COMBINED FELLOWS LUNCH**
  Room: Garden Terrace Patio
LATINA/O STUDENT SUCCESS INSTITUTE AGENDA
THURSDAY, FEBRUARY 28, 2019

BALANCING THE SCALES: IMPROVING GENDER DISPARITIES IN THE EDUCATIONAL OUTCOMES

The postsecondary educational attainment for Latinx students provides compelling narrative about the ongoing challenges that educational leaders must address through policies, programs, and practices. As of 2017, approximately 75% of Latinx adults over the age of 25 do not have a college degree (associate’s degree or higher). However, upon closer review, 77% of Latino males, compared to 72% of Latina women have not earned a postsecondary credential or degree. These gender disparities reflect a complex portrait that requires administrators and faculty members to work collaboratively to address this issue. Towards that goal, this Latino Student Success Institute presents current educational topics, pragmatic conversations, and an engaging format to help Institute participants develop greater awareness on their campus about Latinx student success, particularly Latino males. This year, the Latino Student Success Institute will feature renowned higher education researchers and practitioners who will present empirical evidence and best policies and practices focused on Latina/o academic success at two- and four-year institutions. We are excited about this new format and hope that it will provide a great opportunity for the participants to learn from the speakers and other participants.

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 a.m. - 8:00 a.m.</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:00 a.m. - 8:15 a.m.</td>
<td>Welcome and Introduction to Institute</td>
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<td></td>
<td>Lenora Green, Executive Director, Center for Advocacy &amp; Philanthropy, ETS</td>
</tr>
<tr>
<td>8:15 a.m. - 8:30 a.m.</td>
<td>Introduction of the Institute participants</td>
</tr>
<tr>
<td></td>
<td>Dr. Luis Ponjuán, Associate Professor, Texas A&amp;M University, Research Director, IDEAL</td>
</tr>
<tr>
<td>8:30 a.m. - 9:00 a.m.</td>
<td>Institute Agenda and Vision: Addressing Policies, Programs and Practices</td>
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<tr>
<td></td>
<td>Dr. Luis Ponjuán</td>
</tr>
<tr>
<td>9:00 a.m. - 9:30 a.m.</td>
<td>Breakout Session: Understanding the Institutional Context</td>
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<tr>
<td>9:30 a.m. 9:45 a.m.</td>
<td>Break</td>
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<tr>
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<td>Coffee and Pastries</td>
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<tr>
<td>9:45 a.m. - 10:15 a.m.</td>
<td>Latino males in Higher Education</td>
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<td>Dr. David Perez, Associate Professor, Miami University</td>
</tr>
<tr>
<td>10:15 a.m. - 11:00 a.m.</td>
<td>Breakout Session: Anti-Deficit Approach to Addressing Gender Disparities in Higher Education</td>
</tr>
<tr>
<td>11:00 a.m. - 12:15 p.m.</td>
<td>Working Lunch: Know Your Why Video Meeting Room: Laguna Beach I &amp; II</td>
</tr>
<tr>
<td>12:15 p.m. - 12:45 p.m.</td>
<td>Student Affairs and Academic Affairs Collaboration</td>
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<td></td>
<td>Dr. Edith Fernández, Associate Vice President of Community Engagement and Diversity Initiatives, Nevada State College</td>
</tr>
<tr>
<td>12:45 p.m. - 1:30 p.m.</td>
<td>Breakout Session: Developing a Strategic Plan</td>
</tr>
<tr>
<td>1:30 p.m. – 2:00 p.m.</td>
<td>Final Thoughts and Action Plan</td>
</tr>
<tr>
<td></td>
<td>Dr. Luis Ponjuán</td>
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</tbody>
</table>
The AAHHE Community College Institute (CCI) is designed to provide a space to exchange innovative ideas for removing barriers that impede Latinx student success in higher education. Postsecondary education has been the passport for social and economic mobility, and community colleges have been the engine to achieving these goals through open admissions, retention, and completion. Leaders in community colleges need to make decisions regarding reallocating resources and bringing in the best talent who will add value to the institution by implementing processes that contribute to student success. For this inaugural session, the institute is inviting prominent executives from community colleges to share initiatives aimed at taking advantage of the macro environment and overcoming challenges.

SESSION TITLE: STRENGTHEN THE VALUE OF A COMMUNITY COLLEGE EDUCATION

Session Description
Research shows that, in general, students from different races and ethnicities in community colleges can succeed when they have clear academic plans and pathways, early connections, academic and social support networks, among other engaged activities. For this reason, the inaugural session of the Community College Institute is dedicated to presenting the best practices contributing to community college students’ success. The focus for this session is on strengthening high school partnerships and articulation agreements with four-year colleges and universities; overcoming family, financial, and legal barriers; and providing role models for first-generation students.

Agenda
I. Welcome and Introductions
   - Dr. JoAnn Canales, Chairwoman AAHHE
   - Dr. Carmen L. Martínez-López, Chair CCI

II. Participant Introductions

III. Inaugural Speaker Presentations
   - Dr. Belinda S. Miles, President, Westchester Community College
   - Dr. Francisco Rodriguez, Chancellor, Los Angeles Community College District
   - Dr. Sunny Cooke, President, MiraCosta Community College

IV. Q/A

V. Breakout Session:
   i) Participant interactions to the presentations
   ii) Discussions from the participants’ perspectives

VI. Debriefing and Conclusions

VII. Closing and Evaluation
CSUN is a catalyst for visionaries like award-winning alumna Judy Baca, who created the Great Wall of Los Angeles. CSUN helps nearly 40,000 students annually reach their potential, just like Baca did. Today, CSUN is home to the oldest and the largest Chicana/o Studies Department and only Department of Central American Studies in the nation. Ranking in the top seven nationally in bachelor’s degrees awarded to Latina/o students and public university Pell Grant recipients, the Wall Street Journal ranked CSUN No. 2 for its diverse learning environment.
Cal State Monterey Bay Proudly Supports AAHHE

Hispanic-Serving Institution (HSI) since our founding in 1994

- 42 percent Latinx
- 51 percent first-generation college students
- Residential campus
- Just one mile from the Pacific Ocean

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The Los Angeles Community College District

Proudly Salutes

The American Association of Hispanics in Higher Education

14th Annual National Conference

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instagram.com/laccd_edu
Faculty Fellows now hold tenured professorships across the country. —131 Faculty Fellows have been featured at the conference. Nine former provide sponsorships for junior faculty to attend the national conference to Junior Faculty Fellows Program AAHHE also developed the participated in this program.
of higher education. Two hundred thirty doctoral students have instruction, and mentors to help them navigate the complexities administrators from across the nation and are provided guidance, conference, where they are introduced to Hispanic professors and studies students the opportunity to attend AAHHE's national a AAHHE has worked toward these goals in a variety of ways. It created Mentoring Future Leaders

Mission and Purpose
Consider that:

- Hispanic faculty in tenure-track positions represent about 4% of the total faculty in colleges and universities.
- Hispanic college and university presidents represent approximately 3% of all presidents.
- Both of these percentages remain unchanged over the past fifteen years.

U.S. demographic projections clearly show Hispanics will constitute about 30% of the population within a few decades. Hispanic student enrollments in elementary and secondary schools, community colleges and public universities are expected to increase by 26 million over the first half of this century. At the same time, white, non-Hispanic is the only student enrollment population group expected to decrease, by six million. It cannot be overstated how imperative it is that replacement and pipeline issues for Hispanics in higher education are addressed nationwide and at the highest levels, and that broad, effective change is made. AAHHE is well positioned to work with institutions of higher education, foundations, business partners, and other collaborative organizations that seek to address these issues. AAHHE is committed to:

- Addressing societal issues as they pertain to the growing population.
- Convening public discourse focused forums to develop public policy reflecting the changing demographics of our nation.
- Preparing more Hispanics to pursue a career in higher education as faculty, administrators, and policy makers.

Mentoring Future Leaders
AAHHE has worked toward these goals in a variety of ways. It created a Latino/a Graduate Fellows Program providing Hispanic doctoral studies students the opportunity to attend AAHHE’s national conference, where they are introduced to Hispanic professors and administrators from across the nation and are provided guidance, instruction, and mentors to help them navigate the complexities of higher education. Two hundred thirty doctoral students have participated in this program.

AAHHE also developed the Junior Faculty Fellows Program to provide sponsorships for junior faculty to attend the national conference —131 Faculty Fellows have been featured at the conference. Nine former Faculty Fellows now hold tenured professorships across the country.

Showcasing and Celebrating Excellence
The Tomás Rivera Lecture is a highlight of each national conference, drawing on some of the best known experts to speak to issues and concerns facing our nation and our institutions of higher education. Lecturers of the past include Nobel laureate Toni Morrison, U.S. Secretary Henry Cisneros, Ron Takiki, Ann Reynolds, Tomás Arciniega, Piedad Robertson, Raul Yzaguirre, Charles Reed, Jack Scott, Jim Cummings, Luis Ubiñas, Michael Olivas, Rachel Moran, Francisco Cigarroa, Jamie Merisotis, Yvette Donado, Marta Tienda, and Manuel Pacheco.

To celebrate and recognize the work of Hispanics in higher education and national leaders, the AAHHE Annual Awards Program was created to honor deserving individuals at a special plenary session each year at the national conference.

Research and Scholarly Leadership
AAHHE’s leadership is exemplified by its strong relationships with equally committed organizations. The annual Latino/a Student Success Institute is being presented for the eleventh year by Educational Testing Service and AAHHE, entitled “Balancing the Scales: Improving Gender Disparities in the Educational Outcomes.” In addition, the Inaugural Community College Institute is being launched at this year’s conference, with focus on identifying key issues and providing solutions for community colleges.

ETS and AAHHE have joined together for the twelfth year to offer the Outstanding Dissertations Competition and awards. The top three place winners will showcase their dissertation during one of the conference concurrent sessions. The awards for this competition will be presented at the annual Awards Breakfast on Saturday.

The scholarly commissioned papers, sponsored by Chapman University, which are an annual conference venue, focus on contemporary issues and offer solutions with policy implications. At the request of AAHHE, leading researchers apply their nationally recognized expertise to analyze current, and projected data and present corrective strategies.

Looking Ahead to the Next Decade
In keeping with AAHHE’s tradition of innovation and partnerships, AAHHE has again partnered with the National Center for Institutional Diversity to present the New Leadership Academy Fellowship Program based at the University of Michigan. The yearlong NLA Fellowship experience, which will include a four-day institute held in Ann Arbor, will focus attention on what leaders do when they are in positions to influence events inside and surrounding their institutions.

AAHHE will continue these traditions and establish new ones as well, while serving as a leading research and advocacy group for Hispanic higher education issues.
2019 CONFERENCE PLANNING COMMITTEE

Victor B. Saenz, Vice-Chair, Conference Chair
Chair, Department of Educational Leadership
Policy & Executive Director, Project MALES
The University of Texas at Austin

Patricia Arredondo
President
Arredondo Advisory Group

JoAnn Canales, Chairwoman
Dean in Residence
Council of Graduate Schools
Founding Graduate Dean
Texas A&M University, Corpus Christi

Jeanett Castellanos
Lecturer
School of Social Sciences
University of California, Irvine

Jaime Chahín, Treasurer
Dean, College of Applied Arts
Texas State University, San Marcos

Jim Estrada
Principal
Estrada Consulting Group

Edith Fernández
Associate Vice President
Community Engagement & Diversity Initiatives
Nevada State College

Stella Flores
Associate Professor
Higher Education
Director of Access & Equity
New York University

Maria C. Ledesma (Faculty Fellow Co-Chair)
Associate Professor
Department of Educational Leadership & Policy
University of Utah

Carmen Martínez-López
Dean, School of Business and Professional Careers
Westerchester Community College
State University of New York

Oscar Medina (Graduate Fellow Co-Chair)
Educational Leadership & Policy Analysis
University of Missouri

Pedro Nava (Faculty Fellow Co-Chair)
Assistant Professor
Educational Leadership Professor
Mills College

Loui Olivas, President
AAHHE
Professor Emeritus
W.P. Carey School of Business
Arizona State University

Luis Ponjuan
Associate Professor
Texas A&M University

Ibette Valle (Graduate Fellow Co-Chair)
Social Psychology
University of California, Santa Cruz
BOOK OF THE YEAR SELECTION COMMITTEE

Arturo Madrid (Chair)
Professor Emeritus
Trinity University

Aida Hurtado
Professor of Social Psychology
University of California, San Bernardino

Laura Rendón
Professor of Higher Education
University of Texas at San Antonio

Carmen Tafolla
Professor of Transformative Children’s Literature
University of Texas at San Antonio

Loui Olivas, President
AAHHE
Professor Emeritus
W.P. Carey School of Business
Arizona State University

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“My experience with the Health Sciences program was exceptional. The well-organized curriculum allowed me to attain the knowledge to be accepted into my doctorate program. I will be forever thankful for the great education and all the support I received at Eastern.”

Alejandro Tobon ’17
Health Sciences Major
Doctoral Student, Physical Therapy
University of Hartford
**OFFICERS**

**JoAnn Canales, Chairwoman**  
Chairwoman  
Dean in Residence  
Council of Graduate Schools  
Founding Dean,  
College of Graduate Studies  
Texas A&M University,  
Corpus Christi

**Victor B. Saenz**  
Vice Chair  
Associate Professor & Chair  
Department of Educational Administration  
University of Texas, Austin

**Loui Olivas**  
President  
Professor Emeritus  
W.P. Carey School of Business  
Arizona State University

**Jaime Chahín**  
Treasurer  
Dean, College of Applied Arts  
Texas State University-San Marcos

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**THE SAN DIEGO STATE STORY**

» One of most nation’s most diverse universities

» Hispanic-Serving Institution that ranks #9 in bachelor’s degrees awarded to Hispanic students

» Nationally recognized for increasing graduation rates for all students while increasing diversity and nearly eliminating achievement gaps for under-represented students and Pell Grant students

» #1 in the nation in graduation rate performance, according to U.S. News and World Report

"SDSU is a model for what dedicated public universities can do – that is, create inclusive academic environments that marry student success with access, diversity with innovation and leadership with transformational change."

—SDSU President Adela de la Torre

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15th ANNUAL

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2020

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Graduation rates across Cal State are at an all-time high. Cal State awards more than half of all undergraduate degrees earned by California’s Latino students, transforming California and the nation.

BE PART OF OUR SUCCESS

Graduation rates across Cal State are at an all-time high. Cal State awards more than half of all undergraduate degrees earned by California’s Latino students, transforming California and the nation.

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AAHHE FIRMLY BELIEVES IN THE FOLLOWING:

1. Respect for the communities we work with and serve.
2. Zero tolerance for sexual harassment.
3. Integrity in our actions.
4. Responsibility for our decisions and their consequences.
5. In the promotion and advancement of gender equality.

THEREFORE, WE ARE COMMITTED TO:

- Respect for the people that we work with and serve;
- Handling actual or apparent conflicts of interest in our relationships in a professional manner;
- Treating every individual with dignity and respect;
- Committed to ensuring that no one will be sexually harassed;
- Treating our employees with respect, fairness and good faith and providing conditions of employment that safeguard their rights and welfare;
- Being a good corporate citizen and complying with both the spirit and the letter of the law;
- Acting responsibly toward the people in which we work and for the benefit of the people that we serve;
- Being responsible, transparent, and accountable for all of our actions; and
- Improving the accountability, transparency, ethical conduct, and effectiveness of the nonprofit field.

(Modified from the Mott Foundation, June 29, 2018)
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Bakersfield, CA

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Fresno, CA

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Fullerton, CA

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Los Angeles, CA

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Northridge, CA

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San Bernardino, CA

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Denver, CO

Contra Costa Community College District
Martinez, CA

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Orangeburg, NY

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Des Moines, IA

Eastern Connecticut State University
Willimantic, CT

Eastern New Mexico University
Portales, NM

Eastern New Mexico University, Roswell
Roswell, NM

El Camino Community College
Torrance, CA

El Centro College
Dallas, TX
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<td>El Paso Community College El Paso, TX</td>
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<td>Southern Adventist University</td>
<td>Collegedale, TN</td>
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As of January 13, 2019

Texas A&M graduates are among the most sought after by recruiters and among the highest earning graduates in the state of Texas and the nation.

- Forbes 2017, Money Magazine 2017
| University of California, Irvine, Irvine, CA |
| University of California, Riverside, Riverside, CA |
| University of California, San Diego, La Jolla, CA |
| University of Denver, Denver, CO |
| University of Houston, Houston, TX |
| University of Houston, Clear Lake, Houston, TX |
| University of Illinois at Chicago, Chicago, IL |
| University of Iowa, Iowa City, IA |
| University of Kentucky, Lexington, KY |
| University of Michigan, Ann Arbor, MI |
| University of New Mexico, Taos, Ranchos de Taos, NM |
| University of North Carolina, Greensboro, Greensboro, NC |
| University of Phoenix, Phoenix, AZ |
| University of Puerto Rico-Rio Piedras Campus, San Juan, PR |
| University of San Diego, San Diego, CA |
| University of Scranton, Scranton, PA |
| University of Tennessee, Knoxville, TN |

| Texas A&M University, College Station, TX |
| Texas A&M University, Corpus Christi, Corpus Christi, TX |
| Texas A&M University, Kingsville, Kingsville, TX |
| Texas A&M University, San Antonio, San Antonio, TX |
| Texas Christian University, Fort Worth, TX |
| Texas State University, San Marcos, San Marcos, TX |
| Texas Tech University, Lubbock, TX |
| The Citadel, Charleston, SC |
| The George Washington University, Washington, DC |
| The University of Texas System, Austin, TX |
| The University of Texas, El Paso, El Paso, TX |
| The University of Texas, Health Science Center at Houston, Houston, TX |
| The University of Texas, Rio Grande Valley, Edinburg, TX |
| Trinity University, San Antonio, TX |
| Universidad de Puerto Rico en Carolina, Carolina, PR |
| University at Albany, Albany, NY |

| University of Texas, Arlington, Arlington, TX |
| University of Texas, San Antonio, San Antonio, TX |
| University of Wisconsin, Madison, Madison, WI |
| Vanguard University of Southern California, Costa Mesa, CA |
| West Texas A&M University, Canyon, TX |
| Westfield State University, Westfield, MA |
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| William Paterson University of New Jersey, Wayne, NJ |
| Woodbury University, Burbank, CA |
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Graduate Assistant  
The University of Texas at Austin

Cristal Almont  
Student  
Claremont Graduate University

Joel Alvarado  
Doctoral Student  
University of Alabama

Jose Luis Alvarado  
Dean, College of Education  
CSU Monterey Bay

Gloria Anglon  
Assistant Dean for Graduate Education  
Massachusetts Institute of Technology

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Educational Consultant  
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Natalia Baires  
Clinical Coordinator  
Southern Illinois University, Carbondale

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Assistant Professor  
University of Vermont

Ruben Barato  
Associate Dean of Enrollment Management  
Westchester Community College

Jenny Erika Barco  
Coordinator/Counselor  
Santa Barbara City College

Abigail Bates  
Senior Research Analyst  
Campaign for College Opportunity

Babette Benken  
Richard D. Green Professor and Director  
CSU Long Beach

Estela Bennett  
Director and Professor of Higher Ed  
University of Southern California

Leticia Bustillos  
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Academic Coordinator  
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Ana G. Mendez University System

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Arizona State University

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Kansas State University

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University of Wisconsin-Madison

Marcela Cuellar  
Assistant Professor  
University of California, Davis

Yolanda De Loera  
High School Counselor  
University of Redlands

Walter Diaz  
Interim V.P for Student Affairs  
Eastern Connecticut State University

Erin Doran  
Assistant Professor  
Iowa State University

Luis Duarte  
Associate Director  
University of Illinois at Chicago

Antonio Duran  
Doctoral Student  
The Ohio State University

Richard Duran  
Professor  
University of California, Santa Barbara

Edwin Elias  
Visiting Assistant Professor  
University of Puget Sound

Maria Espino  
Research Graduate Student  
Iowa State University

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Chancellor  
Penn State Abington College

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Associate Vice President  
Nevada State College

Frank Fernandez  
Assistant Professor  
University of Houston

Yessenia Fernandez  
Assistant Professor  
California State University-Dominguez Hills

Robert Franco  
PhD Candidate  
Duke University

Raul Gamez  
PhD Student  
University of Michigan

Antonio Garcia  
Professor  
Arizona State University

Claudia Garcia-Louis  
Assistant Professor  
University of Texas San Antonio
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Joanna Perez</td>
<td>Assistant Professor</td>
<td>California State University, Dominguez Hills</td>
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<tr>
<td>Joel Perez</td>
<td>VP Dean of Students</td>
<td>Whittier College</td>
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<tr>
<td>David Perez II</td>
<td>Assistant Professor</td>
<td>Miami University</td>
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<tr>
<td>Martha Petersen</td>
<td>Learning Resource Vendor Manager</td>
<td>Southern New Hampshire University</td>
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<td>Sharon Pierce</td>
<td>Student</td>
<td>California State University, San Bernardino</td>
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<tr>
<td>Sandra Quinones</td>
<td>Assistant Professor</td>
<td>Duquesne University</td>
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<tr>
<td>Lilly Pinedo-Gangai</td>
<td>Director of Chicano Latinx Student Success Center</td>
<td>San Jose State University</td>
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<tr>
<td>Victor Saenz</td>
<td>Department Chair</td>
<td>CSU, San Bernardino</td>
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<tr>
<td>Andrew Manikas</td>
<td>Associate Professor</td>
<td>University of Louisville</td>
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<tr>
<td>Anthony Marin</td>
<td>Assistant VP</td>
<td>Student Affairs</td>
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<tr>
<td>New Mexico State University</td>
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<tr>
<td>Carmen Martinez-Lopez</td>
<td>Professor</td>
<td>The City University of New York/ BMCC</td>
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<td>Velma Menchaca</td>
<td>Professor/Department Chair</td>
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<td>Vanessa Pena</td>
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<td>Myrna Garza</td>
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<td>Tito Guerrero III</td>
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<td>Kristin Harty</td>
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<td>Chatham University</td>
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<td>Dean for Student Development</td>
<td>Baylor University</td>
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<tr>
<td>Vanessa Pena</td>
<td>PhD Student</td>
<td>UW-Madison</td>
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“AAHHE provided a unique context to meet and network with a community of scholars with whom I could relate to in a variety of ways and in ways that were new to me. Additionally, the back-to-back sessions throughout the conference were extremely helpful, as I was able to learn about the publication process, job search process and the importance of job application materials. The Faculty who led these sessions were interactive, engaging and shared the documents they used while applying to jobs. By the end of the conference, not only had I met people with whom I will continue to be friends but also a larger community of Latinx scholars who are all doing amazing work within their respective disciplines. Specifically, I have been able to collaborate with other AAHHE participants on conference proposals and papers. I know that I share with many the goal of giving back to the community and working in various ways to contribute to improving the lives and conditions of Latinxs in education and beyond. I very much look forward to continuing to fight the good fight with my cohort fellows.”

Oscar Patrón
2018 AAHHE Graduate Fellow
Doctoral Candidate
Administrative and Policy Studies
School of Education
University of Pittsburgh
“As Latinas/os, Communidad is a central part of our culture. Therefore, the AAHHE program facilitates networking and encourages the development of relationships between Latina/o scholars. For example, I was able to make connections with each member of my AAHHE Graduate Fellows cohort, who represented various backgrounds, fields and institutions throughout the U.S. Because each fellow had a rich set of teaching, research and leadership experiences, we were able to learn extensively from one another. Attending the AAHHE National Conference as a Graduate Fellow helped me gain new skills, knowledge, and relationships. In fact, it was this experience that solidified my purpose and gave me the confidence I needed to accept a position as an assistant professor. Now, as I enter the professoriate, I look forward to using the tools that AAHHE has given me to achieve my future goals of becoming a tenured faculty member. More importantly, I know that my AAHHE familia will be there to support me along the way.”

Vanessa A. Sansone
2017 AAHHE Graduate Fellow
Assistant Professor
Educational Leadership and Policy Studies
The University of Texas at San Antonio
Dr. Luis Ponjuan is an associate professor of higher education administration and the executive director of the Investing in Diversity, Equity, Access, and Learning (IDEAL) research project at Texas A&M University, College Station, Texas. He has 20 years of professional higher education work experience by also working at the University of Florida, University of Michigan, and Florida State University. He earned his PhD in Higher Education from the University of Michigan, master’s degree from Florida State University, and a bachelor’s degree in psychology from the University of New Orleans. He is a first-generation Cuban immigrant and college graduate.

Over the years, he has a comprehensive research agenda focused on access and equity in higher education for underrepresented students and faculty members of color. He has published in premier higher education academic journals (e.g., Research in Higher Education, Journal of Higher Education, Journal of Hispanic Higher Education, Thought and Action) and higher education policy briefs for national education organizations like the Institute for Higher Education Policy-IHEP.

Due to his research agenda and professional accomplishments, Dr. Ponjuan earned the 2014 Outstanding New Faculty member for the Texas A&M University, College of Education and Human Development. The college also selected him as the 2013-2014 College of Education and Human Development Aggies Commit to Transforming Lives Administrative Fellow. National organizations also recognized him for his research work. AAHHE awarded him the 2009 Faculty Fellow award and the 2003 Graduate Student Fellow award. In 2008, the Association for the study of Higher Education selected him as an ASHE and Ford Foundation Fellow for the Institute on equity research methods and critical policy analysis.

Dr. Edith Fernández is a proven administrative professional skilled in building relationships with community leaders, elected, and government officials. She has substantial experience in the field of higher education with expertise in institutional research, student success initiatives, and strategic collaborations as well as significant marketing and organizational leadership skills. She has built a reputation as a tireless advocate for postsecondary education. As district director for Congressman Steven Horsford, she monitored federal legislation and integrated the Congressman’s legislative plan with district activities. She has been sought out to conceptualize, build, and open new offices across a variety of public industries. She recently joined Nevada State College as an associate vice president.

Her career in higher education spans 25 years working with community college and university students with experiences in financial aid, admissions, academic advising, service learning, study abroad, residence life and student life. She sailed across the world to nine countries with 600 undergraduates on a ship. She has also worked at the University of Michigan and a premiere HSI in Texas overseeing an array of student life programs to include a study abroad and a women’s resource center, student organizations, campus activities board, Greek life, diversity and leadership initiatives.

Dr. Fernández is a quantitative and qualitative researcher. She has been a PI for research projects focused on intercultural competence, intercultural learning skills, and civic engagement on a global scale. Her current research focuses on humanizing diversity work, student achievement and HSIs. Edith is a proud alumna of the University of Nevada, Reno. She received her PhD in higher education from the University of Michigan, an EdM from the Harvard Graduate School of Education, and a MPA from UNLV.
David Pérez II
Associate Professor, Educational Leadership
Miami University

Dr. David Pérez II is an associate professor in the Department of Educational Leadership at Miami University in Oxford, OH. His research focuses on increasing student success in higher education. In 2014, he launched The National Study on Latino Male Achievement in Higher Education to explore how undergraduates employ different forms of capital to thrive at twenty selective institutions. This study was supported by grants from the NASPA Foundation, National Resource Center for the First-Year Experience and Students in Transition, and ACPA Foundation. He is also conducting The Pedagogy of Student Success Project, a longitudinal study that explores how exposing graduate students to anti-deficit research informs their practice as aspiring scholars, practitioners, and policymakers in higher education.

The American College Personnel Association and the National Association of Student Personnel Administrators recognized Dr. Pérez as an emerging scholar for his contributions to research. His most recent publications are featured in the Journal of College Student Development, International Journal of Qualitative Studies in Education, Journal on Excellence in College Teaching, and a coedited book — Latinx/a/o in Higher Education: Exploring Identity, Pathways, and Success — which addresses the experiences of Latinx graduate students, faculty, and staff in student affairs and higher education.

Prior to pursuing a career in academia, Dr. Pérez served as a student affairs practitioner at Syracuse University and New York University. During his tenure in the profession, he engaged undergraduate and graduate students in residential leadership, peer education, and social justice advocacy. Dr. Pérez was a Posse Scholar and earned his Bachelor of Science in Human & Organizational Development and Master of Education in Educational Leadership & Administration at Vanderbilt University.

Dr. Pérez is the proud husband of Gabriela Bermudez and father to Immanuel and Noemí.

“The most important resource gained from my early involvement in this organization was a family of young scholars also in a similar struggle. I met long-time friends, co-authors, mentors, and role models. These are not resources you can put a value on in the academy. I took the road of public policy, which meant there would be few women and even fewer Latinos in these spaces. However, because I had a strong sense of belonging with my family of mentors and friends in AAHHE, I was able to pursue my opportunities and needs at Harvard and then at Vanderbilt as an assistant professor with less fear and more confidence. I knew I had a family of academics rooting for me. This is what we did for one another, Nos dabamos fuerza—We gave each other strength.”

Stella M. Flores
2015 AAHHE Graduate Fellow
Associate Dean of Faculty Development and Diversity
Associate Professor of Higher Education
Director of Access and Equity
Steinhardt Institute for Higher Education Policy
New York University
Carmen Martínez-López, Institute Chair
Dean
School of Business and Professional Careers, Westchester Community College

Dr. Carmen Leonor Martínez-López earned her PhD in international business in the area of management from the University of Texas–Pan American (renamed the University of Texas—Rio Grande Valley). She is currently the dean of the School of Business and Professional Careers at SUNY/Westchester Community College. Also, she was previously the dean of the Division of Business, Arts and Social Sciences at Bergen Community College.

From 2004 to 2014, she held a tenure-track position at the City University of New York (CUNY), Borough of Manhattan Community College (BMCC). She served as the deputy chair of the Business Management Department at BMCC. During her tenure at BMCC, Dr. Martínez-López was a member of the Middle States committee responsible for reviewing the assessment of student learning. As a CUNY Faculty Senator, Dr. Martínez-López was an active member of several committees, but her passion was for the Student Affairs Committee where she was the chairperson. On the University Advisory Council on Diversity, she represented the University Faculty Senate. In this capacity, she chaired the Proposal Committee for CUNY’s first Diversity Conference.

Dr. Martínez-López has published in *The Journal of International Management Studies*, *The Review of Business Research*, *The International Journal of Business Research*, and *The International Journal of Knowledge, Culture and Change Management*. Prior to coming to the United States, Dr. Martínez-López taught at Colombian and Mexican universities and served as the chairperson for the Department of Business Administration at Universidad ICESI in Cali, Colombia. Her career also includes extensive experience as a manager and consultant, where she designed and led the implementation of strategic management processes at Colombian companies.

Sunny Cooke
Superintendent/President
MiraCosta Community College District

With more than 23 years of experience in higher education as a faculty member and administrator, Dr. Sunita “Sunny” Cooke has served as a community college president for 11 years. She currently serves as superintendent/president of MiraCosta Community College District. MiraCosta College has four campuses that serve over 34,000 students in North Coastal San Diego.

Dr. Cooke has led statewide efforts to diversify state workforce and economic strategy in Texas and California based upon sector-based approaches. Most recently she chaired the California Board of Governor’s Strong Workforce Taskforce, which led to 26 different recommendations to ensure community colleges engage with businesses and other partners to strengthen the state’s workforce development efforts. It resulted in over $200M/year investment in community college workforce development and over $21M/year to the San Diego Region. She has taught at the undergraduate and graduate levels in biology and leadership development for over 13 years. She continues to develop community college leaders and serves as a mentor to those aspiring to leadership roles.

She is active in San Diego County on the boards of several Chambers, the Workforce Investment Board, the Economic Development Corporation, and Biocom. She also serves on the national advisory boards such as the American Association of Community Colleges and the National Academy’s Board of Science Education.

She received her Bachelor of Science in biology from American University and her PhD from Georgetown University both in Washington, D.C. She went on to complete her post-doctoral research at M.D. Anderson Cancer Center in Houston, Texas before becoming a founding faculty member of Lone Star College-Montgomery (Houston) in 1995.
Belinda Miles  
President  
Westchester Community College

Dr. Belinda S. Miles has served as president of Westchester Community College serving more than 26,000 students in one of the nation’s largest metropolitan areas, since 2015. Deeply committed to student success and completion, Dr. Miles has worked with faculty and staff to achieve a 42% increase in the college’s three-year graduation rate and the largest graduating classes in its 72-year history.

Her leadership contributed to Westchester Community College being selected as a member of the Achieving the Dream network of community colleges committed to improved student outcomes and as one of two institutions selected nationally for a $1,000,000 award to support replication of the City University of New York’s Accelerated Study in Associate Programs (ASAP), which doubled CUNY’s three-year graduation rate. SUNY’s first federally designated Hispanic Serving Institution, the college was recently awarded a $2.7 million Title V grant—the largest federal grant in the college’s history.

Locally, Dr. Miles serves on many boards including the Board of Directors for the Business Council of Westchester; the Westchester-Putnam Workforce Investment Board; the Westchester Medical Center Healthcare Transformation Workforce Committee and more.

Prior to joining Westchester Community College, Dr. Miles served as provost and executive vice president of Access, Learning, and Success at Cuyahoga Community College with oversight of four campuses and multiple extension sites serving 60,000 students in the Greater Cleveland, Ohio area. Her other roles at Cuyahoga included president of the Eastern Campus, dean of Academic Affairs, and assistant dean of Liberal Arts. Other previous positions include faculty and administrator roles at LaGuardia Community College, Nassau Community College, and Columbia University.

Francisco Rodriguez  
Chancellor  
Los Angeles Community College District

Dr. Francisco Rodriguez is the chancellor of the Los Angeles Community College District, the largest community college district in the nation with nine, accredited colleges, over 250,000 students enrolled, and an annual budget of $5.8 billion.

Appointed chancellor of the District in 2014, Dr. Rodriguez has worked to raise the District’s profile and improve its reputation as the best urban community college district in the nation.

A noted scholar and education activist, Dr. Rodriguez has 30 years of experience as an educator, faculty member, and administrator within California public higher education. Dr. Rodriguez has dedicated his career to high quality public education and championing diversity, equity and inclusion, and outreach to underserved communities. In particular, Dr. Rodriguez has focused his career on educational policies that expand access to higher education and financial aid, tireless advocacy for undocumented students and student-veterans, and the leadership development of young Latino and African American males. He frequently speaks on the topics of higher education, student access and success, governance and governing boards, workforce development, fundraising and philanthropy, and community.

From 2003-2014, Dr. Rodriguez served as president of Cosumnes River College in Sacramento, California, and superintendent/president of MiraCosta Community College District, respectively. His leadership at both institutions was marked by increased student enrollments, the diversification of faculty, students and administration more representative of the students served, increased support for student success, increased endowments, and robust university, business and community engagement.
Dear Conference Attendees:

On behalf of Chapman University, it is my pleasure to sponsor the annual commissioned scholarly papers presented at this conference during the conference concurrent sessions. These four papers address 1) *Latinx Continued Demographic Growth: Implications on Educational Practices and Policy*, 2) *College Hazing*, 3) *Latina Professors in Social Sciences and Human Literature*, and 4) *Latinx College Student Leadership/Activism*.

The teams of scholars who develop these papers is significant — not just to AAHHE, but to students, institutions, and communities across the country. These papers allow AAHHE to generate original work that can have an impact on our policymakers and education leaders at all levels, ever improving on policy and best practices.

Chapman's commitment to preparing students for a global society mirrors AAHHE's mission to strive to see Hispanic students succeed so that they can fill faculty and education leadership positions, modeling the growing Hispanic population in America's increasingly global society. When students have equal opportunities to succeed and thrive in higher education, our society is enriched and strengthened.

Sincerely,

Daniele C. Struppa, Ph.D.
President
Chapman University
Daniele C. Struppa became Chapman University’s thirteenth president September 1, 2016. Previously, Dr. Struppa held the position of chancellor at Chapman University for the last nine years.

Daniele C. Struppa, PhD, joined Chapman University in 2006 as provost, responsible for creating and implementing academic priorities for the University and for the allocation of resources to support those priorities. In 2007, with the addition of further leadership responsibilities, he was appointed as Chapman’s first chancellor.

Dr. Struppa came to Chapman University from George Mason University, where he served as director of the Center for the Applications of Mathematics, as chair of the Department of Mathematical Sciences, and as associate dean for graduate studies. In 1997, he was selected dean of George Mason’s College of Arts and Sciences.

Prior to his tenure at George Mason, Dr. Struppa held positions at the University of Milano (Milan, Italy), the Scuola Normale Superiore (Pisa, Italy) and the University of Calabria (Calabria, Italy).

Dr. Struppa earned his laurea in mathematics from the University of Milan, Italy in 1977, and received his doctorate degree in mathematics from the University of Maryland, College Park, in 1981. In recognition of his work, he has been awarded the Bartolozzi Prize from the Italian Mathematical Union (1981), and the Matsumae Medal from the Matsumae International Foundation of Tokyo (1987).

In 2006, the BIO-IT Coalition (a non-profit organization based in Washington, D.C., and dedicated to the support of bioinformatics) established a new prize in Dr. Struppa’s honor – the “Professor Daniele Struppa Award,” which is designed to honor high school teachers in math, science, and technology.


While serving as chancellor, Dr. Struppa continued his scholarly research focusing on Fourier analysis and its applications to a variety of problems including the algebraic analysis of systems of differential equations, signal processing and pattern recognition. Some of his recent work applies these ideas and methods to problems ranging from denoising to bio-contaminant protection to proteomics of cancerous cells.
Raquel Botello, PhD, is an assistant professor of psychology at Texas A&M University Corpus Christi. She completed her doctorate in counseling psychology from Iowa State University, which promotes a strong scientist-practitioner model that highlights the connection between research and applied practice. Raquel also completed her internship clinical training at the University of Florida. There she focused on addressing multicultural intersecting factors in therapy, working with transgender individual transitions, and group therapy.

Dr. Botello’s research addresses the social, organization, and multicultural factors that influence psychological well-being in young adults and most recently, resiliency in older Black and Latina women. In her previous work, she has addressed educational outcomes specifically in ethnic/racial minority college students and mental health concerns such as anxiety and depression. Additionally, her work also emphasizes on clinical training of developing therapist in working with diverse clients of various marginalized identities. Finally, she has presented various research projects and professional presentations focused on understanding Latinx college student mental health trends and guides to promoting seeking psychological help. She has written about the understanding of hazing as it relates to psychological theories and interpersonal violence.

In her young career, she has also taken positions of leadership and service by currently being appointed membership committee chair for the National Latinx Psychological Association. She has mentored students completing their master’s degree in clinical psychology and others applying to graduate doctoral program. In 2016 she received the Women Impacting ISU a recognition the selects 12 students or professionals that have left significant influence on the Iowa State campus. she strives to continue to promote multicultural lenses in psychology research and empower other students to pursue their interest.

Leslie D. Gonzales is an associate professor at Michigan State University. Leslie’s research focuses on (a) legitimacy within academia; (b) relations of power that govern the recognition of knowledge and knowers; and (c) the possibility of agency among academics. Leslie is committed to exposing and challenging both material and symbolic injustices within academia, particularly in the careers of historically underrepresented scholars.

As a Latina, working class, first-generation-college-student-turned academic who earned all three of her academic degrees from Hispanic Serving Institutions, Leslie aims to inform various evaluation processes that shape the academic profession, including graduate student preparation, faulty hiring and onboarding, and faculty evaluation.

Leslie is incredibly honored to do this work in the name of her family, especially her parents. Leslie’s dad, Thomas, worked as a seasonal migrant farmworker until the age of 17 and later he found work, as many Latinx people have, in a meat packaging plant. Today, Thomas drives a school bus. Leslie credits her dad for helping her to understand that every action we take in this world is a political action, and above all, “to never forget where I come from.” Leslie’s mom, Louise, grew up in home of two domestic workers, and today, Louise continues this proud tradition of labor as she is cook at a senior home in New Mexico. Leslie credits her mom for her love of reading and writing, and for “helping see myself not only as funny and pretty, but most importantly, as smart.”

Leslie often notes, “My parents remain the best teachers I have ever had. Today, I am able to labor with my mind because they have labored—all of their lives—with their hands.”
Rogelio Sáenz
Latinx Continued Demographic Growth: Implications on Educational Practices and Policy

Rogelio Sáenz is a sociologist and demographer at the University of Texas at San Antonio, where he is Dean of the College of Public Policy and holds the Mark G. Yudof Endowed Chair. A native of Mercedes, located in the Lower Rio Grande Valley of Texas, he received his B.S.W. in social work with a double major in sociology from Pan American University in 1981, and his Masters of Science and PhD in sociology from Iowa State University in 1984 and 1986, respectively. Upon completion of his doctoral degree in 1986, Sáenz took a tenure-track position at Texas A&M University where he climbed through the ranks from assistant professor to professor and served as department head. After 25 years as a faculty member at Texas A&M University, he moved to the University of Texas at San Antonio. Sáenz also is a policy fellow at the Carsey School of Public Policy at the University of New Hampshire. Sáenz has written extensively in the areas of demography, Latina/os, race and ethnicity, inequality, immigration, public policy, human rights, and social justice. He co-authored Latinos in the United States: Diversity and Change (Polity Press, 2015) and Latino Issues: A Reference Handbook (ABC-CLIO, 2011). Sáenz also co-edited The International Handbook of the Demography of Race and Ethnicity (Springer, 2015) and Latina/os in the United States: Changing the Face of América (Springer, 2008). His work has appeared in major journals in the field including American Behavioral Scientist, Daedalus: Journal of the American Academy of Arts and Science, Demographic Research, Demography, Du Bois Review, Ethnic Groups, Hispanic Journal of Behavioral Sciences, International Migration Review, Journal of Aging and Health, Journal of Marriage and the Family, Latino Studies Journal, Race and Social Problems, Rural Sociology, Social Science Quarterly, Social Science Research, and Sociological Forum, Sociology of Race and Ethnicity. His research has been supported by funding from the National Science Foundation and the U.S. Department of Agriculture.

Guadalupe Saldivar
A Critical Analysis of the Presence and Positioning of Latina Professors in Social Science and Humanities Literature

Guadalupe Saldivar, is an internship specialist for the Career Center at California State University, San Bernardino. She has four years of experience in higher education specializing in career services. Saldivar received her Master of Arts in student affairs administration from Michigan State University and obtained her Bachelor of Business Administration in leadership from New Mexico State University.

In addition to her current role, Saldivar serves on the Division of Student Affairs High Impact Practice Committee. She is also a co-advisor for the Hispanic Association of Colleges and Universities (HACU) Scholars at California State University, San Bernardino. Saldivar received the 2017-2018 President’s Team Achievement Award in 2018 for her role as the Assessment and Evaluation Director for the Women’s Leadership Conference Planning Committee at California State University, San Bernardino.

Saldivar demonstrates her commitment to higher education through her research. Saldivar has presented at national, regional, and local conferences including the American Educational Research Association (AERA) and the New Mexico Higher Education Assessment and Retention (NMHEAR). For the past two years, she has also served as a journal reviewer/editor for the National Association of Student Personnel Administrators Journal About Women in Higher Education (NJAWHE).
Cristobal Salinas
From Their Own Perspectives: How Latinx/a/o Students
Relate to, Identify with, and Understand the Term Latinx

Cristobal Salinas Jr., PhD, is an assistant professor in the Educational Leadership and Research Methodology Department at Florida Atlantic University. Prior to this, Cristobal served as the multicultural liaison officer of Iowa State University. He completed his PhD in educational leadership and policy studies from Iowa State University.

Cristobal’s research promotes access and equality in higher education and explores the social and political context of education opportunities for historically marginalized communities. His research reflects the lived experiences of, and is in partnership with, historically marginalized communities that are oppressed at the institutional, cultural, and individual levels. At the institutional level he studies community colleges and its communities of people; at the cultural level he explores hazing and the power of language; and at the individual level he focuses on the experiences of men of color in educational settings.


Cristobal has gained national notoriety in his young career. Among other awards, in 2017, Salinas received an outstanding social justice collaboration award from ACPA (College Student Educators International). He was also recognized by his alma mater institutions as the Outstanding Young Professional Award by Iowa State University, and as a Distinguish Alumni by Schuyler Central High School. Last, Cristobal was a 2018 American Association of Hispanics in Higher Education Faculty Fellow.
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Costa Mesa, CA
Dr. Patricia Arredondo is an academic entrepreneur, scholar-practitioner, and social justice advocate. She has dedicated her career to advancing multicultural competency development and social justice principles in organizations. Author/co-author of seven books and more than 100 refereed journal articles, book chapters, and training videos, she has presented her work in China, the Dominican Republic, Egypt, Guatemala, Qatar, South Africa, and other countries.

For more than 15 years, Dr. Arredondo held senior leadership roles in higher education. She was president of The Chicago School of Professional Psychology, Chicago campus, associate vice chancellor for Academic Affairs, University of Wisconsin-Milwaukee (UWM), and senior vice president for Institutional Initiatives, Arizona State University (ASU). She was also a full professor with ASU and UWM for four years.

Leadership is core to Dr. Arredondo’s professional endeavors. She was the first Latinx president of the American Counseling Association and the founding president of the National Latina/o Psychological Association. She was president of Divisions for the American Counseling Association (ACA) and the American Psychological Association. In addition to serving on the AAHHE board, she has board appointments to DiversityMBA, the Marie Fielder Social Justice Center, and the Latina Researchers Network.

Currently, Dr. Arredondo is CEO of the Arredondo Advisory Group and Faculty Fellow with Fielding Graduate University. She is also on the faculty of the New Leadership Academy hosted by AAHHE and the National Forum, University of Michigan. Her doctoral degree in counseling psychology is from Boston University. She is a licensed psychologist and National Certified Counselor. Dr. Arredondo is of Mexican American heritage, originally from Lorain, Ohio.

In 2010, Dr. Blandina Cardenas retired as the first woman President of the University of Texas Pan American, but that is just a small part of her story.

For almost 50 years, Dr. Blandina Cardenas has been a champion for the inclusion, advancement, and success of those for whom equality of opportunity is not readily available. Through a distinguished professional life in government, education, research, and advocacy and through a steadfast connection to her community she has challenged practices that exclude, developed strategies and programs that empower the powerless and inspired, mentored, and coached countless emerging leaders in education, public service, and practical politics.

Blandina Cardenas has been supported, recognized, and honored by the community that was her passion. She is the recipient of honorary degrees from The University of Notre Dame, Keene College of New Jersey, and St. Mary’s University of Indiana. She received the Chancellor’s Medal as a distinguished alumnus of the University of Massachusetts. She is the recipient of The National Council of La Raza’s, “La Raza” award, the NEA’s Human Rights Award, the National Association for Bilingual Education’s Pioneer Award, the City of San Antonio’s Benefacto de La Ciudad designation, and countless other honors. Her extensive work with Mexico and its universities earned her induction into the ORDEN DEL AGUILA AZTECA, the highest honor bestowed by the government of Mexico to a non-citizen. Today Dr. Cardenas continues her role inspiring, mentoring and coaching emerging leaders in the community, most especially women—educators, entrepreneurs, lawyers, medical leaders and public servants.
Gilbert J. Contreras, Jr.
Latinx Administrative Leaders on Leading Professional and Institutional Change Symposium

Gilbert J. Contreras, Jr. serves Fullerton College as the vice president of Student Services since 2016. He joined the Hornet family after serving as the dean of Student Services at Cerritos College. Prior to Cerritos College, Dr. Contreras worked at Cypress College as the manager for Extended Opportunity Programs & Services (EOPS) and the special projects director of the Learning Resource Center.

As an educational administrator in the community college system, Dr. Contreras has demonstrated leadership in shared governance, community partnerships, and developing data-driven programs that emphasize student success and student equity. He has extensive leadership experience in the community college system fostering collaboration between instruction and student services, implementing student life initiatives, and advancing diversity and equity objectives. He continues to research and present about community college Hispanic Serving Institutions (HSIs) as part of the solution to California’s economic future.

Prior to working in the community college system, Dr. Contreras applied his expertise in housing, community, and economic development in various capacities for municipal, non-profit, and research stakeholders. His vocation to enhance leadership in higher education around equity, access, and student success outcomes for all students aligns with the mission, values, and strategic planning goals of the California Community College system.

Gilbert J. Contreras, Jr. earned a PhD in urban planning at the University of California, Los Angeles and a master’s degree in city planning from the Massachusetts Institute of Technology with an emphasis in housing, community, and economic development. He earned his bachelor’s degree from the University of California, Berkeley in interdisciplinary studies with a minor in city planning.

Waded Cruzado
Latinx Administrative Leaders on Leading Professional and Institutional Change Symposium

Since January of 2010, Dr. Waded Cruzado has served as the 12th President of Montana State University (MSU), Montana’s largest institution recognized by the Carnegie Foundation as one of 108 universities for its “Very High Research Activity” and one of 66 institutions recognized by Carnegie as a “Community Engaged University.” As President of MSU, Cruzado has significantly reshaped the face and future of the state’s first land-grant institution. An articulate and inspirational speaker on the role of land-grant universities, she has become a well-known champion of the land-grant’s tripartite mission of education, research, and public outreach.

In 2012, APLU awarded President Cruzado the Seaman A. Knapp Memorial Lectureship. In that same year, President Barack Obama appointed Dr. Cruzado to the Board for International Food and Agricultural Development (BIFAD), a seven-member advisory council to USAID, whose primary role is to advise on agriculture, rural development and nutrition issues related to global food insecurity and the eradication of hunger in the world.

Dr. Carlos E. Santiago was appointed Commissioner of Higher Education on July 1, 2015 by the Massachusetts Board of Higher Education during the administration of Governor Charlie Baker. The commissioner leads the Department of Higher Education and serves the Board of Higher Education, and also works with the leadership of the three segments of public higher education in the Commonwealth: the community colleges, state universities, and the University of Massachusetts.

The first Puerto Rican president of a major U.S. research university, Dr. Santiago previously served as the Chancellor of the University of Wisconsin-Milwaukee (UWM) and brings over 30 years of experience in public higher education. Previously, Santiago served as provost and vice president for academic affairs at the University at Albany, State University of New York (SUNY) and functioned as the chief operating officer of the campus. He was instrumental in obtaining the necessary support and approvals for the establishment of the nation’s first graduate school of nanosciences in 2001. He was named a Collins Fellow for distinguished service to the University at Albany in 1996.

Santiago also brings a wealth of expertise in economics with emphasis in labor economics. He was a professor of economics at UWM and SUNY-Albany and holds a PhD in economics from Cornell University. He is also the author or co-author of six books and has published dozens of articles and book reviews, of which many focus on economic development and the changing socioeconomic status of Latinos in the United States. On two separate occasions, in 1996 and 2011, Santiago has been named one of the 100 most influential Hispanics in the United Stated by Hispanic Business magazine.

“At a pivotal time in my graduate career, as I prepared to write my dissertation, I attended the annual AAHHE Annual Conference. While I long planned to pursue a career in academia, I never received practical training on the ins and outs of navigating the job market. Thanks to AAHHE and the Graduate Fellows Program, I feel ready to enter the job market in the coming fall. More importantly, I feel confident because I have the support to be successful in my field, and my AAHHE Fellows cohort or faculty mentor are there if I need them. What I enjoyed most about AAHHE was having the opportunity to connect and build relationships with other young Latinx scholars who are doing scholarship in support of our communities. By interacting with new faculty members who were very open and transparent about their experiences, I gained great insight. I look forward to using the new tools and support systems AAHHE provided as I continue my graduate work and enter the job market. My long-term career plan is to continue doing research on topics pertaining to Latinx education and immigration while also being able to influence policy making.”

Carolina Silva
2018 AAHHE Graduate Fellow
Doctoral Candidate
Cultural Studies and Social Thought in Education
Washington State University
Frazier Benya
Catalyzing Action for Systemic, Culture Change in Higher Education

Dr. Frazier Benya is a senior program officer with the Committee on Women in Science, Engineering, and Medicine (CWSEM) at the National Academies of Sciences, Engineering, and Medicine. She recently served as the study director for the National Academies consensus study report *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Before joining the CWSEM staff, Dr. Benya worked with the National Academy of Engineering from 2011 to 2017, during which time she managed projects for its Center for Engineering Ethics and Society and co-lead the effort to expand and enhance the NAE Online Ethics Center (OEC) for Engineering and Science website. Her work with the NAE focused on improving and enhancing engineering ethics education and on analyzing the pathways engineers take from education to the workforce.

Dr. Benya holds a Bachelor of Arts with honors in science, technology, and society from the University of Puget Sound, and a Master of Arts in bioethics and PhD in history of science, technology, and medicine from the University of Minnesota. Her PhD focused on the history of bioethics and scientific social responsibility during the 1960s and 1970s that led to the creation of the first federal bioethics commission in 1974. Her master’s examined different types of institutional methodologies for considering the social implications of science with a focus on those that integrate scientific research with ethics research in the United States and Canada. Dr. Benya was elected a Fellow of the American Association for the Advancement of Sciences in 2017.

Maria Lund Dahlberg
Catalyzing Action for Systemic, Culture Change in Higher Education

Maria Lund Dahlberg is a program officer with the Board on Higher Education and Workforce focused on the Science of Effective mentoring in STEMM. She has worked with a number of groups across the National Academies of Sciences, Engineering, and Medicine, including the Committee on Science, Engineering, Medicine, and Public Policy, the central Office of Communications, and the National Academy of Medicine. She came to the National Academies by way of a Christine Mirzayan Science and Technology Policy Fellowship, which she received after completing all requirements short of finalizing the dissertation for her doctorate in physics at the Pennsylvania State University. Ms. Dahlberg holds a Bachelor of Arts with high honors in physics from Vassar College and a Master of Science in physics from the Pennsylvania State University.
PRE-CONFERENCE

WORKSHOP PRESENTERS

Lorelle Espinosa
Catalyzing Action for Systemic, Culture Change in Higher Education

Lorelle Espinosa is the vice president for research at the American Council on Education, a national membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice. She is responsible for developing and managing the organization’s thought leadership portfolio and for ensuring a strong evidence base across ACE’s myriad programs and services. Her personal scholarship spans a variety of issues, including race-conscious practices in selective college admissions, the role of minority serving institutions in meeting 21st century educational and workforce goals, factors and stakeholders that contribute to positive campus racial climate, and diversity and inclusion in the STEM disciplines.

As a national thought leader on issues pertaining to college access and success for diverse populations, Espinosa has contributed opinion and scholarly works to peer-reviewed journals, academic volumes, and industry magazines on a variety of topics, including the Harvard Educational Review, Research in Higher Education, the Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, CNN.com, and ACE’s own HigherEdToday.org. Her research on diversity strategies in selective college admissions, and on women of color in STEM, was cited in four amicus briefs to the United States Supreme Court between 2013-2016.

With long-running practice, research, and policy-facing experience in STEM higher education, Espinosa most recently served as co-chair of the National Academies study committee, “Closing the Equity Gap: Revitalizing STEM Education and Workforce Readiness Programs in the Nation’s Minority-Serving Institutions.” She also serves on the national boards of College Possible and the American Youth Policy Forum, and has held leadership roles in the Association for the Study of Higher Education and the American Educational Research Association.

Terry Rizzo
Publishing in Professional Journals

A native of Chicago, Illinois, Dr. Rizzo earned his PhD from the University of Illinois, Urbana-Champaign, a master’s degree from the University of Arizona, a bachelor’s degree from Northeastern Illinois University. Dr. Rizzo served 21 years as chair of CSUSB’s Department of Kinesiology.

As a professor and chair, Dr. Rizzo has served on numerous university committees related to the administration and operation of the university; including the CSUSB Faculty Senate, Faculty Senate Executive Committee, co-chair of the CSUSB Strategic Planning Committee, and chair of the Faculty Affairs Committee. In 2016-2017, he served as an interim assistant vice president and dean of Undergraduate Studies at CSUSB. Now, Dr. Rizzo is a professor of the Department of Kinesiology at CSUSB.

In addition to leading the CSUSB’s Department of Kinesiology, the CAHPERD Board, and the NCPEID, Dr. Rizzo served as the editor of Adapted Physical Activity Quarterly; considered the best international journal in rehabilitative Sciences.

Dr. Rizzo has earned many professional awards and honors including the American Kinesiology Association (AKA) Distinguished Leadership Award for Undergraduate Education Institutions for Outstanding Administrative and Leadership Performance. He received Outstanding Professor Award (for excellence teaching, research, and service) at CSUSB and Golden Apple Award for Excellence in Teaching at CSUSB; both are the most coveted awards for faculty members on campus. Those two awards earned him the prestige of induction to Phi Kappa Phi Honor Society and Founding Fellow of the Teaching Academy at the university. Dr. Rizzo’s scholarly activities earned him the Project Inspiration Award, from the National Association for Sport and Physical Education (NASPE) and recently the Honor Award from CAHPERD for Outstanding Service to the discipline and profession of Kinesiology.
Victor B. Sáenz
Publishing in Professional Journals

Victor B. Sáenz, PhD is an associate professor and chair, Department of Educational Administration at the University of Texas at Austin, and he is a fellow in the Sid W. Richardson Regents Chair in Community College Leadership (2013-14). He also holds a faculty appointment with the UT Center for Mexican American Studies and is a faculty fellow with the UT Division of Diversity and Community Engagement (DDCE). Dr. Sáenz has published in numerous peer-reviewed journals and has recently co-authored a book on men of color in higher education (Stylus Publishing). He also has two other book projects underway, including one on Latino males in higher education. His current research on this topic examines their experiences at both two-year and four-year institutions as they navigate their college pathways.

Dr. Saenz has received several notable accolades in his academic career. He has been a member of several distinguished journal editorial boards in his field, and he is an active member of several national associations focused on higher education issues, including ASHE, AERA, AIR, AAHHE, and TACHE. He has spoken about his research and programmatic work at the White House, on Capitol Hill, at the National Press Club, and at conferences across the country.

Dr. Saenz received his PhD from UCLA in higher education and organizational change (2005) with a focus on access, equity, and diversity issues in post-secondary education. He was a Spencer Foundation pre-doctoral fellow while at UCLA, where he also completed a master’s in education in 2002. He also received a master’s degree in public affairs (1999) and a bachelor’s degree in mathematics (1996) from the University of Texas at Austin.

Layne Scherer
Catalyzing Action for Systemic, Culture Change in Higher Education

Layne Scherer served as the study director for the Committee on Revitalizing Graduate STEM Education for the 21st Century and is a program officer with the Board on Higher Education and Workforce at the National Academies of Sciences, Engineering, and Medicine. She also serves as the study director for Understanding the Changing K-12 Teacher Workforce and provides support to the Roundtable on Systemic Change in Undergraduate STEM Education.

Prior to joining the National Academies, Scherer was a science assistant at the National Science Foundation with the office of the Assistant Director for Education and Human Resources and served as an executive secretary under the National Science and Technology Council’s Committee on STEM Education. As a part of her cross-agency work, Scherer developed an interest in performance management and completed training as a facilitator and graphic recorder with the Performance Improvement Council.

Scherer earned her master’s of public policy from the Gerald R. Ford School of Public Policy at the University of Michigan, with a focus on education policy, nonprofit management, and quantitative analysis. She earned her Bachelor of Arts from the University of Michigan with concentrations in English literature and the history of art.
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Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Lumina’s outcomes-based approach focuses on helping to design and build an accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025. For more information on Lumina, visit: www.luminafoundation.org.
Thomas Saenz is president and general counsel of MALDEF; he leads the organization in pursuing litigation, policy advocacy, and community education to promote the civil rights of all Latinos living in the United States in the areas of education, employment, immigrants’ rights, and voting rights. Saenz rejoined MALDEF in August 2009, after four years on Los Angeles Mayor Antonio Villaraigosa’s executive team. He previously spent 12 years at MALDEF practicing civil rights law, including four years as litigation director. He has served as lead counsel for MALDEF in numerous cases including challenges to California Proposition 187, California Proposition 227, and California congressional redistricting. In 2016, Saenz argued before the U.S. Supreme Court in United States v. Texas, representing intervenors defending Obama Administration deferred action initiatives. Saenz graduated from Yale College and Yale Law School; he clerked for two federal judges before initially joining MALDEF in 1993.

“Interacting with other AAHHE Faculty Fellows through programmed sessions and networking opportunities represented much more than the candid advice that was shared, but embodied incarnate that “you lift as you climb. As I returned to my campus after the AAHHE annual conference, I approached my third year in the education PhD program with a distant mind, heart, and spirit. Participating in the AAHHE Graduate Fellows Program was life-changing; I realized that I am part of a legacy of Latinos who have dedicated their lives to serving our community. The work that my cohort members and I are part of contribute to the larger efforts of those Latinos who paved the path for us to do so. My degree and my career in this context is part of a collective effort much larger than I originally imagined. I am part of a community committed to transformation. I look forward to ways in which I too can continue the efforts of support and community AAHHE well represents.”

Vanessa Segundo
2017 AAHHE Graduate Fellow
Doctoral candidate in Language Literacy and Culture
University of California
About the Lecture
Established in 2017, the Cigarroa Distinguished Lecture spotlights a prominent scholar or leader in a medical or science discipline. The lecture is named in honor of the Cigarroa Family of Laredo, Texas and its three generations of medical doctors and active leaders who have served in their communities and in national organizations. This lecture features established leaders and icons in the medical and science professions.

Francisco Cigarroa, MD
Transplant Center, UT Health Science Center
University of Texas, San Antonio

Francisco Gonzalez Cigarroa, MD, a third-generation physician, was born in Laredo, Texas as one of ten children. He attended Yale University, where he graduated in 1979 with a bachelor’s degree in biology. Dr. Cigarroa earned his medical degree in 1983 from The University of Texas Southwestern Medical Center at Dallas.

Upon completing surgical training, Dr. Cigarroa joined the faculty of The University of Texas Health Science Center at San Antonio in 1995, where he served as director of pediatric surgery before serving as president of the institution from 2000 – 2009. As a pediatric and transplant surgeon, he established a multidisciplinary pediatric transplant program focused on kidney, liver, and intestinal transplants with outstanding outcomes.

In 2009, Dr. Cigarroa became the first Hispanic to be named chancellor of The University of Texas System. As chancellor, he oversaw one of the largest public systems of higher education in the nation, consisting of nine universities and six health institutions. Dr. Cigarroa’s leadership was critical in the establishment of two medical schools and The University of Texas Rio Grande Valley, and in the advancement of engineering across the University of Texas System.

Dr. Cigarroa is a member of several prestigious societies, including the American College of Surgery, the Institute of Medicine, the American Board of Surgery, and the American Academy of Arts and Sciences. He is also an honorary member of the National Academy of Science in Mexico.

He received appointments to the President’s Committee on the National Medal of Science and the White House Initiative on Educational Excellence for Hispanic Americans by presidents George W. Bush and Barack Obama, respectively. He was elected in 2010 to serve on the Yale Corporation, the university’s governing board. He served on the National Research Council Committee on Research Universities and the American Academy Commission on the Humanities and Social Sciences.

In January 2015, Dr. Cigarroa was named the director of Pediatric Transplantation at the University of Texas Health Science Center at San Antonio, holding several distinguished professorships and titles. Dr. Cigarroa and his wife, Graciela, an attorney, have two daughters.

Past Lecturers
2018 Jose Hernandez
2017 Francisco Cigarroa
Professor Graeve joined the University of California, San Diego, in 2012, and is currently professor in the Department of Mechanical and Aerospace Engineering, director of the CaliBaja Center for Resilient Materials and Systems, and faculty director of the IDEA Engineering Student Center. Previously, she was an associate professor at Alfred University (2008-2012) and an assistant professor at the University of Nevada, Reno (2002-2008). Professor Graeve holds a PhD in materials science and engineering from the University of California, Davis, and a bachelor’s degree in structural engineering from the University of California, San Diego. Her area of research focuses on the design and processing of new materials for extreme environments, including extremes of temperature, pressure, and radiation.

Professor Graeve has received research grants and contracts from federal agencies such as the National Science Foundation, the Department of Defense, the National Aeronautics and Space Administration, and the Department of Energy, as well as from industrial partners. Her publications include both research and pedagogy and curriculum development contributions, with publications that have appeared in Chemistry of Materials, the Journal of the American Ceramic Society, Langmuir, ACS Applied Materials & Interfaces, Biomaterials, the Journal of Physical Chemistry, the Journal of Materials Research, Scientific Reports, Nanotechnology, the Journal of Applied Physics, and Optical Materials, among others.

Professor Graeve has contributed to the development of human resources both as a research advisor and as an instructor, teaching courses in the general areas of structure and bonding, as well as the mechanical behavior of materials. She has served on numerous committees of her primary societies (American Ceramic Society, Materials Research Society, Society of Hispanic Professional Engineers, and Sociedad Mexicana de Materials, A.C.) in many different capacities and actively participates in organizing national and international conferences, as well as serving on various review boards and advisory panels. She has been involved in many activities related to the recruitment and retention of women and Hispanic students in science and engineering and has received several prestigious awards including the National Science Foundation CAREER award, the 2006 Hispanic Educator of the Year award by the Society of Hispanic Professional Engineers, the 2010 Karl Schwartzwalder Professional Achievement in Ceramic Engineering Award by the American Ceramic Society, the 2012 B.J. Harrington Lectureship by McGill University, the 2011 Society of Hispanic Professional Engineers “Jaime Oaxaca” Award, Outstanding Engineering Educator by the San Diego Chapter of the California Society of Professional Engineers (2015), Alumna of the Year by Southwestern College (2015), Hispanic Engineer National Achievement Educator Award (2017), and SHPE Innovator Award (2017). More recently, she has been inducted into the Tijuana Walk of Fame (2014) and to the Mexican Academy of Engineering (2016), and has been named Fellow of the American Ceramic Society (2017). In addition, Forbes Magazine named her one of the 100 Most Powerful Women of Mexico (2017).
2019 TOMÁS RIVERA LECTURE

About the Lecture
Each year a distinguished scholar or national leader is selected to present the Tomás Rivera Lecture. In the tradition of the Hispanic Caucus, AAHHE will continue this lecture in honor of the late Dr. Tomás Rivera, professor, scholar, poet, and former president of the University of California, Riverside.

Tomás Rivera

Tomás Rivera, author, poet, teacher, and lifelong learner, was born in Texas to farm laborers who were Mexican immigrants. Neither of his parents had a formal education.

He attended Southwest Texas State University, where he received a Bachelor of Science and Master of Education in English and administration, and the University of Oklahoma, where he earned his Master of Arts in Spanish literature and a PhD in romance language and literature. Rivera also studied Spanish culture and civilization at the University of Texas, Austin and studies in Guadalajara, Mexico.

After completing his PhD, he taught at Sam Houston State University and served on the planning team that built The University of Texas, San Antonio, where he also served as chair of the Romance Language Department, associate dean, and vice president.

In 1978, he became the chief executive officer at The University of Texas, El Paso, and in 1979 he became chancellor of the University of California, Riverside. Rivera was an active author, poet, and artist, and loved to read. He began writing creatively at 11 or 12 years of age. He wrote about Chicano topics, themes, and feelings. Rivera began documenting the struggles of migrant workers, although he did not write about politics and did not view his work as political. He published several poems, short prose pieces, and essay on literature and higher education.

He served on many boards, including the Carnegie Foundation for the Advancement of Teaching, the American Association for Higher Education, and the American Council on Education. In addition, Rivera was active in a great number of charitable organizations and was the recipient of numerous honors, awards, and recognitions. He was one of the founders and presidents of the National Council of Chicanos in Higher Education and served on commissions on higher education under Presidents Carter and Reagan.

Past Lecturers

2018 Eloy Ortiz Oakley
2017 Michele Siqueiros
2016 Antonia Hernandez
2015 Manuel T. Pacheco
2014 Yvette Donado
2013 Francisco Cigarroa, MD
2012 Luis A. Ubinas
2011 Rachel F. Moran
2010 Charles B. Reed and Jack Scott
2009 Marta Tienda
2008 Jaime Merisotis
2007 Sonia Nazario
2006 Michael A. Olivas
2005 Raul Yzaguirre
2004 Angela Oh
2003 Piedad Robertson
2002 Harold L. Hodgkinson
2001 Félix Gutiérrez
2000 David Hayes-Bautista
1999 Jim Cummins
1998 Samuel Betances
1997 Albert H. Kauffman
1996 Rolando Hinojosa Smith
1995 Ronald Takai
1994 Norma Cantú
1993 Gregory R. Anrig
1992 Henry Cisneros
1991 Toni Morrison
1990 Tomás Arciniega
1989 David Hamburg
1988 Arturo Madrid
1987 Ann Reynolds
1986 Alfredo G de los Santos Jr.
1985 John Maguire
As executive director of the Aspen Institute Latinos and Society Program, Abigail runs a policy program whose goal is to improve understanding of the growing Latino community, its critical importance to the success of the United States and promote policies and actions that to advance Latino progress to strengthen the country. The program focuses on three critical policy levers, education, civic participation, and educational attainment, and offers scholarships to increase Latino leadership and participation and important Aspen Institute fora.

For eight years prior Abigail developed and managed the Institute’s geographical (Africa, Central America, India, Middle East, and China) and topical leadership initiatives (education and environment) that comprise the Aspen Global Leadership Network with the goal of stimulating a new generation of local leaders poised to play a greater role in the civic engagement of their countries. As a vice president at the Aspen Institute she is part of the executive management team working on strategy and representing the Institute publicly. Abigail joined the Aspen Institute from the German Marshall Fund (GMF) in 2006 where she was a senior manager and director of external relations responsible for partnership development, congressional relations, and public outreach.

Abigail holds a Bachelor of Arts in political science and Spanish from Amherst College and a Master of Arts in international relations and Latin American studies from the Johns Hopkins University School of Advanced International Studies. She is a National Hispana Leadership Institute Executive Leadership Fellow and an International Career Advancement Program Fellow. She has attended leadership training at the Center for Creative Leadership and at Harvard Kennedy School.
David E. Hayes-Bautista
Health Policy and Management
University of California, Los Angeles

David E. Hayes-Bautista, PhD is currently distinguished professor of medicine and director of the Center for the Study of Latino Health and Culture at the David Geffen School of Medicine at UCLA. He graduated from U.C. Berkeley, and completed his doctoral work in Basic Sciences at the University of California Medical Center, San Francisco.

Dr. Hayes-Bautista served on the faculty at the School of Public Health at U.C. Berkeley until 1987, when he took his current position at UCLA.

Dr. Hayes-Bautista's research appears in a variety of medical journals including Family Medicine, the American Journal of Public Health, Family Practice, Academic Medicine and Salud Pública de México. Some of his published books include *The Burden of Support: Young Latinos in an Aging Society* (Stanford University Press, 1988), *El Cinco de Mayo: An American Tradition* (University of California Press, 2012) and *La Nueva California: Latinos from Pioneers to Post Millennials* (University of California Press, 2017.) Dr. Hayes-Bautista writes columns for the Los Angeles Times and La Opinion, and is often asked to provide opinions on radio and television in both Spanish and English.

For the past five years, he has been chosen one of the 101 Top Leaders of the Latino Community in the U.S. by Latino Leaders Magazine. In 2012, he received the Association of American Medical Colleges (AAMC) Herbert W. Nickens Award for his lifelong concerns about the educational, societal, and health care needs of underrepresented groups, and in 2016 the Ohtli Award from the Mexican Government.
Rogelio Sáenz is a sociologist and demographer at the University of Texas at San Antonio, where he is Dean of the College of Public Policy and holds the Mark G. Yudof Endowed Chair. A native of Mercedes, located in the Lower Rio Grande Valley of Texas, he received his B.S.W. in social work with a double major in sociology from Pan American University in 1981, and his Masters of Science and PhD in sociology from Iowa State University in 1984 and 1986, respectively. Upon completion of his doctoral degree in 1986, Sáenz took a tenure-track position at Texas A&M University where he climbed through the ranks from assistant professor to professor and served as department head. After 25 years as a faculty member at Texas A&M University, he moved to the University of Texas at San Antonio. Sáenz also is a policy fellow at the Carsey School of Public Policy at the University of New Hampshire.


Sáenz has held numerous leadership positions in various professional organizations including president of the Southwestern Social Science Association, president of the Southwestern Sociological Association, and vice president of the Rural Sociological Society. He has also served as a member of the National Institutes of Health’s Social Science and Population Study Section (1993-1997). Sáenz also served as chair of the Interuniversity Consortium for Political and Social Research (ICPSR) Executive Council in 2012-2014.

Sáenz has received numerous major awards including the Outstanding Latino/a Faculty Award in Research and Teaching in Higher Education from the American Association of Higher Education Hispanic Caucus (2003), the Joseph B. Gittler Award from the Society for the Study of Social Problems (2017), the Cesar Estrada Chavez Award from the American Association for Access, Equity, and Diversity (2018), and was named as one of 2018 Top Latino Leaders by the National Diversity Council for Latino Workplace Equity. Sáenz regularly writes op-ed essays for a variety of newspapers with his writings appearing in the Austin American-Statesman, Baltimore Sun, Dallas Morning News, El Paso Times, Houston Chronicle, New York Times, Rio Grande Guardian, and the San Antonio Express-News. He also wrote a monthly column for ¡Ahora Sí!, the Austin American-Statesman Spanish-language newspaper, until its closing in 2018. For this work, Sáenz received second place in the category of Spanish-language opinion writing from the Texas Associated Press Managing Editors in 2018.
Marta Tienda
Professor, Demographic Studies & Public Affairs
Princeton University

Marta Tienda is Maurice P. During ‘22 professor in demographic studies, professor of sociology and public affairs, and research associate in the Office of Population Research at Princeton University, which she directed from 1998-2002. Previously she held permanent positions at the University of Chicago, where she served as chair of the sociology department, and the University of Wisconsin-Madison. She has held visiting appointments at NYU, Stanford and Brown. She is a member of the National Academy of Education, the American Academy of Political and Social Science, the American Academy of Arts and Sciences and the Council on Foreign Relations. She is past president of the Population Association of America, and from 2004 to 2006 chaired the National Research Council’s Panel on Hispanics. In addition to chairing the Board of Trustees of the Alfred P. Sloan Foundation, she serves as an independent trustee of the Board of Trustees of Teachers Insurance Annuity Association (TIAA) and Novume Solutions, Inc. She also serves on the board of the Population Reference Bureau, Robin Hood, and the Jacobs Foundation of Switzerland. She is emeritus trustee of Brown University, the Federal Reserve Bank of New York, the W.T. Grant Foundation, The Carnegie Corporation of New York, the Kaiser Family Foundation, and the Russell Sage Foundation.

Dr. Tienda received honorary doctorates from Ohio State University, Lehman College and Bank Street College. She has published over 200 scientific papers and several monographs and edited books. She has a Bachelor of Arts degree in Spanish (education) from Michigan State University, and Master of Arts and PhD degrees in sociology from the University of Texas at Austin.

“I am thankful for this advice and am a proud AAHHE 2018 graduate fellow alumna. This was my first time at an AAHHE national conference, and I am so thankful to have attended at this point in my journey. AAHHE provided a space where I could feel at home and connect with amazing doctoral students who have a shared passion and commitment to transforming educational policies and practices, and supporting the next generation of Latinas/os. As a recent PhD graduate in student affairs and a current mid-level administrator, I remain inspired by my AAHHE experience. I aspire to pursue a senior-level role in higher education with student affairs while serving as an adjunct faculty member in a higher education student affairs graduate preparation program. While I may not currently have all the knowledge and skills I need to attain my long-term goals, I feel comfortable knowing that I have the AAHHE familia to reach out to for guidance and insight as I continue in my career. I also look forward to giving back to the AAHHE graduate fellows community and encouraging others to apply for this opportunity.”

Molly F. Morin
2018 AAHHE Graduate Fellow
Higher Education, Student Affairs, and International Education Policy
University of Maryland College Park
RECOGNIZES THE IMPORTANCE OF BOOKS THAT HIGHLIGHT HISPANIC CULTURE AND LITERARY ACCOMPLISHMENT AND IS PROUD TO SPONSOR THE AAHHE BOOK OF THE YEAR AWARD
Dr. Alberto Ledesma grew up in East Oakland, California and received his undergraduate and graduate degrees from UC Berkeley, where he earned a PhD in ethnic studies in 1996. He is a former faculty member at California State University, Monterey Bay, and a lecturer in Ethnic Studies at UC Berkeley. He has also held several staff positions at UC Berkeley during the last decade, including director of admissions at the School of Optometry, and Writing Program Coordinator at the Student Learning Center. His current position is as assistant dean for Diversity, Inclusion, and Equity in the Arts and Humanities. As a writer, Dr. Ledesma has published academic articles, poetry, and short stories in such venues as Con/Safos: A Chicana/o Literary Magazine, Gary Soto’s Chicano Chapbook Series, and The Berkeley Poetry Review. His essays have also appeared in ColorLines, New American Media, and The Harvard Journal of Education. He is also a past member of Sandra Cisneros’s Macondo Writers Workshop and the Voices of Our Nations Artists Writers Workshop. His latest book is Diary of a Reluctant Dreamer.

African American Higher Education Conference Book Authors

2018
Gary F. Keller
New Directions: Assessment and Preparation of Hispanic College Students & Moving Forward: Policies, Planning, and Promoting Access of Hispanic College Students

2017
Aida Hurtado & Mrinal Sinha
Beyond Machismo

2016
Dolores Inés Casillas
Sounds of Belonging: U.S. Spanish-language Radio and Public Advocacy

2015
Alicia Gaspar de Alba
[Un]Framing the “Bad Woman”: Sor Juana, Malinche, Coyolxauhqui and Other Rebels with a Cause

2014
Felicity Amaya Schaeffer
Love and Empire: Cybermarriage and Citizenship across the Americas

2013
Arturo Madrid
In the Country of Empty Crosses: The Story of a Hispano Protestant Family in Catholic New Mexico

2012
Rubén Martínez
Crossing Over: A Mexican Family on the Migrant Trail

2011
David Montejano
Quixote’s Soldiers: A Local History of the Chicano Movement, 1966-1981

2010
Gustavo Arellano
¡Ask a Mexican!

2009
Sandra Cisneros
The House on Mango Street

2008
Mirta Ojito
Finding Mañana

2007
Sonia Nazario
Enrique’s Journey

2006
Jeanett Castellanos and Alberta M. Gloria
The Latina/o Pathway to the Ph.D.: Abriendo Caminos
New Directions

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PRESIDENT, CALIFORNIA STATE UNIVERSITY, FULLERTON

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JOSÉ LUIS CRUZ
PRESIDENT, LEHMAN COLLEGE, CITY UNIVERSITY OF NEW YORK

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PRESIDENT AND CEO, AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

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Maria Ledesma  
Faculty Fellow Co-Chair

Dr. María C. Ledesma is an assistant professor in the Department of Educational Leadership & Policy at the University of Utah’s College of Education. Dr. Ledesma earned her doctorate in education from the University of California, Los Angeles; where she was selected as the 32nd Student Regent for the University of California, the first Latina to hold this post. She is the recipient of the Ford Foundation Dissertation Fellowship and the Ford Foundation Postdoctoral Fellowship. As a critical race scholar, Dr. Ledesma’s research broadly examines the sociology of race-conscious policy in higher education. She is most concerned with historicizing and contextualizing race-conscious affirmative action policy and practice with the goal of advancing and expanding educational access and opportunity for historically minoritized students of color in higher education. Her work is interdisciplinary, reaching across the social sciences, borrowing from communications, ethnic studies, history, public policy, sociology, as well as law, to encourage a rigorous approach to the study of educational opportunity. Dr. Ledesma has attended the United States Supreme Court cases, Fisher v. University of Texas, Austin (2013), Schuette v. Coalition to Defend Affirmative Action (2014), and Fisher v. University of Texas, Austin (2016), as a guest of Associate Supreme Court Justice Ruth Bader Ginsburg.

Pedro Nava  
Faculty Fellow Co-Chair

Pedro completed his PhD from UCLA’s Graduate School of Education in the Urban Schooling division. His dissertation was titled Sin Sacrificio No Hay Recompensa: Apoyo as (Im)migrant Parental Engagement in Farmworking Families of the California Central Valley. In his thesis, using critical race and political economy theory, he explored this process by conducting a qualitative case study examination through life histories and in-depth interviews of families in an agricultural community in California’s San Joaquin Valley. For this research, Pedro was recognized and supported by both the Ford Foundation and the University of California Office of the President in the form of dissertation fellowships, and by the Institute of American Cultures at UCLA through a research grant.

Before becoming an assistant professor, he was a postdoctoral scholar with The College & Career Academy Support Network (CCASN) at UC Irvine. At CCASN he primarily focused on supporting Linked Learning school administrators and teachers by providing Technical Assistance in Los Angeles Unified and Pasadena Unified schools with college and career pathways.

The focus of his research and teaching are in urban and rural schooling inequality, critical pedagogy and critical race theory, immigration and education, family-school engagement, and participatory action research. Pedro has been published in InterActions: UCLA Journal of Education and Information Studies, Teachers College Record, and in Latino Studies. Prior to his time at UCLA, he completed a master’s degree at Harvard’s Graduate School of Education with a specialization in administration, planning and social policy, and bachelor’s degrees from California State University at Fresno in liberal studies and Chicano studies.

The Faculty Fellows program allows faculty on tenure track positions to focus on and find solutions for Latino issues that impact higher education. These junior faculty members rarely have an opportunity to attend a national conference out of their discipline area to meet other Latino faculty and senior-level higher education administrators, connect into networks, and establish professional relationships that lead to publications and leadership skills. Key to their development is learning how to become stronger faculty citizens, creating a strategic venue for publications, and establishing a sense of service toward their communities.
Tracy Arámbula Ballysingh

Dr. Tracy Arámbula Ballysingh is an assistant professor of Higher Education and Student Affairs at the University of Vermont. She teaches graduate-level courses in Program Assessment and Evaluation, Higher Education Organization and Administration, Social Justice and Inclusion in Higher Education, and Educational Policy. A qualitative P-16 educational access and completion scholar, her work explores the systems, structures, policies, and cultural contexts that preclude or promote academic achievement for first generation, low-income, and/or students of color.

Dr. Ballysingh’s scholarship has been published in the *Journal of School Leadership*, the *Association for Mexican American Educators Journal*, the *Journal of Hispanic Higher Education*, and *New Directions for Institutional Research*. She has contributed book chapters in two edited volumes, including *Ensuring the Success of Latino Males in Higher Education: A National Imperative* (2016) and *Latinx in Higher Education: Exploring Identity, Pathways and Success* (2018). Dr. Ballysingh is active with the Association for the Study of Higher Education, the American Association of Hispanics in Higher Education, and the American Educational Research Association. She serves as a faculty affiliate for Project MALES (Mentoring to Achieve Latino Educational Success) and on editorial boards for the *Journal of Higher Education* and the *Journal of the First-Year Experience & Students in Transition*.

Dr. Ballysingh has taught pre-k through graduate school, served as an academic advisor, mentor, and instructor for first-year/first-generation college students, as director of student success programs, and as a policy analyst for the Texas Senate’s Higher Education Committee. She earned her PhD in higher education leadership from The University of Texas at Austin, a Master of Education in elementary education from Boston College, and Bachelor of Arts in sociology from the University of Illinois.

Claudia García-Louis

Dr. Claudia García-Louis is an assistant professor at the University of Texas San Antonio in the Educational Leadership and Policy Studies department, a Project MALES faculty & research affiliate, and an AfroLatin@ forum research associate. As an interdisciplinary scholar, she seeks to disrupt deficit thinking about communities of color, minoritized populations, and underrepresented students through the critical incorporation of asset-based methodological approaches. Her goals are to expand the definitions of Latinidad and Blackness in higher education, to make a critical contribution to a newly formed line of inquiry that explores the educational experiences of AfroLatinxs, and to conduct research that highlights Latinx heterogeneity and the experiences of Latina-mamí-scholars. Currently, her research team are collecting national data for two studies: AfroLatinxs in education and Latina-mamí-scholars navigating academe.

She coined the term Latina Critical Pedagogical Activism to highlight the many ways in which Latina tenure-track faculty engage in scholarly-activism in their classrooms and through research. Dr. García-Louis draws from over six years of student affairs experience in order to bridge theory to practice and back again. She is a Mexican immigrant, a first generation student, and a mother. Dr. García-Louis has co-authored book chapters and journal articles, some of which appear in the *Journal of Hispanics in Higher Education*, *Journal of College Access*, and *Community College Review*. She received a Bachelor of Arts in psychology and a Bachelor of Science in anthropology with a focus in archaeology from Oregon State University, a Master of Arts in student development administration from Seattle University, and a doctorate in higher education leadership from the University of Texas at Austin.
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Ruth M. López

Ruth M. López is an assistant professor in the Department of Educational Leadership & Policy Studies in the College of Education at the University of Houston. She earned a PhD in educational foundations, policy, and practice at the University of Colorado Boulder. Her undergraduate degrees are in Mexican American studies and Spanish from The University of Texas at Austin.

Ruth was an AAHHE Graduate Fellow in 2011. For her dissertation research on the DREAM Act of 2010, Ruth was awarded the Ofelia Miramontes Doctoral Fellowship and the 2014 American Educational Research Association Minority Dissertation Fellowship. She was named a semi-finalist for the AAHHE Dissertation Award (2015) and Outstanding Doctoral Graduate for the School of Education at CU-Boulder (2016). Formerly she was a senior research associate at the Annenberg Institute for School Reform at Brown University. She also served as the program coordinator for CU-Boulder’s Colorado Diversity Initiative and as a college outreach counselor for the UT-Austin University Outreach Centers, where she worked on college readiness and access in Houston schools.

Her research agenda centers on improving the educational opportunities, experiences, and outcomes of students of color along the P-20 pipeline, specifically focusing on Hispanic/Latinx and immigrant students. Her current research is a longitudinal study examining the educational experiences of first-generation Latina students in their path through higher education and she was awarded a grant from the University of Houston to support this work.

Ruth has been published in the Journal of Family Diversity, Association of Mexican American Educators Journal (forthcoming), and has two chapters forthcoming in edited books: Critical Perspectives on Education Policy and Schools, Families and Communities and Education and (Im)migration: Policy, Leadership and Praxis for a Changing World.

Courtney L. Luedke

Dr. Courtney L. Luedke is an assistant professor and interim coordinator of the Higher Education Leadership program at the University of Wisconsin-Whitewater.

Courtney holds a PhD in educational leadership and policy analysis from the University of Wisconsin-Madison, a Master of Arts in sociology from the University of Wisconsin-Whitewater, and a Bachelor of Arts in Spanish from the University of Wisconsin-Madison.

One of Courtney’s current projects explores how institutional policy and practices shape undocumented Latina/o/x students’ educational experiences and career planning. This project has been funded by the NASPA Region IX-E and several institutional grants at UW-Whitewater.

Her professional experiences center on pre-collegiate and summer bridge programs; undergraduate research experiences; and student support programs for first-generation students and Students of Color. Moreover, her involvement in these types of programs as a student propel her engagement as a scholar. Courtney has published journal articles in outlets including: the American Educational Research Journal, Review of Higher Education, Journal of College Student Development, Journal of Diversity in Higher Education, and the Journal of Hispanic Higher Education. Courtney serves as an editorial board member for the Journal of Student Affairs Research and Practice. Visit Courtney’s website to learn more about her and her work at: www.CourtneyLLuedke.com.
Elexia Reyes McGovern

Elexia Reyes McGovern is an assistant professor in teacher education at California State University, Dominguez Hills (CSUDH). Elexia completed her PhD from UCLA’s Graduate School of Education in the Urban Schooling division. Her dissertation was titled, Let Us Speak: Chicana Teachers on Teaching, and was supported by the University of California in the form of a dissertation year fellowship.

Before becoming an assistant professor, Elexia was a clinical faculty member at UCLA’s Urban Education and Social Justice Teacher Education Program where she supported secondary English and History/Social Studies teacher candidates, and Multiple Subject teacher candidates in Dual Language (English-Spanish) classrooms.

The focus of her teaching and research reside within the intersections of storytelling, ethnic studies in K – 12 classrooms, literacies and languages, restorative justice in K – 12 schools, and dual language schools. Elexia has been published in the English Journal, UCLA’s Xchange, and The Qualitative Report.

Prior to her time at UCLA, Elexia completed a master’s degree in the Art of Teaching through the Urban Teacher Training Collaborative from Tufts University, while also earning a credential in Secondary Social Studies/History. She also completed a bachelor’s degree from Tufts University in international relations with a minor in Latin American studies.

She is a former high school teacher in the Boston Public Schools, where her passion for teaching and working with young people grew. She decided to apply for the doctoral program at UCLA following a lecture she attended by Dr. Ernest Morrell in Boston, with the hope of developing necessary programming between high schools and colleges/universities. Elexia is currently part of different interdisciplinary partnerships at CSUDH that seeks to bridge local high school youth with on-campus opportunities.

Julíán Mendez

Julíán J. Mendez is an assistant professor of psychology in the School of Arts and Sciences at Westminster College in Salt Lake City, Utah.

Julíán completed his PhD in educational psychology at the University of Arizona. His dissertation was titled “From Migrant Farmworkers to First-Generation Latina/o College Students: Factors Predicting College Outcomes for Students Participating in the College Assistance Migrant Program” and was recently published in the Review of Higher Education. Prior to attending the University of Arizona, he completed his bachelor’s degree at Eastern Washington University with a major in education and a minor in counseling, educational, and developmental psychology.

His teaching and research examine the way in which Latinx and diverse students experience social and systemic barriers within our education system, which adversely affect learning, motivation, development, and persistence. He also studies the effectiveness of interventions designed to improve learning, social belonging, and academic outcomes. His work has been published in journals such as the Hispanic Journal of Behavioral Sciences, Journal of Hispanic Higher Education, and Psychology of Violence.

Julíán’s service work reflects his commitment as a scholar to be a publicly-engaged intellectual; translating his academic work into the public realm. Most recently, he created and began coordinating the Legacy STEPS program at Westminster College. The program strives to recruit and retain high achieving first-generation and underrepresented transfer students from local community colleges by fostering academic and social integration, and family and community engagement. For this work, he was recently awarded the Utah Campus Compact Engaged Faculty Award at Westminster College for the 2018-19 school year.
Ernesto Moralez

Ernesto A. Moralez is an assistant professor in the Department of Public Health Sciences at New Mexico State University (NMSU) in Las Cruces, New Mexico.

Ernesto received a master’s degree in public health from NMSU in 2009 that included a thesis on colorectal screening strategies among Hispanics in rural Washington state. In 2015, Ernesto received his PhD from the University of Colorado. His dissertation research focused on the impact of chronic illness on depression treatment in primary care among low-income patient populations. During his doctoral studies, Ernesto also worked on research and evaluation projects in areas such as smoking cessation programs, motivational interviewing in primary care settings, depression recognition and treatment, and the use of promotoras in clinical settings.

Since joining the faculty at NMSU in 2015, Ernesto has served as principal investigator/co-investigator on research/health promotion projects that have included training promotoras in brief intervention strategies to promote tobacco cessation in rural settings, and reducing binge drinking behaviors among homeless populations in southern New Mexico. He just completed a one-year research project funded by the Mountain West Clinical Translational Research Infrastructure Network supported by the National Institutes of Health that trained family medicine residents in communication strategies to discuss pain symptoms and management with Hispanic patients. Ernesto has published in the Journal of Cancer Prevention, the Journal of Consulting and Clinical Psychology, and the Journal of the American Board of Family Medicine.

Amanda Morales

Dr. Amanda Morales is a tenure-track assistant professor in the department of Teaching, Learning, & Teacher Education at the University of Nebraska-Lincoln (UNL). Prior to her work at UNL, Dr. Morales was an assistant professor of practice and the diversity coordinator for the College of Education at Kansas State University (KSU). She also served as the program coordinator for several grant-funded recruitment and retention programs for bilingual/bicultural Latino/as in education within KSU’s Center for Intercultural Multilingual Advocacy and Department of Curriculum & Instruction.

Dr. Morales earned her Bachelor of Arts from KSU, and her Master of Science from Texas Christian University. In 2011, she completed her PhD in curriculum & instruction from KSU with an emphasis in equity & access. Her dissertation work won two national awards; one from the American Education Research Association, and another from the American Association of Colleges for Teacher Education.

Amanda is the author of 12 peer-reviewed journal articles, seven peer-reviewed book chapters, one e-book, and numerous grant proposals addressing aspects of identity and issues of equity and access for culturally and linguistically diverse populations across the PK-16 education continuum. Her current research falls into two main areas. A portion of Dr. Morales’ scholarship explores the identities of and issues faced by teachers of color in predominately white institutions. The other portion examines the lived experiences of immigrant/migrant, multicultural, and first-generation college students in mid-West contexts. In February, she was awarded the 2018 Research on Teacher Diversification Award from the American Association of Colleges of Teacher Education, Diversifying the Teacher Workforce Targeted Action Group and in 2017 she was nominated and appointed as a Great Plains Fellow by the Nebraska Center for Great Plains Studies.
Oswaldo Moreno

Dr. Oswaldo Moreno is an assistant professor of psychology, the research director of La Esperanza Research Program, and the co-director of the Latinx Mental Health Clinic at Virginia Commonwealth University in Richmond, Virginia. Broadly, his research and clinical interests involve understanding and addressing the healthcare disparities in the United States that affect individuals from low-income and racial/ethnic minority backgrounds, especially the Latinx communities. His research program includes both applied and basic research that lie at the intersection of cognitive-behavioral theories, prevention science, and cultural and contextual approaches including psychology of religion and spirituality. His research projects have included evidenced-based practices, culturally sensitive interventions, prevention for Latinx youth and families, as well as substance use and mood disorders. Currently, Dr. Moreno is investigating how early immigration and current policies, such as DACA and Dream Act, have impacted the psychological well-being and outlook towards life of first-generation college students.

Dr. Moreno also has extramural funding that supports his recent study that aims to culturally enhance a motivational interviewing intervention for Latinx adolescents who are at risk for tobacco use. Dr. Moreno's research training has been funded by the American Psychological Association, the National Hispanic Science Network, the National Institute of Drug Abuse, and the National Institute on Minority Health and Health Disparities.

Dr. Moreno holds a Bachelor of Science in psychology from Arizona State University, a M.T.S from Harvard University, a Master of Arts & PhD in clinical psychology from Clark University, and a post doc from Brown University. He has also received applied clinical training from the University of Massachusetts School of Medicine, Harvard Medical School, and Boston University School of Medicine.

Joanna Perez

Professor Joanna Perez earned her Master of Arts and PhD in sociology from the University of Illinois of Urbana-Champaign. She earned her undergraduate degree in sociology with a double minor in labor & workplace studies and civic engagement from UCLA. Currently, she is an assistant professor of sociology at California State University, Dominguez Hills. Her research lies at the intersection of immigration, law, education, social movements, and family. In particular, she examines how systems of power and inequality as well as the intersectionality of race, class, gender, sexuality, and immigration status impact marginalized communities. Her research contextualizes the experiences of Latina/o undocumented immigrant young adult activists, Latina/o in higher education, and resilience among Central American families.

Dr. Perez has received grants, honors, and awards that recognize her scholarship, teaching, and service including being selected as an AAHHE Graduate Student Fellow and receiving the American Sociological Association (ASA) Minority Fellowship. More recently, she received the ASA Fund for the Advancement of the Discipline and the UndocuScholars Program grant. Dr. Perez’s commitment to advocate for marginalized communities extends beyond her scholarship. Through her teaching and mentoring at CSUDH, she has had an impact on the lives of first-generation, low-income, undocumented, LGBTQ, underrepresented, and students of color. This includes being a Faculty Advisor for the McNair Scholars Program, ENF: Immigrant Student Alliance, AKD: Sociology Honors Society, and various social justice initiatives on campus. At the national level, she has served as the AAHHE Alumni Coordinator and elected Council Member for the ASA Latino Section. Overall, Joanna is a scholar-activist who is passionate about social justice and working towards changing the social conditions of marginalized communities.
Sarah Rodriguez

Sarah L. Rodriguez is an assistant professor of higher education at Iowa State University. Dr. Rodriguez’s research addresses issues of equity, access, and retention in higher education, with a focus on Latina/o students, community colleges, and students in science, technology, engineering, and mathematics (STEM) fields. Currently, she is involved with several large-scale interdisciplinary research projects (AGEP, RED, SSTEM, LSAMP) focused on institutional environments and STEM identity development which have been sponsored by the National Science Foundation (NSF).

In the past, Dr. Rodriguez has worked with the project Engaging Latino Students for Transfer and College Completion a national initiative at the Center for Community College Student Engagement, focused on helping institutions strengthen Latina/o student engagement, transfer, and college completion. She has also served as a New Mathways Project Mentorship Program Coach for the Charles A. Dana Center, supporting implementation of mathematics pathways.

Dr. Rodriguez has been named a Gates Millennium Scholar from the Bill and Melinda Gates Foundation, an American Educational Research Association (AERA) Emerging Scholar, an American Association of Hispanics in Higher Education (AAHHE) Graduate Fellow, and a member of the NASPA Emerging Faculty Leaders Academy. Her work has been published in Journal of Hispanic Higher Education, Journal of Student Affairs Research and Practice, and International Journal of Education in Mathematics, Science and Technology.

She received her PhD in higher education leadership from The University of Texas at Austin and holds a master’s degree with a focus in college student personnel from The University of Tennessee. She also holds a bachelor’s degree in English and Spanish from Texas A&M University-Commerce and was a transfer student from Trinity Valley Community College.

Andrés Castro Samayoa

Andrés Castro Samayoa is assistant professor of higher education at the Lynch School of Education at Boston College and senior research associate at the Penn Center for Minority Serving Institutions.

Born in El Salvador, Andrés’s work seeks to improve educational experiences for students of color—specifically centering the work of Minority Serving Institutions in the postsecondary sector. His research projects focus on two interrelated lines of inquiry: one of them draws on sociohistorical perspectives on federal policymaking affecting MSIs. Secondly, he focuses on contemporary approaches to cultivating a more equitable ehtoracial representation in K–12 and post-secondary education, with a specific focus in the humanities and social sciences at Hispanic Serving Institutions.

Andrés has co-edited two books on Minority Serving Institutions: A Primer on Minority Serving Institutions (Routledge, in press) and Educational Challenges at Minority Serving Institutions (Routledge, 2017). His collaborative research has been published in Educational Sciences, Journal of Latinos & Education, American Educational Research Journal and Teachers College Record.

His work has been supported by the Andrew W. Mellon Foundation, the W.K. Kellogg Foundation and CLAGS: The Center for LGBTQ Studies in New York City. Andrés received his doctorate from the University of Pennsylvania’s Graduate School of Education. Prior to his time at PennGSE, Castro Samayoa completed an M.Phil. as a Gates Scholar at Cambridge University and a Bachelor of Arts at Harvard University.
Øscar Medina
Graduate Fellow Co-Chair

Øscar Medina received his bachelor’s at the University of Illinois at Urbana-Champaign, where he double majored and received high distinction in both Latina/Latino studies and sociology. Once Øscar finished his undergraduate studies, he aimed at helping the Latina/o/x population through his studies in law school while focusing on immigration law. After deciding not to go to law school, Øscar knew that grad school was an excellent option for understanding the help necessary in the Latina/o population. Currently, Øscar is a doctoral student in the Department of Educational Leadership and Analysis in the School of Education at the University of Missouri (Mizzou).

Interested in helping build academic spaces for scholars of color, like AAHHE, Øscar is currently a graduate representative for Critical Race Studies in Education Association (CRSEA). As a third-year volunteer involved with CRSEA, his experience in the organization has served to validate the importance of helping to keep these organizations alive and accessible to people who have been historically and continue to be marginalized.

While at Mizzou, Øscar has become a member of Dr. Michael Steven Williams and Dr. Majorie Dorimé-Williams research team, which focuses on sense of belonging and student engagement, specifically, with the use of the national survey of student engagement. Furthermore, in direct relationship to his experiences while at Mizzou, Øscar is pursuing his own research interests in using a spatial analysis in examining the lived experiences of Latina/o/x student in higher education.

Ibette Valle
Graduate Fellow Co-Chair

Ibette Valle is a third-year doctoral student in social psychology at the University of California, Santa Cruz (UCSC). She studies how social, cultural, and familial factors affect the college transition of first-generation college students from low-income, Latinx, and migrant farm-working backgrounds. Through various methodologies, Ibette plans to contribute to theory and practice on improving the college transition for underserved students.

Ibette graduated from the University of Washington with a Bachelor of Arts in psychology and medical anthropology and global. As a Ronald E. McNair Achievement Scholar, she studied how students and communities of color experience adversity. As a low-income, first-generation student from a migrant farm-working background, Ibette sought to translate her research to various mentoring roles. For the College Success Foundation and the Dare to Dream Academy, she mentored low-income, first-generation students and immigrant youth on various aspects of the college transition experience.

At UCSC, Ibette works to bridge research and mentoring through a social justice framework. A critical aspect of her work includes equipping marginalized students with tools for confronting challenges and countering deficit narratives. To work towards this goal, she continues to mentor diverse high school and undergraduate scholars in research. Recently, she led a project examining the family roles of first-generation students and how these roles are not recognized as valuable strengths in university contexts. Currently, she collaborates with a local charter school that serves a 96% Latinx first-generation student population to evaluate programmatic practices that support the transition to college. Ibette is committed to using research to foster learning contexts that promote belonging and success for underrepresented students.

Graduate fellows are candidates in their doctoral programs and represent an array of disciplines; focus on the discovery of other doctoral programs, students, and career opportunities; and on forming a support group for completing their coursework and beginning the dissertation process. These graduate fellows have an opportunity to present their graduate proposals at the AAHHE national conference, and to publish in The Hispanic Outlook in Higher Education and in the Journal of Hispanic Higher Education. Both of these publications are AAHHE partners.
Stephanie Aguilar-Smith

Stephanie Aguilar-Smith is a third year PhD student in higher, adult, and lifelong education (HALE), jointly pursuing a graduate certificate in Chicano/Latino studies at Michigan State University (MSU). She is a departmental graduate assistant, supporting the unit’s two master’s programs. She is an executive board member of MSU’s Chicano/Latino Association (CHiLA), representing all graduate students and an active member of Rueda Latin@, a student group for Latinx-identified graduate students, faculty, and staff at MSU. Stephanie is also the Graduate Student Life and Wellness Leadership Development Fellow for the College of Education and a former Writing Center consultant.

Her research explores Hispanic Serving Institutions (HSIs) and the relationship between HSIs and Title V of The Higher Education Act. Her other research projects focus on the labor conditions of the community college professoriate, the institutional push-out of Latinx college students, particularly within the community college sector, and language inclusive practices in academe. Tying all of Stephanie’s work together is her organizational and policy bent and her commitment to challenging systemic, structural inequities that perpetuate the marginalization of long-underserved groups.

Stephanie earned her master’s in public administration with a specialization in higher education administration, a Bachelor of Arts in journalism (public relations) and international affairs, as well as a minor in Spanish from the University of Georgia. Previously, she worked as an admissions officer and an academic advisor.

As a first-generation Venezuelan immigrant and graduate student who has exclusively attended and worked at predominately white research-intensive institutions, Stephanie is committed to pursuing a faculty career, a position from where she may advocate for HSIs and support the educational experiences and outcomes of racially/ethnically minoritized students.

Joel Alvarado

Joel Alvarado has almost 20 years of professional experience in the public, non-profit, and higher education sectors specializing in public policy, strategic planning, project and executive management, communications, lobbying, research, external relations, community engagement, and higher education leadership.

Alvarado serves as state director for civic engagement in Georgia for the National Association for the Advancement of Colored People (NAACP). As director, he oversees statewide voter registration and voter mobilization efforts while working with progressive allies to build political capacity for minoritized communities. Previously, he was director of community outreach and engagement at Georgia Piedmont Technical College. There, Alvarado worked closely with the president to strengthen external relations with public, non-profit, and private sector leaders to establish partnerships that advanced the college and community.

Prior to Georgia Piedmont, he served as senior advisor and legislative director to the county executive of DeKalb County. He also worked for the Georgia Campaign for Adolescent Power and Potential (G-CAPP), Clark Atlanta University, the Mexican American Legal Defense and Educational Fund (MALDEF), U.S. House of Representatives, and started his own political communications company called Power of the Pen, LLC.

Alvarado earned a Bachelor of Arts in history at Morehouse College and a Master of Public Administration in public policy at Clark Atlanta University. He is a second-year doctoral student at the University of Alabama pursuing an EdD in higher education administration. His research interests include Latino college completion, social capital, critical race theory, and Historically Black Colleges and Universities. In 2014, Alvarado participated in the National Community College Hispanic Council Leadership (NCCHC) Fellows program. In 2017, he became a member of its board of directors.
Audrey Baca

Audrey Baca is in her final year of the Educational Leadership doctoral program, which prioritizes equity, social justice, and transformational leadership, at California State University, San Bernardino. Grounded in the critical paradigm, her dissertation examines organizational changes regarding developmental education reform, California Assembly Bill 705, at a Hispanic-serving community college. Her enquiry foregrounds changes regarding faculty pedagogy and the role of instructional technology. She holds a Bachelor of Arts in English education with an emphasis in communications and a Master of Arts in rhetoric and composition from California State Polytechnic University, Pomona.

At CSUSB, Audrey is actively involved in opportunities that allow her to serve Latina/o/x communities. As a graduate student member of the President’s Council on Diversity, Inclusion, and Equity, Audrey is a part of larger campus efforts to avidly explore ways to improve equity with events that generate “courageous conversations” and by engaging with diversity consultants to advance faculty diversity hiring initiatives. She has presented at and supported the initiatives of the Latino Education Advocacy Days (LEAD) Summit IX—Viva La Mujer!, Mustang to Coyote Transfer Pathway Forum—Empowering Our Future Leaders, and 50/50 Day: Getting to Gender Equity.

Professionally, she is an educational consultant in K-12 public education. However, she aspires to be a tenured faculty member and, subsequently, an administrator at a Hispanic-serving community college. Because so many Latina/o/x students begin their educational journeys in community colleges, she believes her passion for equity and social justice will best serve Latina/o/x students as they traverse the higher education pipeline.

Audrey strives to cultivate critical relationships with other advocates to build solid bridges for Latina/o/x students to cross as they attain their higher education aspirations.

Eliana Castro

Eliana Castro earned a Bachelor of Arts in education and an Master of Arts in Teaching from Brown University in 2009 and 2010, respectively. She taught in her hometown of Lawrence, Massachusetts, until enrolling in the Curriculum, Instruction, and Teacher Education PhD program at Michigan State University in 2016.

Eliana is a member of the American Educational Research Association and has presented her research at annual meetings. She chairs the Student Outreach and Technology subcommittee of the AERA Division G Graduate Student Executive Committee. She has reviewed conference proposals and served as discussant for the College and University Faculty Assembly of the National Council for the Social Studies. She is graduate assistant to the Journal of Teacher Education, and she reviews manuscripts for JTE, Theory and Research in Social Education, and The High School Journal. She collaborated on an invited piece for Social Studies Journal’s autumn 2018 issue and on the January/February editorial of JTE.

Eliana is passionate about urban education and committed to improving the schooling experiences of youth of color. She teaches social studies methods courses to pre-service teachers, and her current research focuses on integrating Latinxs, especially Afro-Latinxs like herself, into K-12 history/social studies curricula. Her academic interests center theories and practices that affirm and sustain people of color’s literacies, languages, histories, and other ways of knowing. She is currently assisting Dr. Maribel Santiago on a comparative mixed-methods study interrogating the teaching of Latinx social studies topics in four of the nation’s largest districts. Her dissertation will be a design-based case study of culturally sustaining pedagogical strategies for teaching about Afro-Latinx identity and history in an urban high school classroom.
Krista Cortes

Krista L. Cortes is a doctoral candidate at UC Berkeley’s Graduate School of Education. Krista positions herself as a scholar of Afro-Latinidad and learning with an explicit focus on blackness. As an academic she seeks to do research that is consequential and transformative for those who have been historically oppressed and marginalized, particularly in the university setting. Her larger research agenda takes up the question: What do black-affirming educational spaces look like for Afro-Latinx youth? Through her documentation of the teaching and learning of blackness amongst Afro-Latinxs, she plans to move scholarship beyond notions of racial performativity and authenticity, towards robust theories of racial learning and identity development.

Her dissertation documents the ways Afro-Puerto Rican parents design opportunities for the learning of blackness as a practice in the daily lives of their children. Employing a sociocultural perspective, namely Cultural Historical Activity Theory to ground her exploration of blackness as practice, she uses narrative inquiry methods to systematically document learning in and across multiple cultural contexts, with attention to communities’ long histories of blackness in practice mediated by language and other semiotic systems. To better capture the lived realities of Afro-Latinidad she also builds in a transnational, diasporic framework to capture the ways community, practices, and learning transgress geographic space and ideological borders.

Krista received a bachelor’s degree in Foreign Service from Georgetown University and two master’s degrees from the University of Pennsylvania in teacher education and language and literacy respectively. Beyond her academic endeavors, Krista has spent time working as a public school teacher and as a director of an afro-centric after-school program for secondary age youth in Philadelphia, PA.

Yolanda De Loera

Yolanda Stephanie De Loera is a doctoral candidate in the Graduate School of Education specializing in leadership for educational justice at the University of Redlands. Prior to entering her EdD program, Yolanda earned her Bachelor of Arts in political science and Chicana/o Studies with a minor in labor work studies from the University of California, Los Angeles in 2012. She obtained her a Master of Arts in education: School Counseling and her Pupil Personnel Services counseling credential at the University of Redlands in 2014. In addition, her master’s thesis focused on the cultural wealth of immigrant parents with only an elementary schooling in the Coachella Valley.

Yolanda’s research is guided by the Latino Critical Race (LatCrit) and Chicana Feminist theoretical frameworks. Her work serves to highlight the experiences of navigating and negotiating between academia and cultural norms and traditions for first generation Chicana/Latina students. She seeks to explore how Chicana/Latina students make sense of the challenges and opportunities they face, but also, how they utilize social and academic spaces, mentorships, and cultural traditions to develop their critical consciousness.

Currently, Yolanda works as a full-time high school counselor in a low-income highly Latino populated school, where she is constantly dismantling the stigmatized perception of students of color pursuing a higher education. Furthermore, Yolanda is a graduate research assistant for the Rochford College Access Program in partnership with the University of Redlands and Redlands Unified School District.

Upon graduation Yolanda aspires to continue her research, pedagogy, and advocacy by pursuing a position within the professoriate that will allow her to continue to develop as an interdisciplinary scholar who will increase the college access and attainment of ethnic minority students.
LeighAnna Hidalgo

LeighAnna Hidalgo is a Central American doctoral candidate at UCLA’s Department of Chicana/o Studies. She holds master’s degrees in Chicana/o studies and applied anthropology. Her research interests include self-employment, cross-racial movements, urban space, and visual research. Hidalgo’s dissertation draws on a five-year community-based visual ethnographic study with the Los Angeles Street Vending Campaign, an effort led by Latinas in alliance with African American women to decriminalize street vending in Los Angeles. Her dissertation reveals how street vendors create cross-racial alliances and form articulations of citizenship and belonging in ways that broadens our understandings of civic engagement in Los Angeles, the United States, and beyond.

Hidalgo has pioneered a community-based visual research method called “critical digital narratives,” to collaborate with U.S. Latinx and African American people to transform qualitative data into comics and exhibitions embedded with augmented reality allowing narratives of aggrieved communities to be ‘seen’ and ‘heard’.

To date, this work has generated several “critical digital narrative” projects—fotonovelas (photo-based comics) and traveling exhibits—been featured in Town Halls, fundraising events, protests, and generated panel discussions within and outside of academia.

As a scholar and educator, she is dedicated to a community-engaged praxis. In 2014, she co-founded Mothers of Color in Academia (MOCA), a student advocacy organization that is dedicated to expanding and enhancing the visibility of parenting students. In addition, she serves as the photographer and documentarian for The Los Angeles Street Vendors Campaign. Through this community engagement, she gives students an opportunity to learn about social inequalities outside of the classroom.

Robert Franco

Robert Franco is a doctoral candidate in Latin American History at Duke University, specializing in modern Mexico. He received his Master of Arts from Duke in 2017. Overall, his research interests lie in the struggles and outcomes of the politicalization of private life. His dissertation, Revolution in the Sheets: The Politics of Sex, Sexuality, and the Family in the Mexican Left, focuses on the issues of homophobia, heterosexism, and hostility towards sexual politics in Mexico’s leftist parties and organizations. His research has been supported by the Fulbright Program, the Mellon Foundation, and the Woodrow Wilson Foundation, among others. His first article, “Todos/as Somos 41: The Dance of the Forty-One from Homosexual Reappropriation to Transgender Representation in Mexico,” came out with the Journal of the History of Sexuality in January 2019.

As the child of Latin American immigrants and a queer person of color, his intersecting identities have instilled in him a curiosity about the intimate lives of the marginalized and how the private lives of some become publicly politicized by virtue of who they are: their bodies, nationalities, and desires. Before beginning his PhD, Robert graduated with a Bachelor of Arts in history from the University of Pennsylvania where he was a fellow of the Mellon-Mays Foundation and the Penn Humanities Forum. He also served in various leadership roles at the Penn LGBT Center, such as board member of the group Queer People of Color (QPOC). At Duke University, he is a dean’s graduate fellow and has worked as a graduate resident in Duke’s Housing and Residence Life in addition to being the site coordinator for the DukeEngage in San Francisco program, aimed at supporting homeless LGBTQ youth in the Bay Area.
Rosemary Hendriks

Rosemary Hendriks is a PhD candidate in education, with a concentration in women’s and gender studies, at Claremont Graduate University. Her dissertation, guided by a Latina feminist framework, is an autoethnography based on eight years of journals chronicling her experiences as a high school teacher, teaching Spanish to Latina/o students. In her dissertation, she critically engages the lived reality of being a Latina high school teacher of Latina/o students, examining the impact of working in a predominantly White profession, and what role race and ethnicity play in the maintenance and/or disruption of deficit discourses in the schooling of Latina/o students, as well as the extent to which her own identity as a student has informed her teaching.

Rosemary is currently completing her thirteenth year as a high school teacher, where she served as World Language Department Chair for five years. Prior to teaching, she worked in education as a substitute, instructional aide, and tutor. She obtained a Bachelor of Arts in Spanish with a minor in Italian, from University of California, Riverside, a single-subject credential in Spanish from California State University, Long Beach, and a Master of Arts in educational foundations from California State University, Los Angeles. Her first attempt at graduate school was in Latin American Literature, but it was teaching high school that brought about her desire to learn about the history and foundations of urban schooling.

The lived experience of both teaching and learning full-time has led to her interest in the negotiations of the personal and professional lives of Latinas in professional occupations. She plans to continue researching the experiences of Latina/o students and teachers in K-12 and the underrepresentation of Latinas/os in K-12 teaching/administrative positions.

Stephanie Hernandez

Stephanie Hernandez is a doctoral candidate in applied demography in the Department of Demography at The University of Texas at San Antonio (UTSA). She is a Presidential Distinguished Research Fellow studying the intersection of race/ethnicity and sexual orientation and its consequences for health. Her dissertation, utilizing the framework of intersectionality, examines categories of minoritized identity across time and place and the impact of minoritized identity on various physical and mental health outcomes. Particularly of interest are the health outcomes of individuals with multiple or intersecting minoritized identities.

As a graduate research assistant, Stephanie, alongside her faculty mentors Dr. Giuseppina Holway and Dr. Johnelle Sparks, explores reproductive health behaviors in young adults, HIV testing in the United States, and barriers to health care. Her co-authored paper titled “Oral Sex and Condom Use in a U.S. National Sample of Adolescents and Young Adults” is published in the Journal of Adolescent Health. In addition to conducting research, Stephanie enjoys teaching and mentoring first-generation students. She teaches an undergraduate course on population dynamics and demographic techniques in the Department of Sociology at UTSA.

Stephanie earned a bachelor’s degree in sociology and a master’s degree in demography from Florida State University. Upon graduating from UTSA, she hopes to pursue a post-doctoral fellowship at a research university or NIH funded population center. Stephanie’s ultimate goal is to become a professor. She looks forward to the day when she can teach, conduct research, and provide service to a university, all while mentoring students with a similar background and experiences she has had in higher education.
Azucena Lucatero

Azucena Lucatero is a second-year doctoral student in the environmental studies program at the University of California, Santa Cruz. She obtained a Bachelor of Arts in biology and Asian studies from Swarthmore College in 2016. Azucena’s professional experience includes working as the RAY Conservation Fellow for Greenpeace and the Conservation and Outreach Coordinator for Azul. During her time in the environmental non-profit sector, Azucena co-founded a staff-led Latinx engagement team, published Greenpeace’s first Spanish-language blog series, and produced bilingual campaign materials.

Azucena’s doctoral research investigates urban community gardens as socio-ecological systems. With her advisor Dr. Stacy Philpott, she works in over 20 gardens across the California Central Coast to survey the influence of urban gardens on insect ecology and ecosystem services as well as the role of gardens as sites of social and environmental justice. As a chancellor’s graduate intern, she participates in a student-run campus garden to conduct an ethnographic study of sense of belonging in college students of color. She aims to integrate community engaged research, critical human geography, and political ecology into her dissertation work.

Azucena is committed to advancing efforts to make academia and environmentalism more diverse and inclusive. To that end, she has served as a graduate representative on her department’s diversity committee and has formally and informally mentored several undergraduate women of color. Currently, she is organizing a community and support group for women of color graduate students at UCSC with other Latina graduate students. Motivated by a desire to give back and uplift her communities, Azucena aspires to become an interdisciplinary researcher and professor whose research program works toward environmental justice and supports first-generation, low-income students of color like herself.

William Ramos-Ochoa

William Ramos-Ochoa, a community engaged scholar, is a second-year doctoral student in the Educational Leadership program at Mills College. His research focuses on the racial identity development of young men of color, seeking to understand how the creation of culturally affirming counterpaces play in the high school to community college transition for young men of color. More specifically his work examines how educators in alternative high school settings can create healing spaces (mental, spiritual, physical) for youth to thrive in higher education. Using Mis Otros Hermanos (MOH) as a case, an organization he co-founded while employed as a Gateway to College Counselor for out of school youth, he is undertaking a participatory action research (PAR) approach with them to collectively unpack and make meaning of their participation in the space. William’s goal is to co-author with his students as a form of paying it forward and lifting as he climbs.

William earned his master’s degree at Mills College in Educational Leadership in 2017. He received his Associate of Arts in business administration and then transferred to California State University East Bay where he earned his Bachelor of Arts in sociology. He currently works as a Lead Program Expert for Contra Costa College’s HSI Program focusing on making STEM careers more accessible for Latinx students in the Bay Area.

William has a deep passion for community engagement having worked in the Student Services Department where he received Student Ambassador of the Year for two years and was also a Senator and Executive Treasurer for the Associated Students of Laney College. Because of his leadership and dedication to education he was awarded the prestigious Dean’s Medallion while at Laney College.
Berenice Sánchez

Berenice Sánchez is a fourth-year doctoral candidate in the Higher Education program at Indiana University. She completed her master’s degree in politics, economics, and business from Claremont Graduate University, and her bachelor’s degree in business administration from California State Polytechnic University, Pomona. She was born and raised in Santa Ana, CA, and is proud to be a first-generation college student and the daughter of Mexican immigrants.

Berenice is completing her dissertation uses testimonio as a methodology and focuses on the experiences of Latina faculty in higher education programs navigating the tenure process. Her research interests center on the experiences of historically marginalized populations, specifically Latina/Chicana graduate students, administrators, and faculty. As an aspiring faculty member, Berenice hopes to create spaces for the voices of those for whom these institutions were not created. Some of her work has been published in the *Journal of College & University Student Housing* and the *Student Personnel Association at Indiana University Journal*.

Prior to beginning her doctoral program, she served as the assistant director of La Casa Cultural Latina at the University of Illinois, Urbana-Champaign. Within this role she worked to support the recruitment, retention, and development of Latinx students on campus and organized events like the Black & Latino Male Summit, the Black & Latina Womyn Summit, and Readying Illinois Students for Excellence. Currently, Berenice serves as the managing editor for the *International Journal of Qualitative Studies in Education*. She has been involved in leadership roles with NASPA (Student Affairs Professionals in Higher Education), the Association for the Study of Higher Education, and AERA (American Educational Research Association).

Stephen Santa-Ramirez

Stephen Santa-Ramirez is a PhD candidate and research/teaching assistant, studying educational policy and evaluation at Arizona State University (ASU). Holding a master’s degree in student affairs administration from Michigan State University, Stephen has worked in higher education in various functional areas, including residence life, migrant student services, multicultural and LGBTQ+ affairs. Stephen has continued to share his desire for creating spaces to dialogue about diversity issues, and has taught courses at various institutions on leadership and social justice topics. Stephen’s work and scholarship is guided by his identity of being a scholar-activist, with publications and a research agenda centering on campus racial climate, undocu/DACAmented Latinx students, and first-generation student experiences. Currently, Stephen is conducting a critical ethnographic case study on the everyday experiences of undocu/DACAmented Latinx students, with a focus on the participants’ agency via active citizenship.

For as long as he can remember, Stephen has had a passion for working towards the advancement of racialized and historically marginalized communities—beginning at age 14 when he worked for a non-profit organization in Philadelphia that provides social services to the local Latinx community. Stephen has continued to work for marginalized communities and has maintained active institutional and international memberships in organizations that share similar values. Some of his involvements include being the immediate past-president of the ASU Chapter of the National Association for Multicultural Education (NAME), and the Advocacy/Co-Mentoring Chair for the ACPA – College Student Educators International Latin@/x Network. Stephen is a section editor for the *Current Issues in Education Journal*, and was recently awarded the 2018 Community Advancement & Service Award via the ACPA Latin@/x Network. Stephen aspires to continue his research, teaching, and advocacy efforts for years to come.
Uriel Serrano was raised in the Crenshaw District in South Los Angeles, CA and has roots in Durango, Mexico. He is currently a third-year doctoral student in the Department of Sociology at the University of California, Santa Cruz (UCSC). Informed by what he witnessed growing up in an under-invested and over-policed Black and Brown neighborhood, Uriel is a sociologist of race, gender, education, and youth social movements.

Prior to arriving at UCSC, Uriel joined Dr. Veronica Terriquez’s research team to capture how 96 youth organizations across the state of California expand youths’ basic civic skills, offer them critical education, increase their capacity for civic action, and support their personal growth. Uriel’s dissertation examines how Black, Latinx, and South East Asian young men come to understand the intersection of their identities, social inequality, and their role in affecting community change through a Los Angeles based coalition of ten youth organizations working to reduce the criminalization of youth of color. He particularly explores how the organizational practices in the coalition, and the young men’s participation in grassroots organizing, shapes their racial identity, masculinities, and personal well-being.

Uriel received a Bachelor and Master of Arts in sociology from California State University, Los Angeles (CSULA). During his time at CSULA, he worked for the First Year Experience Program as a program assistant. He is currently a Project MALES Graduate Scholar at the University of Texas at Austin, sits on the board of the Pacific Sociological Association, and serves on the ASA Latinx Sociology Section Council. Uriel’s work has been published through USC’s Program for Environmental and Regional Equity and is forthcoming in the Association of Mexican American Educators Journal and Sociological Perspectives.

DeAna Swan is a doctoral student in the Education Leadership and Policy program at the University of Texas at Austin. She holds a Graduate Research Assistantship with Project MALES, a statewide consortium and mentoring program aimed to improve the educational outcomes for male students of color. She is currently working on a research study that uses Chicana feminism to explore the experiences of Latina doctoral student mothers. Her research aims to better understand the conflicting, yet salient, intersecting identities that Latina mothers navigate while enrolled in doctoral programs as a means to advocate for institutional and systemic change.

DeAna has published work on various Latinx matters, including Latina/os in community colleges and Latinas in the juvenile justice system. She is committed to action research in order to improve conditions for Latinx students across the P20 pipeline.

Prior to her return to graduate school, DeAna began her career as a student affairs administrator and residence life coordinator at two different Hispanic Serving Institutions. She also spent a couple of years as a research and evaluation specialist for a non-profit organization that served Latinx youth in various capacities. In her role, DeAna focused on program quality improvement and developed resources for practitioners working with Latinx youth at risk of becoming involved in the juvenile justice system. DeAna earned her bachelor’s degree in education studies at the University of Wisconsin Madison and holds a Masters of Education from the University of Pennsylvania.
Natalia Toscano

Natalia M. Toscano is a second-year doctoral student in the Department of American Studies at the University of New Mexico (UNM). She is currently working with the Department of Chicana and Chicano Studies (CCS) as a graduate assistant and a special projects assistant for the South West Hispanic Research Institute (SHRI). Deeply committed to the development of Latinx/Chicanx intellectual spaces, Natalia is also a Graduate Research Fellow for El Centro de La Raza, where she mentors Latinx/Chicanx students to develop their undergraduate research.

Natalia began her academic career at Santa Monica College. From there, she transferred to the University of California, Los Angeles to complete her bachelor’s degree in Chicana and Chicano studies and American Indian studies. As an undergraduate, Natalia was a Ronald E. McNair Scholar and Undergraduate Research Fellow for UCLA’s Center for Undergraduate Research. Her research is rooted at the intersection of Chicana/o, Indigenous studies, and performance studies. Her previous work has explored the radical possibilities of Danza Mexica as a potential site to observe the Chicanx consciousness of indigenous hemispheric struggle. Drawing on this work, Natalia continues to analyze the cultural and political implications of dance. Specifically, she investigates the use of state-sponsored dance productions as mechanisms for the creation and sustainment of Mexican nationalism.

A 2019 AAHHE Graduate Research Fellow, Natalia strives to participate in and develop critical spaces of Latinx/Chicanx opportunities. Through her participation in AAHHE, Natalia aims to obtain the skills to further contribute to community building across various university institutions and specifically at the University of New Mexico.

Bryant Valencia

Bryant Valencia is a doctoral candidate in the Department of Educational Policy Studies and Practice studying Higher Education. As a first-generation college student, he received his Bachelor of Arts in psychology from the University of Arizona (UA) in 2012, and earned his Master of Arts in higher education from the UA in 2014.

Throughout his academic career, Bryant has held multiple positions at the UA from student union catering to graduate assistantships at the Guerrero center. Bryant is currently in his fifth year as a graduate assistant in the Office of Early Academic Outreach, where he coordinates the MASCulinity (Men, Access, School, and Community) Initiatives, which seeks to increase the number of first-generation, low-income, and men of color who consider college as a future pathway and succeed on a college campus. Additionally, he developed a course titled “Masculinity, Power, and Education,” (HED 331), which involves undergraduates in collaborative projects with local middle and high school students addressing challenges related to gender and intersecting identities.

His research includes access and retention to higher education for underrepresented communities, particularly youth, and boys of color. Recently, he has been involved in research that examines college student critical consciousness development in a course that centers masculinity, intersectionality, and critical hope. Additionally, he would like to understand how college instructors can implement opportunities for critical consciousness development in college courses, and to address masculinity and patriarchal culture that generate marginalization on campus and in the local community.
Welcome to the Eighth Annual National Career Preparation Institute. It is my great pleasure to welcome you to the 14th Annual Meeting of the American Association of Hispanics in Higher Education (AAHHE).

At the 2011 Annual AAHHE meeting in San Antonio, Texas, an ongoing discussion of creating a master’s thesis award program in the sciences, led to an opportunity for funding from the United States Department of Agriculture-National Institute of Food and Agriculture (USDA-NIFA). The result was a funded collaborative initiative between USDA-NIFA, AAHHE, and Texas State University known as Caminos. The goal of this project is to identify young Hispanic scholars primed to pursue a career in the food and agricultural sciences by creating a Master’s Thesis Award Program in Agriculture, Natural Sciences and Technology, recruiting students for USDA internships/employment, and implementing a Career Preparation Institute designed to nurture individuals from the master’s degree program to the doctoral program and/or workplace.

The Caminos Project is innovative in its synergy. While there are theses award programs, graduate fellow programs, mentoring programs, career preparation institutes, and internships, few if any of these initiatives are integrated to work in collaboration with federal agencies, institutions of higher education, and professional organizations committed to advancing the Latino population.

To that end, USDA Graduate Fellows were identified through an outstanding thesis award competition and by faculty in the food and agricultural sciences to participate in a leadership development program, network with peers and nationally recognized faculty researchers and USDA agency representatives and create a leadership plan focused on developing human capital relevant to meeting the USDA labor force needs.

My deepest gratitude and appreciation to the participants and mentors who so willingly and graciously gave their time and energy when approached with this initiative. This heartfelt gratitude and appreciation also extends to the USDA Graduate Fellows 2019 cohort for their willingness to venture into new territory and connect with seasoned professionals. A special note of gratitude to USDA-NIFA for their vote of confidence in funding the grant proposal that made this dream possible, to AAHHE whose commitment to improving the pipeline for future Hispanic leaders in education continues to be a driving force, and to the staff and administrators at Texas State University who have embraced and supported this innovative undertaking.

Jaime Chahin, PhD
Caminos Project Director
1st Place Winner

Luis Ramirez
Sustainable Energy
The University of Texas at El Paso


Luis Ramirez is a first-generation college student from El Paso, Texas. In 2016, Luis graduated from The University of Texas at El Paso (UTEP) with a Bachelor of Science degree in mechanical engineering. As an undergraduate, a faculty-led program in Peru first exposed Luis to sustainability. This experience helped develop the focus and ideals that would ultimately shape his career goals. Luis also interned with the USDA Forest Service in Fort Collins, Colorado and the Office of Resilience and Sustainability at the City of El Paso where he was further able to learn and practice sustainability.

In 2018, Luis graduated from UTEP with a master's degree in industrial engineering with a concentration in sustainability while maintaining a 4.0 GPA. As a graduate student, Luis was a research assistant at the Sustainability Engineering & Systems Optimization Lab under principal investigators, Dr. Heidi Taboada and Dr. Jose Espiritu. Luis also held a president position for Alpha Pi Mu, the honor society for industrial engineers, and interned at the USDA National Institute of Food and Agriculture (NIFA) in Washington, DC in the summers of 2017 and 2018. Additionally, he was part of three binational faculty-Led engineering programs in Mexico and Peru.

Luis is now a full-time industrial engineer for the Department of Defense at Naval Air Systems Command (NAVAIR) in Patuxent River, Maryland. He constantly seeks opportunities to make a difference in the lives of others, extending aid to those in need, and inspiring the next generation of Hispanic students.

2nd Place Winner

Ashley Garcia
Global Food Security and Hunger
Texas A&M International University


Ashley Garcia is a local Laredoan and obtained a Bachelor of Arts with a major in biology from Texas A&M International University in 2014. Her passion for research began during her junior year when she analyzed the effects of antimicrobials on microbes found along the rhizosphere of plants. During her undergraduate career, she developed a repertoire of scientific skills including antimicrobial assay optimization and compound identification through gas-chromatography mass spectrometry in Dr. Monica Mendez's lab.

Upon receiving her B.A. degree, Ashley enrolled in the biology graduate program at Texas A&M International University and was awarded a USDA Agriculture and Food Research Initiative graduate assistantship. As a graduate research assistant, Ashley analyzed the mitigation of triclosan uptake by onions using triclosan-degrading rhizobacteria. During her assistantship, she mentored undergraduate students on the identification of metal tolerant bacteria and development of agricultural sustainability strategies. In addition, Ashley has presented her research at regional and national conferences. She received the Society for Advancement of Chicanos/Hispanics and Native Americans in Science’s Travel Scholarship for two consecutive years and placed first in the graduate biology division at the Lamar Bruni Vergara academic conference in Laredo, TX. In December of 2017, Ashley was recognized as conservation teacher of the year for her research mentorship by the Webb County Natural Resources Conservation Service.

Ashley received her master's degree in August of 2018 while maintaining a 4.0 GPA. Her future research interests include analyzing the effects of anthropogenic contaminants in the environment and natural resource conservation. She also hopes to encourage minority students to pursue careers in the STEM field.
3rd Place Winner

Brenda Leal
Food Safety
Texas A&M University

Thesis: Questing Activity Of Cattle Fever Tick Larvae, Rhipicephalus (Boophilus) Microplus (Acari:ixodidae): Environmental Influences And Implications For Control In South Texas.

Brenda Leal developed a passion for biology during her freshman year of high school. In June 2010 she graduated from Edcouch-Elsa High School. Shortly thereafter, she was admitted and began the undergraduate biology program at the University of Texas Pan-American. Brenda earned a bachelor's degree in general biology in May 2015. In January of 2016, she was admitted and began the Master’s of Science program in general biology at the University of Texas Rio Grande Valley (UTRGV).

With an educational foundation in general biology and ecology, her thesis research focused on the questing activity of Rhipicephalus microplus cattle fever tick larvae. Specifically, with a concentration on measuring the environmental influences on the larval questing activity and testing novel off-host control methods. With the goal of contributing to the control or eradication of the cattle fever tick, she made her results available to the scientific community.


Brenda earned a master’s degree in biology at UTRGV in August 2018. Immediately after, she entered the doctoral program at the Entomology Department at Texas A&M University in College Station, Texas. Her proposed doctoral dissertation centers on vector biology with a concentration on the interaction between vector-borne diseases and their vectors.

“I was fortunate to attend the 2018 AAHHE conference as a member of the AAHHE Faculty Fellow cohort, and I spent a considerable amount of time working closely with other junior Latina/o faculty members and graduate students. We participated in various structured and unstructured events, but each drew from our deep, shared cultural experiences. Among other things, this included discussions of our personal histories (including those of our families) and journeys to academia, the experience of isolated at times in higher education, and the sources of support that we have depended on. The Faculty Fellow experience through AAHHE had a meaningful impact on me. Other faculty fellows provided me with explicit recommendations for further focusing my work, as well as encouragement to adopt new research methods that will reach a wider audience. Personally, learning about the experience of other Faculty Fellows was restorative. Too often, we are made to feel that we should suppress our stories, but the Faculty Fellows Program highlighted them and lifted them. I am grateful to the AAHHE organization for this opportunity. I encourage other faculty members and graduate students to be engaged in AAHHE, and I support the sponsors that made the experience possible.”

Victor Villrreal
Victor Villrreal
2018 AAHHE Faculty Fellow
Assistant Professor
Department of Educational Psychology
University of Texas at San Antonio
Yanira Miranda Cortés
Food Safety
University of Puerto Rico at Mayagüez

Yanira Miranda Cortés is a graduate student from the Agricultural Sciences College of the University of Puerto Rico, Mayagüez Campus. Yanira graduated with her bachelor's degree in Crop Protection in 2016 and is currently working on her graduate degree specializing in Phytopathology under the same major.

As an undergraduate, she had the opportunity to participate in multiple research initiatives including the USDA Natural Resources Conservation Service’s Earth Team volunteer program. Also as an undergraduate student, she participated in many different courses and workshops that contributed to her professional training including a beef cattle course, an organic hydroponics workshop, and a genetically modified organism risks and benefits workshop. Yanira also attended various scientific meetings and symposiums including the Puerto Rico Agricultural Biotechnology Industry Association convention in September 2018. During the summer of 2018, she worked alongside Dr. Diego Viteri on the monitoring of citrus greening in citrus and performing bioassays on Helicoverpa zea in the corn crop.

Yanira has always been interested in contributing her knowledge to the development of productive and sustainable agriculture in order to increase food security. For this reason, her thesis project is focused on the evaluation of yam propagation methods such as the minisetts technique, tissue culture, and bioreactors to increase the availability of a disease-free seed.

Upon receiving a Master of Science, Yanira plans to continue her studies in the area of plant pathology in order to be an integral part of state, federal, or private research that contributes and supports agricultural progress.

Vicky Espinoza
Climate Change
University of California, Merced

Vicky Espinoza is a first-generation student from Los Angeles, California. In 2013, she graduated with her bachelor’s degree in Geophysical Sciences from the University of Chicago. She completed a master’s degree in Environmental Engineering from the University of Southern California in 2017. She is currently working on her doctoral degree at the University of California Merced. Her research analyzes how California’s Sustainable Groundwater Management Act will impact the retirement of San Joaquin Valley’s irrigated lands and how those land use changes will affect already socioeconomically vulnerable communities within the region. She hopes her research provides insight into the future direction of policy and addresses climate change adaptation strategies for the food-energy-water nexus in California and beyond.

Her research experiences at Argonne National Laboratory and NASA Jet Propulsion Laboratory exploring climate change impacts on environmental sustainability, from air quality to water resources management issues at the regional and global scale, have allowed her to embrace the importance in understanding the Earth’s environmental and climatic systems holistically and as interdependent of each other. Vicky has also devoted time to volunteer at underserved schools throughout her educational career through STEM outreach, mentoring, and tutoring. She hopes to inspire these children by sharing her experiences in STEM and being a role model. These research experiences and volunteer opportunities at the early stages of her learning career encouraged her to pursue research opportunities that address water sustainability issues and socioeconomic impacts on vulnerable communities within the San Joaquin Valley, California.
Jennifer Gil-Acevedo
Climate Change
Florida International University

Jennifer Gil-Acevedo was born and raised in Puerto Rico. Although from a small island, she always dreamed big. Jennifer earned her Bachelor of Science in interdisciplinary science from the University of Puerto Rico in 2015. As an undergraduate, she assisted in conducting research sponsored by the NASA Space Grant in a Nanotechnology Research Laboratory. She also presented research at several conferences and earned multiple awards including “Best Undergraduate Oral Presentation” at the Ana G. Mendez University System Symposium and won the 2015 National Nanotechnology Initiative Student Video Contest. Upon earning her bachelor’s degree, she was awarded a fellowship under the American Association for the Advancement of Science’s Mass Media Science and Engineering Fellows Program.

Jennifer is enrolled in the master’s program in environmental science at Florida International University and anticipates completing her degree in December, 2018. As a graduate student, she was the recipient of a USDA-NIFA HSI Broadening Agricultural Science Education grant. In addition, she was awarded a Fulbright-National Geographic Digital Storytelling Fellowship and she is currently conducting research at the Smithsonian Tropical Research Institute in Panama. She aspires to be a great communicator of science to the general population particularly the Latino community.

Jessica Paola Saldierna Guzman
Climate Change
University of California Merced

Jessica completed her undergraduate studies in biological sciences at the Autonomous University of the State of Morelos, Mexico. Paola’s primary research interest is bacterial adaptations to diverse habitats. She joined the research group of Professor Katy Juarez at the National Autonomous University of Mexico where she conducted her undergraduate thesis project titled “Identification of Bacteria in Soil Contaminated with Cr(VI) by 16S rRNA Analysis.” This project involved the identification of potential bacteria for bioremediation. Shortly thereafter, Paola worked at the Environmental Engineering Laboratory in San Diego, California where she tested water and food for contamination of microbial pathogens for public safety. Paola then joined the laboratory of Dr. Joseph Ecker at the Salk Institute for Biological Studies where she investigated transcription factor binding sites via chromatin immuno-precipitation in order to identify target genes regulating agronomically important traits.

Paola earned her master’s degree in 2018 from the University of California (UC) Merced where she investigated bacterial endophytes in stress tolerant conifers. She hopes that the identified bacteria can be applied to crops to improve stress tolerance and reduce the application of fertilizers. In 2018, Paola began her doctoral program at UC Merced. She currently conducts research focusing on understanding interactions between bacterial endophytes and their host plants under Dr. Stephen Hart.

Upon receiving her PhD, Paola would like to collaborate with diverse research groups to develop biotechnological and sustainable approaches to minimize impacts on environmental health. Additionally, she would like to build educational programs designed to promote and educate children on science and sustainability.
**FOOD AND AGRICULTURAL SCIENCES (LOS CAMINOS)**

**FELLOWS**

**Seylie Serrano Jiménez**  
Food Safety  
University of Puerto Rico Mayagüez

Seylie Serrano Jiménez is a native of Camuy, Puerto Rico. Currently, she is a graduate student and instructor of agro-environmental sciences at the University of Puerto Rico (UPR) in Mayagüez. In 2017, Seylie obtained her bachelor’s degree in biology with a minor in biomedical sciences and subsequently enrolled in the graduate Crop Protection program at UPR – Mayagüez in August of 2017.

Her main research interest is phytopathology in plants of agricultural importance. In particular, she is interested in researching plant cell to cell communication in response to fungi. In 2017, she collaborated on a research project focusing on the morphological and pathogenic description of Penicillium spp, a causal agent of dry rot in the yam tuber. In addition, she also practiced yam tuber tissue culture techniques. Today, she collaborates in research projects aiming to identify morphologically and genetically distinct varieties of Dioscorea rotundata and Dioscorea alata species in order to assess susceptibility to Colletotrichum spp, a causal agent of anthracnose in the crop.

Upon receiving a Master of Science in crop protection, Seylie plans to begin doctoral studies in virology. Her emphasis will be in agriculture as she would like to collaborate on research initiatives with the United States Department of Agriculture. As a current laboratory instructor for tropical phytopathology and crop production fundamentals, Seylie strives to be a mentor to students aspiring to become involved in agricultural research.

**Giovanina A. Hinojosa**  
Sustainability Energy  
University of Texas, Rio Grande Valley

Giovanina A. Hinojosa is a second-year graduate student in the Department of Biology at the University of Texas Rio Grande Valley (UTRGV) in Edinburg, Texas. In the spring of 2017, she graduated magna cum laude with a bachelor’s degree in biology from UTRGV. While an undergraduate student, she worked as a research assistant in the School of Medicine, interned in the research lab of Dr. Michael Persans in the Biology department, and volunteered in the Palm Valley Animal Center. She was also awarded several academic scholarships including the UTRGV Engaged Scholarship Award, the Harry and K.L. Wheeler scholarship, and the STARS scholarship. Giovanina also participated in multiple poster presentations at various conferences including The Research Society on Alcoholism, The Engaged Scholar Symposium at UTRGV, The UTRGV College of Science Annual Conference, and the 8th International Conference on Algal Biomass, Biofuels, and Bioproducts.

Giovanina’s experiences in research as an undergraduate intensified her interest in science and ultimately prompted her to pursue a master’s degree in biology. She is currently a second-year graduate student and conducts research on microalgae lipid synthesis for use in biofuel production in the lab of Dr. Michael Persans. She has been awarded a USDA scholarship grant to aid her in her graduate studies. Upon graduation, Giovanina is interested in a career in academia, industry, or doctoral studies in biology. She seeks to increase the representation of Hispanics in STEM positions and wishes to encourage the next generation of Hispanic students to engage in science careers.
FOOD AND AGRICULTURAL SCIENCES (LOS CAMINOS)

FELLOWS

Viridiana Luna
Childhood Obesity
University of Illinois at Urbana-Champaign

Viridiana Luna is a first-generation master’s degree student in the Division of Nutritional Sciences at the University of Illinois at Urbana Champaign (UIUC). She is a recipient of the UIUC Graduate College Distinguished Fellowship Award. She obtained a Bachelor of Science in molecular and cellular biology in 2016 from UIUC where she also was part of the Ronald E. McNair Scholars Program. As an undergraduate student, she had the opportunity to participate in summer research opportunities at the University of Illinois-Chicago College of Medicine and the Harvard School of Public Health. These experiences formed her interests in health disparities and the desire to pursue a graduate degree.

Her research interests include community nutrition, obesity prevention, and understanding sociocultural factors that influence health behavior and outcomes in Hispanic families. She is advised by Dr. Margarita Teran-Garcia. Viridiana’s research endeavors involve working with a multi-state, childhood obesity prevention program for Hispanic families that is funded by the USDA. She develops culturally-tailored nutrition education materials and facilitates the evaluation of program outcomes.

Following the completion of her master’s degree in 2019, she hopes to continue working in community engaged research to inform health policy and programming that can help low-income communities live healthy lives. She spent a summer interning with the Hispanic Health Council in Connecticut to understand how SNAP-Education programs are implemented and evaluated. She would like to work with the federal nutrition assistance programs or the Center for Nutrition Policy and Promotion. She looks forward to implementing program evaluation findings to policy recommendations.

Armando Olivas
Global Food Security & Hunger
Texas State University

Armando Olivas is a first-generation college student from San Antonio, Texas. In 2017, he graduated summa cum laude from Texas State University with a Bachelor of Science in family and consumer sciences, majoring in nutrition with a concentration in dietetics. As an undergraduate, Armando earned multiple awards acknowledging academic excellence, maintained a 4.0 GPA, and was involved in promoting healthy dietary practices with the Student Nutrition Organization. He also gained valuable experience in the lab setting and conducted literature reviews on the effect of retinoids on colorectal cancer.

Armando’s interest in the field of nutrition includes sports dietetics, nutrition’s impact on carcinogenesis and cancer progression, as well as efforts to mitigate global hunger and food insecurity. Upon receiving his bachelor’s Armando enrolled in the Human Nutrition graduate program at Texas State University and is currently in his second year. He volunteers in a nutrition and cancer prevention lab under Principal Investigator, Dr. Ramona Salcedo. He is working on a publication on the research topic of the impact of calcium signaling, pro-inflammatory factors, and obesity on prostate cancer incidence and progression.

Upon receiving his Master of Science in human nutrition, Armando’s goal is to pursue a dietetic internship to become a registered dietitian. As such, he intends to focus on nutrition’s impact on oncology and collaborate with national and global agencies whose initiatives aim to mitigate world hunger and food insecurity. As a first-generation college student, Armando aspires to become a role model and mentor for up-and-coming Latinos in academia.

Jennifer Parra  
Food Safety  
The University of Texas at Rio Grande Valley

Jennifer Parra is a Texas A&M University graduate originally from Brownsville, Texas. In 2016, she received a Bachelor of Science in sociology and completed pre-requisites for nursing school. As an undergraduate, she was an active member of Future Aggie Nurses, Survivorship Director for Aggie Relay for Life, and a volunteer at Chi St. Joseph Regional Hospital in the Emergency Room Department. She was also a student worker in a microbiology lab where she learned the basic techniques of pipetting, polymerase chain reaction, and gel electrophoresis.

After graduation, Jennifer was hired as a full-time research assistant at the Texas A&M Health Science Center to become an integral part of a project funded by the U.S. Defense Threat Reduction Agency where she performed bacterial transformation to build a mutant library on *Coxiella burnetii*. Although accepted into nursing school, Jennifer moved back home to the Rio Grande Valley (RGV) to work as a cooperative with the University of Texas RGV and the United States Department of Agriculture (USDA). As of Fall 2018, Jennifer is enrolled as a graduate student at UTRGV in biology where she continues to work under the direction of Dr. Erin Schuenzel and Dr. Norman Barr to research some of the most detrimental pests to U.S. agriculture in South Texas, California, and Florida. Upon receiving a Master of Science in biology, Jennifer hopes to continue research in agriculture with USDA and become an advocate and role model for future students in the RGV who aspire to conduct scientific research.

Kasandra Perez  
Childhood Obesity  
Texas State University

Kasandra Perez is a second-year human nutrition graduate student at Texas State University. She was born and raised in Laredo, Texas. In 2017, she graduated from Texas State University with a Bachelor of Science in nutrition and foods with a concentration in dietetics. As an undergraduate, she routinely served her communities by assisting in meal preparation for food-insecure children and the general population in San Marcos and Laredo, Texas. In addition, Kasandra was one of few students elected to represent Texas State University at the 2017 Texas Academy of Nutrition and Dietetics’ Annual Conference and Exhibition.

Kasandra’s interest in the field of nutrition is extensive and includes the application of nutrition to enhance athletic performance, prevent disease, and promote wellness in individuals and families of all backgrounds. As a graduate research assistant under the Caminitos Collaborative, she conducts research on the impact of nutrition on early childhood education and has presented her findings at the Hays County Early Childhood Coalition’s Summit on Early Childhood. Kasandra is currently working on her thesis under Dr. Lesli Biediger-Friedman on the topic of early childhood feeding practices and school readiness.

Upon receiving her graduate degree, Kasandra intends to pursue a dietetic internship and become a registered dietitian. As such, she aims to apply empathy and research-based nutrition knowledge as a foundation to her approach in educating families, resolving nutrition deficits, and addressing food insecurity. Kasandra aims to become a mentor for Latinas in academia and encourages others to pursue their dreams.
Jorge Galarza Prieto

Global Food Security & Hunger
New Mexico State University

Jorge Galarza is a first-generation master’s student in food science and technology at New Mexico State University (NMSU). He is a recipient of the Merit Based Fellowship Award and the USDA’s Southwest Agriculture and Food Security Education Grant. He obtained a Bachelor of Science in human nutrition and dietetic sciences in 2015 from NMSU.

Jorge’s master’s-level research involves working with Glandless Cotton Seed Meal and developing an aquaculture feed for shrimp expected to save aquaculture farmers up to 90% in feed expenses. His research and tuition are funded by the USDA’s SAFE Grant award.

Jorge has participated in multiple internships and has been a graduate research assistant since January 2017. In the summer of 2017, Jorge participated in an internship where he worked closely with 20 industrial engineers in an effort to develop a viable sun-drying method for the jujube fruit. In the fall of 2017, Jorge was appointed mentor to a group of engineers examining the characteristics of Cotton Seed Meal. More recently, during the summer of 2018, he earned and completed an internship with the USDA’s Agricultural Research Service branch where he performed amino acid analysis via derivatization.

Upon receiving his master’s degree in May of 2019, he will pursue his PhD in biology. Jorge’s doctoral studies will concentrate on microbiota in organisms. In the future, he hopes to work for federal agencies including the Center for Disease Control and Prevention.

Megan Zamora

Childhood Obesity
Texas State University

Megan Zamora is a first-generation college student from San Antonio, Texas. In the spring of 2016, she graduated from Texas State University with a Bachelor of Science in biology. The following fall, Megan began the master’s program in human nutrition at Texas State University. As an undergraduate, Megan taught the General Chemistry II lab and was a supplemental instructor for General Chemistry I.

Through these experiences, she gained teaching and mentoring experience. As an undergraduate, Megan also realized how important a healthy lifestyle is for the mind and body. Megan’s interest in nutrition and an active lifestyle influenced her decision to pursue a master’s degree in nutrition. She believes both a healthful diet and an active lifestyle can resolve many of the United States’ problems with chronic disease and obesity.

As a graduate student, Megan now conducts research in an obesity and cancer laboratory under principal investigator, Dr. Ramona Price-Salcedo, where she is focused on the topic of visfatin and its mechanism in liver cancer. She is working on a thesis project titled “The Role of Visfatin in Sorafenib Resistant Liver Cancer.” It involves identifying visfatin’s mechanism of action in obesity-related liver cancer. Megan is also working on a review paper focused on obesity and cancer mechanisms.

Upon receiving her master’s degree, Megan plans to apply to a PhD program in the biomedical sciences at UT Health Science Center in San Antonio, Texas. She plans to either continue research in cancer biology or widen her scope and delve into genetics and epigenetics.
Ranked 12th in the U.S. in bachelor’s degrees awarded to Hispanic students.

Hispanic students make up 37% of our total enrollment.
**MENTORS**

**Dana M. García**  
Professor of Biology  
Texas State University

Dr. García, Professor and Associate Chair of Biology, directs research of graduate and undergraduate students investigating problems in vision research and in pigment cell biology using a variety of model systems. From 1999 to 2003, she headed Texas State University’s, NIH-funded Bridges to the baccalaureate program, a cooperation with the Alamo Community College District aiming to get more underrepresented minority students to complete baccalaureate degrees in science. She continues to host Bridges students in her lab. From 2009 to 2014, she headed the planning committee for Texas State’s annual Women in Science and Engineering Conference.

Dr. García grew up in Kingsville, Texas, daughter of Filiberto and Theda García. She got a Bachelor of Science in zoology from Texas A&M, where she was a National Merit and President’s Endowed Scholar. She graduated magna cum laude and completed an undergraduate thesis under the supervision of Evelyn Tiffany-Castiglioni. Dr. García pursued a PhD in physiology at the University of California at Berkeley under the direction of Beth Burnside, who introduced her to a powerful model for cell motility—the fish retina. Dr. García was an NSF Graduate Fellow and a Chancellor’s Minority Scholar. After completing her dissertation, Dr. García joined the faculty at Southwest Texas State University, now known as Texas State University. Dr. García directed the Integrated Microscopy Facility, furnished with microscopes purchased with NSF funds she helped to acquire, and grew the user base for the facility. She served as Associate Dean for Research from 2006 to 2009 and was able to help a number of investigators write winning NSF CAREER grants.

Dr. García is married to Mr. Paul Bain, and they have five children and one grandchild.

**Ramona Salcedo**  
Assistant Professor  
Texas State University

Ramona Salcedo is an assistant professor of nutrition at Texas State University. Dr. Salcedo earned her Bachelor of Science in nutrition and a PhD in nutritional sciences from The University of Texas at Austin. Thereafter, she was awarded a postdoctoral fellowship at The University of Texas at Austin to continue her research on dissecting the obesity-cancer link.

Dr. Salcedo’s expertise in obesity, inflammation and cancer is utilized in both a research and educational capacity. Dr. Salcedo’s research focuses on the impact of obesity on prostate cancer, liver cancer, and non-alcoholic fatty liver disease. Understanding these relationships is critical due to the higher rates of obesity and liver cancer among individuals in Central and South Texas. Dr. Salcedo’s research integrates basic science and translational research by employing cell culture, animal models, and biospecimen analysis as it relates to obesity, cancer, and fatty liver disease. The goal of this work is to optimize nutritional strategies to reverse the impact of obesity on cancer progression.

Dr. Salcedo teaches undergraduate courses related to biochemical nutrition, nutrition research methods, and nutrition physiology. She developed a graduate course on nutrition, obesity and cancer. She finds that sharing knowledge and providing mentorship can be greatly rewarding. Further, Dr. Salcedo recognizes the importance of helping others in the same capacity as she was mentored. Currently, she mentors several graduate and undergraduate students in her cancer research lab.

Dr. Salcedo has published peer-reviewed articles on diet and cancer, and reviews scientific articles related to obesity and cancer. In addition, she holds a leadership position for The Obesity Society, which aims to prevent and treat obesity.
Juan E. Zalapa
Research Geneticist, USDA-ARS, Vegetable Crops
Research Unit Department of Horticulture
University of Wisconsin-Madison

Dr. Zalapa started junior college in 1994 in Brownsville, Texas, and later transferred to Texas Tech University (TTU) earning a Bachelor of Science degree in horticulture with a minor in biology. During his years at TTU, Juan conducted undergraduate research as a Ronald E. McNair and Howard Hughes Medical Institute (HHMI) fellow.

In 1999, he became a graduate student at the University of Wisconsin-Madison and held the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) fellowship and UW-Madison’s Advanced Opportunity Fellowship (AOF) and National Science Foundation (NSF) funded K-Through-Infinity (KTI) fellowships. He received a doctorate degree in plant breeding and genetics from UW-Madison in 2005 for his work in genetic mapping and inheritance of yield-related traits in melon (Cucumis melo L.). In 2005, Dr. Zalapa was awarded the NSF minority postdoctoral fellowship to study hybridization between native red elm (Ulmus rubra Mulh.) and exotic, invasive Siberian elm (U. pumila L.) in the departments of Horticulture and Forestry at UW-Madison. In 2009, he joined the Agronomy department at UW-Madison as postdoctoral associate under the Great Lakes Bioenergy Research Center (GLBRC) to study switchgrass (Panicum virgatum L.) genetics. In 2010, Juan became a USDA-ARS Research Geneticist and assistant professor at UW-Madison.

His current research focuses on cranberries (Vaccinium macrocarpon Ait.) breeding, genetics, and genomics studies. He is also interested in increasing participation of underrepresented groups in the sciences through outreach and research. Dr. Zalapa developed an outreach program focused on introducing grade school students and their families to agricultural and genetics research. He currently mentors three graduate students, one minority undergraduate student, and several other undergraduate researchers. In May 2016, Dr. Zalapa was promoted the rank of associate professor with tenure at the UW-Madison.
Defining the Latinx-Thriving Campus

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Kristy Daniel
Associate Professor
Texas State University

Be warned, Dr. Kristy Daniel loves to talk nerdy! Dr. Daniel is currently an assistant professor of biology at Texas State University. She pushes budding researchers to be thoughtful about the language and images they use to share their passions and communicate the wonders of science. Dr. Daniel holds a Bachelor of Arts in biology from Westminster College, a Master of Science in ecology and evolutionary biology from Iowa State University, and a PhD in curriculum and instruction, science education from the University of Missouri.

Dr. Daniel began her formal education as a biologist identifying plants and investigating plant-insect interactions, now she studies best ways of helping others learn and understand complex biology concepts. She has traveled all over the globe exploring nature, culture, and sharing her stories from science. Dr. Daniel has coached hundreds of speakers on how to best become messengers of science through Tedx Talks, conference presentations, three-minute thesis competitions, video tutorials, media sound bites, outreach activities, research defenses, and the infamous elevator pitch.

Norma Guerra Gaier
Executive Director for University Career Services
The University of Texas at Austin

Norma Guerra Gaier has worked in the career development field at both private and public institutions for more than 25 years. In addition to her extensive experience in career services, she has led efforts in law school career services, alumni relations, adult education career development, civic engagement, leadership initiatives and service learning. Currently, she serves as the executive director for University Career Services at The University of Texas at Austin.

Professional involvement has always been of high importance to Norma, and this year, she is serving on the National Association of Colleges and Employers (NACE) Board of Directors as president. She enjoys serving as a NACE mentor, presenting at conferences, and she remains active in various committees. Her committee interests and involvements include Principles for Professional Practice Committee, Advocacy Committee, Finance and Audit Committee, Career Readiness Competencies Model Team, to name a few.

She has also been active in various leadership positions within her region, state and locally, and is a proud past-president of the Southern Association of Colleges and Employers, the Texas Association of Employment in Education and the San Antonio Colleges and Universities Career Centers Association. She has also served as an Expert Reviewer for the CAS Standards for Career Services.

Norma also serves as a faculty member for the NACE Management Leadership Institute teaching ethics and strategic planning. Her professional interests include communication analysis and interpretation involved in the career development process, life transitional issues, ethics, and the integration of social media in the career development process. She earned a bachelor’s degree in English communication arts and a master’s degree in communication studies, both from St. Mary’s University.
JoAnn Canales
Dean in Residence, Council of Graduate Schools
Texas A&M University-Corpus Christi

JoAnn Canales, PhD, Founding Dean of the College of Graduate Studies at Texas A&M University-Corpus Christi holds degrees from the University of Houston, Laredo State University, and The University of Texas at Austin and has over 30 years of teaching experience in public schools and three public institutions of higher education in Texas and Colorado. She was awarded an American Council of Education Fellowship (2002-2003) and the Texas A&M University-Corpus Christi Excellence in Teaching Award (2005-2006).

She currently holds an academic appointment as professor in the College of Education. During her 20-year tenure at A&M-CC, she has served in numerous administrative roles both at the college and university levels. Her administrative portfolio includes establishing a nationally recognized field-based undergraduate teacher preparation program, developing a faculty development center, and initiating a college of graduate studies.

She has also served as a principal or co-investigator on federal grants, totaling over $800,000, funded by the National Science Foundation (NSF) and the United States Department of Agriculture-National Institute of Food and Agriculture (USDA-NIFA); participated in international collaborations to develop/evaluate programs in education; served in a leadership capacity in professional and community organizations and planned and executed conferences.

Her portfolio includes extensive experience in group facilitation/mediation, strategic plan development, program evaluation and collaboration in a variety of settings including school districts, state/national organizations, banking institutions, and international institutions of higher education in Chile, Mexico, Canada, Peru, and Trinidad/Tobago. She currently serves as Chairwoman of the Board of Directors for the American Association of Hispanics in Higher Education, Member of the Graduate Record Exam (GRE) Board and co-chair of the Diversity Equity and Inclusion Committee, and member of the Phi Kappa Phi Board of Directors.

“…AAHHE was unlike any conference I had attended before. The pre-conference workshops proved to be the push I needed to apply for grant applications. The collegial atmosphere reinforced my desire to achieve tenure. The mentorship, guidance and critique of my work sharpened my scholarship. Taken together, I am a better scholar and caring person because of AAHHE. Graduate school is hard, AAHHE did not change that, but it made it worth doing. My fellow cohorts, including the Faculty Fellows, made my time at AAHHE very memorable. I learned a lot from them and hope they learned from me. Ultimately, at AAHHE I learned that defending scholarship is much like defending your roots. Plant down. Dig deep. And appeal to broader ideals. For better or for worse, it seems that Latinos are under attack. Now more than ever a sense of place rooted firmly in the ground is needed. AAHHE provided a glimpse of what that may look like, and I strive to further the ideals that AAHHE stands for.”

Mario Castillo
2017 AAHHE Graduate Fellow
Doctoral candidate
Anthropology and Anthropological Archeology
University of California
Ranked #1 in the nation for the upward mobility of its students
We congratulate the winners of the 2019 Outstanding Dissertations Competition and passionately share AAHHE’s mission to advance opportunities for Latinos through recognition, awareness and research.

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- *The Brilliance, Tenacity and Strength of Latinos in America*
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- *The Decade Ahead: Inquire, Innovate, Impact*

Download these reports and more at [ets.org/research/perc/pic/lectures](http://ets.org/research/perc/pic/lectures)

At ETS, our mission is to advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.
Recognizing scholarly achievement is an important way to grow the pipeline of Hispanics in higher education. Since 2006, the three winners—and all the fine entrants—of the annual ETS Outstanding Dissertations Competition awards have become role models for successor generations of students, academics, and administrators.

AAHHE and ETS share a vision of the future of Hispanics in higher education and a commitment to actions that can help them get there. Join us as we honor and congratulate this year’s winners. Consult the conference agenda for dates and times the winning dissertations will be presented.

Committing to Inclusiveness Is Essential in Our Ever-Changing Environment

Walt MacDonald  
ETS President and CEO

Our environment is changing faster now than at any previous time in human history. We’re facing challenges in demographics, skills and culture—not to mention emerging technologies, career specialties and even new vocabulary. Clearly we need faculty and students with a diversity of talents, skills and backgrounds to help us make sense of the changes and their broader implications, and to address the new types of challenges we face that simply didn’t exist a few years ago.

ETS wants to help build inclusive communities. And as a nonprofit organization ingrained in the education community, and whose mission is to help advance quality and equity in education, we are in the position to do so.

At its core, ETS is more than a testing company—we are an educational research institution. When it was created in 1947, ETS brought to life the idea that an organization devoted to educational research and assessment could make vital contributions to the advancement of education worldwide. Since then, ETS has grown into a global organization that offers opportunities for learners around the world.

An ever-changing world in which diverse, talented graduates lend their innovative thoughts, expertise and enthusiasm to solving complex problems requires a diverse and inclusive student and faculty ecosystem. ETS looks forward to continuing to bring our extensive research and experience to the table to help parties that understand the value of diversity and inclusion to achieve their goals.

The winners of the annual ETS-AAHHE Outstanding Dissertations Competition have inspired their fellow students, academics and administrators. Please join us in congratulating this year’s winners, and encouraging Hispanic students to continue to excel in higher education.

Kurt M. Landgraf, in his time at ETS, nurtured the company’s social and community outreach efforts, broadened its education research activities and raised its profile as a voice of education reform. He believed in building school culture that fosters motivation and learning and accordingly inspired the establishment of the ETS Outstanding Dissertations Competition awards at AAHHE in 2006. Mr. Landgraf retired from ETS in 2013.
**1ST PLACE WINNER**

**KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD**

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**Cynthia M. Alcantar**  
Postdoctoral Scholar of Sociology Consortium for Faculty Diversity Fellowship  
Pitzer College

**Dissertation Title:** Cultivating our Nation’s Engaged Citizenry: Institutional Factors that Promote the Civic Engagement of College Students  
**Degree-Granting Institution:** University of California, Los Angeles

Cynthia Maribel Alcantar is a postdoctoral scholar and visiting professor of sociology at Pitzer College. She is also a research associate for the Institute for Immigration, Globalization, & Education at the University of California, Los Angeles. Her research focuses on the social structures that impact the social mobility and integration of racial/ethnic minority and immigrant populations in the United States. Particularly, the influence of schools (i.e., public K-20 schools, community colleges, and Minority Serving Institutions) on the educational pathways and civic participation of racial/ethnic minority and immigrant students. Her research has culminated into publications in The Review of Higher Education, Teachers College Record, Harvard Educational Review, Journal of Hispanic Higher Education, Qualitative Psychology, and a forthcoming co-edited book on race and education published through Teachers College Press.

Dr. Alcantar’s dissertation research “Cultivating Our Nation’s Engaged Citizenry: Institutional Factors That Promote the Civic Engagement of College Students,” was a quantitative study critically examining the student- and institutional-level factors that promote the civic engagement of racial/ethnic minority students in higher education, with a focus on Minority Serving Institutions (e.g., Hispanic Serving Institutions) using multilevel modeling statistical techniques. Critical quantitative and ecological theoretical frameworks guided this study utilizing data from Cooperative Institutional Research Program (CIRP), a longitudinal dataset of college students and institutions. This research speaks to the institutional factors that promote the civic engagement of students from different racial/ethnic backgrounds.

In addition to research, Dr. Alcantar has extensive experience working in K-12 and higher education settings, including the Upward Bound program at Norco Community College, the McNair Scholars Program at Claremont Graduate University, the Title V Hispanic Serving Institution grant at Mount St. Mary’s College, track coach at Norte Vista High School, and an English and math instructor at John Adams Elementary School in Riverside, CA. She also consults with school districts, community colleges, and four-year institutions concerning campus climate and culture for supporting underrepresented student populations. Currently she serves as the evaluator for a National Science Foundation grant aimed at supporting underrepresented students in STEM majors at Pitzer College. She received her Bachelors from the University of California, Riverside, Masters from Claremont Graduate University, and PhD in Social Science and Comparative Education from the University of California, Los Angeles.

Dr. Alcantar’s passion for education research was influenced by her experience as a first-generation college student and second generation immigrant attending under-resourced schools. She credits mentors, such as her professors Roberta Espinoza, William Perez, Robert T. Teranishi, Upward Bound and McNair Scholars Program Directors Gustavo Oceguera and Leon O. Wood, listed respectively, and K-12 educators—Ms. Garcia (Kindergarten Teacher), Mr. Villanueva (Middle School Counselor), and Coach Andrade (High School Track, Soccer, Cross-Country Coach)—for creating pivotal moments that changed her life trajectory. These experiences greatly influenced her decision to make it her life’s mission to improve the educational opportunity and social mobility of underserved communities. Aside from research and teaching, Dr. Alcantar’s commitment to underrepresented communities is exemplified through her many years of service as a mentor for the Puente Program at Riverside City College, Norco Community College, and Long Beach City College. She also frequently speaks at public K-12 schools serving majority Latinx students about her educational journey. Her service is what continues to fuel her passion for making a difference in communities like her own.
Dr. Stephany Cuevas, who was born and raised in Los Angeles, California, is an interdisciplinary education scholar whose research focuses on factors that shape the post-secondary trajectories of first-generation Latinx college students. Central to her research is the notion that Latinx students do not experience education in isolation, as sole compartmentalized, individual students. She considers it imperative to consider the significant and central role families have in shaping Latinx students’ educational experiences. As a Latina scholar, daughter of Mexican immigrants, Dr. Cuevas’ research and teaching seeks to empower the communities she works with by centering and highlighting their voices and experiences.

Dr. Cuevas completed her doctorate at the Harvard Graduate School of Education, where her dissertation examined the ways in which undocumented Latinx parents engage in their children’s post-secondary planning and success, through direct and indirect support. In particular, her study explored how undocumented Latinx parents described and made sense of their sacrificios (sacrifices) and apoyo (support), which she argued are essential components of their role in their children’s post-secondary planning and success. Additionally, Dr. Cuevas’ dissertation also examined the ways in which undocumented immigration status shaped this engagement.

Currently, Dr. Cuevas is an Academic Pathways Postdoctoral Fellow at the Peabody College of Education and Human Development at Vanderbilt University. Her current work explores how family engagement shifts and changes as first-generation students advance in and complete their post-secondary trajectories.

Dr. Cuevas bridges her research, teaching, and mentorship through the development of different trainings and professional development (PD) sessions, including topics such as UndocuAlly Trainings that provide K-16 educators tools to better support undocumented students and their families and Family Engagement PDs that offer research and tools to improve family engagement practices across different education settings. She also serves as a mentor to dozens of undergrads, master’s students, and doctoral students.

Prior to graduate school, Dr. Cuevas was actively involved in K-12 outreach community programming in California. Working with underrepresented populations, she developed programming to educate, assist, support, and encourage students and their families as they sought access to higher education. Most recently, she served as a College Advisor for high school students in the Oakland Unified School District and Seminar Instructor for incoming freshmen at UC Berkeley’s Summer Bridge program.

Dr. Cuevas holds a Bachelor of Arts in ethnic studies and sociology from the University of California, Berkeley and a Master of Education and Doctor of Education from the Harvard Graduate School of Education. She is also a former editor for the Harvard Educational Review.
Laura C. Chávez-Moreno
Postdoctoral Scholar
University of California, Los Angeles

Dissertation Title:
A Critical Race Ethnography Examining Dual-language Education in the New Latinx Diaspora: Reinforcing and Resisting Bilingual Education’s Racial Roots

Degree-Granting Institution:
University of Wisconsin, Madison

Dr. Laura C. Chávez-Moreno is a postdoctoral scholar at the Graduate School of Education and Information Studies in the University of California, Los Angeles. Her research agenda seeks to (a) understand the practices of teachers of underserved populations of students, especially Latinx, bi/multilingual, and immigrant youth, and (b) demonstrate possibilities and successes in the preparation and practice of teachers for providing marginalized populations a just education. Her work has been published in the Handbook of Research on Teaching (5th edition), Peabody Journal of Education, Pennsylvania Language Forum, and Journal of Teacher Education.

Laura’s dissertation is titled: A Critical Race Ethnography Examining Dual-language Education in the New Latinx Diaspora: Reinforcing and Resisting Bilingual Education’s Racial Roots. The study examined a dual-language (DL) program, a popular bilingual education model touted for its promise to mitigate historical achievement disparities of the emergent bilingual Latinx population while also teaching Spanish to English speakers. Bridging the fields of bilingual education and critical race studies, the project investigated how white supremacy operates in two schools with a DL program meant to provide an equitable education to the district’s recently increased Latinx population. The two-year ethnography examined the racial ideologies undergirding the program’s policies and teaching. Data included documents; observations of classrooms, schools, and community events; post-observation teacher discussions; and interviews. The analysis contributes four findings: (a) DL preserved the value of whiteness at the expense of and with funding for Latinxs; (b) the program did not conceptualize equity as enhancing youth’s critical and racial consciousness; (c) teachers conceptualized DL as culturally relevant because it offered biliteracy, thus, made sense of Latinx underperformance with deficit logics; and (d) teachers discursively positioned Latinx and Black students against each other. The findings support the argument that schooling offers youth of color biliteracy through DL with the consequence of whitewashing bilingual education and racializing Latinxs as “honorary whites.” This study’s implications and significance invite the Latinx community, along with its educators, to reimagine bilingual education as a political project that teaches racial and critical consciousness. Laura’s dissertation was funded by three prestigious awards: the Arvil S. Barr Graduate Fellowship, the Carrie R. Barton Memorial Scholarship Award, and the Education Graduate Research Scholar Fellowship.

Laura earned her PhD in curriculum and instruction from the University of Wisconsin-Madison. During her five years as a high school teacher of Spanish in the School District of Philadelphia, she also wrote curriculum for the district and worked as an adjunct professor at the University of Pennsylvania. She earned a Certificate of Advanced Educational Specialization in Curriculum & Instruction from Boston College; a Master of Arts in literacy, language, and culture from the University of Michigan-Ann Arbor; and a Bachelor of Science in education, Spanish, and Latin American studies from Northern Arizona University. She grew up in the border cities of Agua Prieta, Sonora and Douglas, Arizona.

When Laura was a PhD candidate, she was selected as an AAHHE Graduate Fellow, which allowed her to present part of her dissertation findings to AAHHE members. They provided feedback, questions, and encouragement, for which Laura is very grateful. Laura also thanks her dissertation mentors, Prof. Gloria Ladson-Billings, Prof. Mariana Pacheco, and Prof. Lesley Bartlett. The AAHHE Outstanding Dissertation Award is as much a recognition of their first-rate scholarship and advising as it is of Laura’s work. 

ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

3RD PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Laura C. Chávez-Moreno
Postdoctoral Scholar
University of California, Los Angeles

Dissertation Title:
A Critical Race Ethnography Examining Dual-language Education in the New Latinx Diaspora: Reinforcing and Resisting Bilingual Education’s Racial Roots

Degree-Granting Institution:
University of Wisconsin, Madison
HONORABLE MENTION
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Luis A. Inoa
Dissertation Title: Latino Males in the U.S. and the Effect of High School Sport Participation on a Multi-Dimensional Construct of Academic Engagement

Degree-Granting Institution: SUNY at Albany

Lenora Green
Executive Director, Center for Advocacy & Philanthropy, ETS
University of Wisconsin, Madison

ETS is honored to support an organization that sees itself as an agent of change for improving education, a distinction that clearly aligns to the ETS mission of advancing quality and equity in education for all people worldwide. “We hope our work with AAHHE moves the needle in terms of enrollment, graduation, post-graduate studies and the number of Hispanics in the highest levels of academia.”

Our support of the winners of the Outstanding Dissertations Competition, the Student Success Institute and the Tomás Rivera Lecture series demonstrates ETS’s strong commitment to supporting educational opportunities for the Hispanic population and for all people no matter their social or economic condition.

I am personally very pleased with the outcomes realized through the association of our two organizations and wish AAHHE the very best for an energized and successful 2019 conference.

“At my institution, the dissertation award helped bring attention to the need to increase opportunities for Latina/os in graduate education. When I look at the framed print that was part of the award, it inspires me to keep doing research that addresses the needs of the Latina/o community.”

Frank Fernandez
First Place Winer
2018 Outstanding Dissertation Competition
ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

ODC JUDGES

Leticia Tomas Bustillos
The Campaign for College Opportunity

Edward A. Delgado-Romero
Associate Dean for Faculty and Staff Services
University of Georgia

Maricela Oliva
Associate Vice Provost
UTSA Academic & Faculty Support
AERA-J Chair, Host City Social Justice
Associate Professor, Educational Leadership & Policy Studies
The University of Texas at San Antonio

Loui Olivas
President, AAHHE
Professor Emeritus
W.P. Carey School of Business
Arizona State University

Ivonne Diaz-Claisse
President
HISPA

Patricia Perez (Committee Chair)
Professor & Chair
Department of Chicana and Chicano Studies
California State University, Fullerton

David Garcia
Associate Professor
Director
Mary Lou Fulton Teachers College
Arizona Education Policy Initiative
Arizona State University

Alejandra Rincon
Assistant Vice Chancellor and Chief of Staff
Office of Diversity and Outreach
University of California, San Francisco

Beverly J. Irby
Professor & Chair
Educational Administrative Programs
Associate Department Head
Department of Educational Administration and Human Resource Development
College of Education and Human Development
Texas A&M University

Rebecca A. Robles-Piña
Professor
Department of Educational Leadership & Counseling
Sam Houston State University

Amaury Nora
Professor
Department of Educational Leadership & Policy Studies
College of Education and Human Development
University of Texas, San Antonio

Gilbert Valverde
Professor & Department Chair
Department of Educational Administration & Policy
University of Albany
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AWARDS

ALFREDO G. DE LOS SANTOS, JR. DISTINGUISHED LEADERSHIP AWARD
SPONSORED BY HISPANIC OUTLOOK

This award is given to an outstanding administrator in the field of higher education who has demonstrated excellence in academe and its related professions. The award is named in honor of Dr. Alfredo G. de los Santos, Jr., a leader, faculty member, mentor, and champion in higher education.

Alfredo G. de los Santos Jr.
Professor, Mary Lou Fulton Teachers College
Research Professor, Hispanic Research Center
Arizona State University

This award is given to an outstanding administrator in the field of higher education who has demonstrated excellence in the profession. The award is named in honor of Dr. Alfredo G. de los Santos, Jr., a leader, faculty member, mentor, and champion in higher education.

As a research professor at Arizona State University since January 2000, de los Santos has had research and development responsibilities at the Hispanic Research Center in the College of Liberal Arts and Sciences, and a teaching and advising assignment in the Mary Lou Fulton Teachers College until his resignation in November 2011.

For more than 21 years—from 1978 through 1999—de los Santos served as Vice Chancellor for Student and Educational Development at the Maricopa Community Colleges. In that capacity, he was responsible for articulation, curriculum, faculty and student development, business and workforce development, international education, external resource development, institutional research, instructional technology development, facilities planning and construction management. He was also principal investigator for the Maricopa Advanced Technology Education Center, funded by the National Science Foundation.

Over the years, he has served as a member of numerous boards, commissions and councils, including on the board of trustees of the Tomás Rivera Policy Institute; Multicultural Education, Training and Advocacy, Inc.; Jobs for the Future, Inc.; and the National Center for Public Policy and Higher Education.

As well, Dr. de los Santos served on the Board of Directors for the American Council on Education, the American Association of Community Colleges, the American Association for Higher Education, the Council for Higher Education Accreditation, the United States Open University and the Partnership for Service-Learning. He also was a member of the Board of Trustees for The Carnegie Foundation for the Advancement of Teacher, Educational Testing Service, the College Board, and the American College Testing. In addition, he served as a member of the National Advisory Committee on Institutional Quality and Integrity and the Advisory Committee to the W.K. Kellogg Foundation’s initiative with Hispanic Serving Institutions, ENLACE.

Dr. de los Santos has received numerous awards and recognitions for his work in higher education, including The National Leadership Award from the American Association of Community Colleges in 2004, The Reginald Wilson Award from the American Council on Education in October 2001, the 1998 Harold W. McGraw, Jr. Prize in Education in September 1998, Special Recognition Award for Scholarly Research in Bilingual Education from the National Association for Bilingual Education in 1994, and Education Achievement Award from the National Science Foundation in 1993. In 2015, the National Association of Bilingual Education awarded him the Ramón Santiago Award for his life-long contributions to bilingual education.

Dr. de los Santos earned the Associate in Arts degree (1955) from Laredo Community College, Texas, and three degrees from The University of Texas at Austin: Bachelor of Arts (English), 1957; Master of Library Science, 1959, and PhD, Educational Administration, 1965.

LIST OF PAST RECIPIENTS

2018 Nora R. Garza
2017 James E. Brenneman
2016 Ted Martinez, Jr.
2015 Haydán Rodríguez
2014 David López
2014 Tomás Morales
2013 Norma L. Hernandez
2012 J. Michael Ortiz
2011 Leonardo de la Garza
2011 Shirley Reed
2010 Milton Gordon
2009 Dolores M. Fernández
2008 Silas H. Abrego
2007 Diana Natalicio and Ernest H. Moreno
2006 Jose Jaime Rivera
2005 Blandina Cardenas and Miguel A. Nevarez
2004 Estela López
2003 B. Roberto Cruz
2002 Margarita Benitez
2001 Douglas X. Pátiño
2000 Cecilia L. Lopez
1999 Jesús Rangel
1998 Celestino Fernández
1997 Eduardo Padrón
1996 Lattie F. Coor
1995 Víctor Alicea
1994 Julieta García
1993 José González
Dr. Mildred García assumed the presidency of the American Association of State Colleges and Universities (AASCU) on January 22, 2018.

As AASCU’s president, Dr. García is an advocate for public higher education at the national level, working to influence federal policy and regulations on behalf of member colleges and universities. She is the first Latina to lead one of the six presidentially based higher education associations in Washington, D.C.

Prior to joining AASCU, Dr. García served as the president of California State University, Fullerton—the largest university in the CSU and the third largest university in the state. President García previously served as president of CSU Dominguez Hills where she was the first Latina president in the largest system of public higher education in the country. Before her arrival in the CSU, President García served as the CEO of Berkeley College where she was the first system-wide president for all six campuses.

She has held both academic and senior-level positions at Arizona State University; Montclair State University; Pennsylvania State University; Teachers College, Columbia University; and the Hostos, LaGuardia, and City Colleges of the City University of New York.

A first-generation college student, Dr. García earned a Doctor of Education and a Master of Arts in higher education administration from Teachers College, Columbia University; a Master of Arts in business education/higher education from New York University; a Bachelor of Science in business education from Baruch College, City University of New York; and an A.A.S. from New York City Community College.

She actively promotes partnerships between U.S. higher education institutions and societal, cultural, and higher education systems of other countries. She has participated with the Fulbright-Hays Seminar for Presidents in 2011, in Jordan and Oman, as well as attended the Fulbright IEA Seminar in 2017, in France. She has also participated in the Fulbright Scholar Program in 2018, including speaking at the 70th anniversary of the Fulbright Commission Franco-Américaine, in France.
AWARDS

WILLIAM AGUILAR CULTURAL ARTS AWARD

This award recognizes individuals who have contributed significantly to the understanding of the national Latino community and/or culture through the fine, creative, and performing arts. This award is named in honor of William Aguilar, Founding Board Member and National Conference Chair, 2008-2018 and a creative artist.

William Aguilar
VP Emeritus
University Advancement
California State University, San Bernardino

Dr. William Aguilar was an AAHHE Founding Board Member and served as Vice President and National Conference Chair from 2005 – 2018. He retired from California State University, San Bernardino (CSUSB) after twenty-one years of service in 2009. He served as Vice President for Advancement for four years and was responsible for Development, Advancement, Alumni Affairs, Public Affairs, and Athletics. Dr. Aguilar served as the founding Vice President for Information Resources and Technology (IRT). His doctoral degree is from the University of Illinois, Urbana in Library and Information Sciences. Previous positions include the directorship of libraries at the following campuses: California State University, San Bernardino; Central Connecticut State University; Pikeville College; and Lamar Community College.

Under his leadership, CSUSB celebrated its 40th Anniversary with three major events scheduled throughout the 2005-06 academic year. Areas of specific interest included increasing the university’s endowment, philanthropy to complete the building of the CSUSB Palm Desert Campus, and the general overall improvement of the Advancement Division.

Dr. Aguilar has been awarded several distinguished awards for outstanding performance. These include: 1998 Diversity Award from CSU, San Bernardino; Honorary Member, Epsilon Pi Tau, Gamma Nu Chapter, CSU, San Bernardino (1994-Present); Hispanic Leadership Fellowship Recipient (1986); Kellogg Educational Policy Fellowship (1983-84); National Hispanic Scholarship Fund Recipient (1981-83); and Title II Higher Education Act Fellowship (1973, 1980).

In addition, he has received several grants for work related to information and technology. He holds membership in several professional organizations, and he speaks and writes Spanish fluently.

His creative talents and artistic work focusing on building furniture, picture frames, and a unique gift box made from exotic woods imported from throughout the world. His hobby also includes fly-fishing.

2018  Laurie Ann Guerrero
2017  Ana Castillo
2016  Juan Felipe Herrera
2015  Rolando Hinojosa-Smith
2014  Octavio Roca
2013  Benjamin Alire Sáenz
2012  Alma Flor Ada
2011  Chon A. Noriega
2010  Francisco Aragón
2009  Bessy Reyna
2008  Javier Ávila
2007  Helena Maria Viramotes
2006  Esmeralda Santiago
2005  Cordelia Chávez Candelaria
2004  Alberto Rios
2003  Rudolfo Anaya
2002  Juan Delgado
2001  Teófilo Jaime Chahín
1996  Nicholas Kanellos & Gary D. Keller

LIST OF PAST RECIPIENTS
John A. Lopez
Associate Professor of Music
Coordinator of Latin Music Studies
Texas State University- San Marcos

Starting at a young age, John A. Lopez was exposed to some of the best in Latin music. His father, Arturo Lopez, was the founder and director of Mariachi Chapultepec, one of the best mariachis to ever come out of San Antonio. His mother, Beatriz Llamas, La Paloma del Norte, was a famous mariachi and conjunto singer; who has been inducted into the Tejano and Conjunto halls of fame.

John began his musical career as a percussionist at Thomas Edison High School in San Antonio, TX and upon graduating, attended Texas State University as a music major. He eventually received a Master of Music in Percussion Performance and Composition from Texas State in 1992. Shortly after graduating, he began working as a part time faculty member at Texas State in charge of marching percussion; however, he quickly started to create classes in the music department that highlighted his passion for Latin music. This inevitably evolved into the expansion of Latin music at Texas State. In 2003, Mr. Lopez became a tenured associate professor as well as the founder and coordinator of the Latin Music Studies area. Starting with the creation of Salsa del Rio in 1995, the Latin Music Studies area has grown to include Mariachi Nueva Generacion, Mariachi Lince De Oro, and Orquesta del Rio. The total number of students involved in these programs has grown to over one hundred.

Under his direction, the Salsa and Mariachi ensembles have gained much recognition throughout the state, as well as nationally and internationally through several performance opportunities.

Salsa del Rio has performed at the Montreux Jazz Festival, Brienz Jazz Festival, Carnaval de Nice, Cancun and Mexico City, Mexico. Nationally, they have performed at the prestigious Notre Dame Jazz Festival, where they have won several awards.

Mariachi Nueva Generacion has quickly risen as one of the best university Mariachi ensembles in the State of Texas. They compete regularly at the Mariachi Vargas Extravaganza held annually in December in San Antonio, TX, where they have won first place eight out of the last eleven years that they have competed. Internationally, Mariachi Nueva Generacion has toured Europe alongside the Texas State University Symphony Orchestra. In 2012, Mariachi Nueva Generacion and Salsa del Rio toured and performed in throughout Chile.

Most recently, in May of 2016, both ensembles once again showcased their talents during a tour of the West Coast with performances in Las Vegas, Los Angeles and San Francisco.
Without a Heart, it’s just a machine.

So in 1971, a little Heart built a different kind of airline—one that made sure everyone could fly.

Everyone has important places to go. So we invented low-fares to help them get there.

And with all the places we’re going next, we’ll always put you first, because our love of People is still our most powerful fuel.

Some say we do things differently.

We say, why would we do things any other way?

Without a Heart, it’s just a machine.
This award recognizes an individual who has demonstrated excellence in both research and teaching and has provided significant contributions to their respective academic disciplines.

**Antonio Agustín García**  
Foundational Professor of Bioengineering  
Chair, Biological Design Graduate Program  
Associate Director, Hispanic Research Center

Dr. García is currently associate director of the Hispanic Research Center, foundation professor of bioengineering, and chair of the Biological Design Graduate Program in the Ira A. Fulton Schools of Engineering at Arizona State University. As a researcher, Dr. García is known for using nanotechnology and biophysics in order to invent new biomedical devices for drug delivery, diagnostics, and wellness. He obtained a doctorate in chemical engineering (College of Chemistry) from the University of California, Berkeley and a baccalaureate in chemical engineering from Rutgers University, New Brunswick, NJ.

Dr. García worked as an engineer for Exxon Research and Engineering in Florham Park, NJ and at the Eastman Kodak Life Sciences Laboratories in Rochester, New York. As a faculty member at Arizona State University, he has held a number of leadership positions including: Academic Senate President (2003), Interim Associate Dean for Academic Affairs (2005-2006) in the Ira A. Fulton Schools of Engineering, Associate Director of the Hispanic Research Center (2004-Present), and Biological Design Graduate Program Chair (2013-Present).

Dr. García is very active in research and technology transfer as a professor of bioengineering while also working on education and human resource development. He has worked for 28 years on education and human resource projects aimed at improving math, science, and engineering education in order to help meet the demand for a skilled and diverse U.S. technological workforce. With colleagues in the School of Biological and Health Systems Engineering, he has helped create curricular and laboratory experiences for first year students in Bioengineering aimed at enhancing problem-solving skills, fostering creativity in engineering design, and expanding the context of engineering research, development, and practice.

Over the past 15 years, his collaborative research work has been featured in a variety of technical journals, as well as on radio programs and internet media. In 2004, research on using light to move liquids and cut them using superhydrophobic surfaces has been featured in *Science News* (2004), *ScienceDaily* (2006, 2008), and on radio programs in the U.S. and Spain (2008). In the technical literature, his work has appeared on the covers of the journals *Analyst* (May 2007), *Advanced Materials* (November 2008), and *Macromolecules Rapid Communications* (February 2010).

Presently, he is working on several technology-transfer projects in the U.S. and Mexico that are slated to begin clinical investigations in 2019. One project in collaboration with Solex Vintel in Mexico City is currently in Phase III development and has received significant support from the Mexican government and investors. A second project on particle formation for delivery of pure medicine to the lungs in order to provide rapid therapeutic care has been funded by industry, developed into a commercial prototype, and is scheduled for clinical trials. A third project, in collaboration with the Mohammed Ali Center at Barrow Neurological Institute, aimed at measuring the hydration states of Parkinson’s patients using a rapid saliva test, has received funding from several donors and has attracted investment for commercialization.

**LIST OF PAST RECIPIENTS**

2018  Karen Lozano  
2018  Erika Camacho  
2017  Armando Martínez-Cruz  
2016  Frederick Luis Aldama  
2015  Estela Bensimon  
2014  Aida Hurtado  
2013  Margarita Calderón  
2012  Cynthia Feliciano  
2011  Sylvia Hurtado  
2010  George J. Sanchez  
2009  Denise A. Segura  
2008  Alberta M. Gloria  
2007  John Alderete  
2006  Marta Tienda  
2006  Jorge Chapa  
2005  Patricia Gándara  
2004  Raymond V. Padilla  
2003  Rogelio Saenz  
2002  Sergio Aguilar-Gaxiola  
2001  Virginia Sánchez-Karroll  
2000  Yvonne Enid González  
1999  Kris Gutiérrez  
1998  Edna Acosta-Belén  
1997  Laura Rendón  
1996  Gloria Bonilla-Santiago  
1995  Rolando Hinojosa Smith  
1994  Frank Bonilla  
1993  Arturo Madrid  
1992  Paul Roldán  
1991  Sonia Nieto Rodriguez  
1990  Mari-Luci Jaramillo  
1989  Frank Talamantes  
1988  Piedad Robertson  
1987  Flora Mancuso Edwards
Congratulations to the 2019 recipient

Liz Ann Báez Aguilar
English Professor
San Antonio College
Liz Ann Báez Aguilar has spent the last 21 years teaching English and education courses at San Antonio College (SAC) in San Antonio, Texas. At an early age, her love of learning prompted her to tell her parents that she would one day be a doctor. Always a diligent student, she focused on completing a degree in biology. However, a serious car accident that resulted in a near-death experience led Aguilar to reevaluate her goals. She decided to change direction from medicine to education and began a spiritual and transformational journey.

Her love of science is still evident in her research and teaching. As a professor of English, Aguilar has focused her attention on the application of writing across the curriculum and service-learning projects which have engaged her students to learn about illnesses and health prevention. Her students, in turn, have been able to use their writing to affect the lives of children with terminal cancer, patients in hospital rehabilitation and nursing homes, and community outreach through Communities in Schools.

For the past several years, she has presented writing workshops for STEM students applying for research grants by focusing on literature reviews, poster presentations, and research writing. Currently, she is collaborating with the STEM Mesa Center to create a resilience engineering symposium for SAC engineering students with a focus on writing and the effects of human behavior as a response to catastrophic events.

Her research interests include Latino Students and Writing; Latino Learning Experiences at Colleges and Universities; and Mexican, Latin American, and Caribbean Literature. She has presented more than 30 papers at local, national, and international community colleges, universities, and organizations.

Aguilar is a member of several committees from college and district-wide to national and international organizations. Some of her collaborative work includes mentoring student leadership and success, including the SACMEN Empowerment Network, which focuses on assisting men of color to complete their educational goals through mentoring and leadership training.

In 2016, the Association of Community College Trustees recognized Aguilar with both the William H. Mardy Award for excellence in teaching and the Western Region Faculty Award. She is the recipient of the Robert W. Wiley Award for service by the Two-Year College English Association Southwest Region.

She is the Immediate Past President of the Texas Community College Teachers Association, where she invited faculty from across the state of Texas to engage in courageous conversations focused on race, segregation, and equity in higher education and issues related to veteran and disabled students.

In the San Antonio Community, Aguilar has actively participated in speaking engagements for high school and graduate students and participated in volunteer work through various church and city groups, including Big Brothers Big Sisters, the San Antonio Youth Literacy, and the San Antonio Independent School District.

Aguilar earned her doctorate from Texas A&M University at College Station. She earned her master’s and bachelor’s degrees in English literature and language from St. Mary’s University, and a second master’s in adult education from the University of Texas at San Antonio. Her extended graduate education is from the University of California at Santa Barbara and Texas A&M University at Corpus Christi.

LIST OF PAST RECIPIENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>2018</td>
<td>Marissa Vasquez</td>
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<td>2017</td>
<td>Christina Alfaro</td>
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<td>2016</td>
<td>Cristina Villalobos</td>
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<td>2015</td>
<td>Louie F. Rodriguez</td>
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<td>2014</td>
<td>Sandra Trejos</td>
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<td>2013</td>
<td>Sylvia Garcia-Navarrete</td>
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<td>Amaury Nora</td>
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<td>2011</td>
<td>Stephanie Alvarez</td>
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<td>2010</td>
<td>Maria del Carmen Martínez</td>
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<td>José B. González</td>
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<td>2008</td>
<td>Elba Maldonado-Colón</td>
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<td>2007</td>
<td>Enrique “Queta” Chavez</td>
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<td>2006</td>
<td>Arturo Hernandez</td>
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<td>2005</td>
<td>René Díaz Lefebvre</td>
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<td>2004</td>
<td>Eduardo E. Aguilar</td>
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</tbody>
</table>

2003 Virginia González

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The Outstanding Support Award is given to an individual who has demonstrated outstanding accomplishments and support of AAHHE’s mission. This individual need not be an educator but one who has made significant contributions to higher education as a community leader, civic leader, elected or appointed official, etc.

John Burkhardt
Professor and Founding Director
National Forum of Higher Education for the Public Good
University of Michigan

John C. Burkhardt is a professor of clinical practice in the Center for the Study of Higher and Postsecondary Education at the University of Michigan in Ann Arbor and directs the National Forum on Higher Education for the Public Good, a research and advocacy program established in 2000. In 2013 through 2016, John was director of the National Center for Institutional Diversity at UM and during that time he worked in partnership with AAHHE to organize the New Leadership Academy (NLA). NLA recognizes the need to find and nurture future generations of leaders who will have the knowledge, tools and courage to defend higher education’s core commitments within a quickly changing society. In all of these endeavors and in his national leadership on many fronts, John has stood up for the values of diversity and opportunity in ways that demonstrate his own integrity and vision.

John was among the first leaders in our field to become visibly and passionately involved in assuring educational opportunities for immigrant and undocumented students. His center took the initiative, working with AAHHE, HACU and others to generalize attention to this issue across the broader educational and policy community. His students conducted important research on federal, state and institutional patterns that demonstrated the complexity of this situation. His influence with national foundations helped to keep the issue in front of educational leaders and to fund a strategic effort toward greater access even when federal policy solutions were frustrated by politics. Over the twelve years of the National Forum’s leadership related to undocumented students, he has raised millions of dollars from Lumina, Ford, Kellogg, Kresge, Carnegie, and others to ensure that this long-pursued goal of equitable treatment is grounded in powerful scholarship.

In the context of this effort and consistent with his long held belief that none of us shape the future alone, John has worked to ensure that we can count on the presence of bright, committed women and men who will lead our colleges and universities through challenges yet ahead. His work and the financial support it has attracted has brought dozens of promising graduate students to study at Michigan, helping to change the face of that institution and placing a new generation of talented, passionate graduates and fellows into institutional, policy, and foundation roles across the country.

Earlier in his career, John was a program director for the W.K. Kellogg Foundation. He directed a Statewide Blue Ribbon Commission to examine options for refocusing the Detroit Public School system; facilitated the merger of the University of Detroit and Mercy College; had a role in resurrecting the Salzburg Seminar on American Studies in Salzburg, Austria and influenced its use as an international meeting venue for higher education institutions; directed the research and facilitated much of the behind-the-scenes work of legislative commissions appointed by two different Michigan governors; and served on the Kellogg team that implemented ENLACE and several other efforts to recognize the contributions of minority serving institutions to our system of higher education.

John grew up in Detroit, is married to Janis—a retired public school teacher who he met while in college. He holds master’s degrees from Michigan State University and the University of Michigan and was awarded his doctoral degree from U of M in 1986. Janis and John have a son, John, who is on the School of Medicine faculty at Michigan. Their daughter-in-law Kate Thirolf is the academic vice president at Jackson College. And they have two grandchildren (Emily and Jack) who of course they adore. ▶

LIST OF PAST RECIPIENTS

2018  Richard Tapia
2017  Irma Lawrence
2016  Marie T. Mora
2015  Jamie P. Merisotis
2014  Stephen Jordan
2013  Charles B. Reed
2012  Jeanett Castellanos
2011  Enrique G. Murillo, Jr.
2010  Carlos Vélez-Ibáñez
2009  Peter Rosa
2008  Maggie Rivas-Rodriguez
2007  Eddie Perez
2006  Kurt M. Landgraf
2005  Eugene Garcia
2004  Louis Fernandez
2003  Rick Noriega
2002  Roberto Haro
2001  Jesús Rangel
2000  Art Ruiz
1999  Rubén Hinojosa
1998  Irma Lerma Rangel
1997  Raúl Yzaguirre
1996  Robert Atwell
1995  José López-Isa
1994  Ada López
1993  José Serrano
1992  Edward Apodaca
1991  Ernesto Rodríguez
1990  Eloy Rodríguez
1989  Isaura Santiago
1988  David Hamburg
1987  Allison Bernstein
The AAHHE President’s Award is given to an individual or organization that has provided sustained leadership and support of AAHHE’s mission and goals. This award was established to honor the unwavering dedication and model leadership of AAHHE’s founding president, Dr. Loui Olivas, a scholar, mentor, advocate, and leader in higher education.

Loui Olivas
Founding President AAHHE & Professor Emeritus, Department of Management
W. P. Carey School of Business
Arizona State University

Dr. Loui Olivas, a fourth-generation native Phoenician, joined Arizona State University (ASU) in 1979 as the assistant director of the Center for Executive Development, and served as the director from 1982 to 1986. Dr. Olivas served as the assistant vice president for academic affairs at ASU for 17 years until his appointment in 2006 to the position of assistant vice president for education partnerships. After 30 years of service, Dr. Olivas retired from ASU in 2009.

As a tenured professor in the W. P. Carey School of Business Department of Management, his teaching and research emphasis focused on entrepreneurship, small business management and Hispanic demographics–marketing perspectives. Published work by Dr. Olivas focuses on personnel, management, training, and small business and entrepreneurial operations. For 20 years, beginning in 1990, he launched the first study of Hispanic-Owned businesses in Arizona, and from 1999 to 2015, he authored the annual DATOS Report for the Arizona Hispanic Chamber of Commerce. He is also the editor of the 81st Arizona Town Hall Report entitled Arizona Hispanics: The Evolution of Influence. As president of Olivas and Associates since 1989, Dr. Olivas has worked with Fortune 500 corporations as a consultant in Hispanic demographics and marketing.

Prior to his work at ASU, Dr. Olivas served as the director of executive development and education for Western Savings and Loan Association, director of employee development with the City of Phoenix, and as a consultant, instructor, and developer of various other executive development programs for Fortune 500 companies.

In addition to the numerous national and local awards he has received for his work in business, education and the community, honors given to Dr. Olivas include the “Outstanding Teaching Award” by ASU undergraduate students and the Teaching Excellence Award for ASU’s Center for Executive Development. AZ LULAC also named him Educator of the Year, and he is a recipient of the Arizona McDonald’s Community Leader Award. The Be A Leader Foundation established an endowed scholarship in his name to honor his sustained efforts in mentoring business students.

Dr. Olivas has provided leadership and service to numerous national and local boards and commissions, such as serving as the founding dean of the National Hispanic Corporate Council Institute; the founding president of the American Association of Hispanics in Higher Education; secretary-treasurer for Project ChalleNGe Foundation; director of the U.S./Mexico Solidarity Foundation; member of the U.S. Hispanic Chamber of Commerce, Council of Economic Advisors; board member of Angelita’s Amigos Inc.; board member of St. Joseph’s Hospital Foundation; founding board member and treasurer of The Victoria Foundation; and a founding board member of Sonoran Bank, Arizona. He is also a founding director of Construct Net International and was a founding board member of QuePasa.com, a publicly traded company on NASDAQ.

In addition, Dr. Olivas is a retired colonel from the Arizona Air National Guard, having served a distinguished 29-year military career.

LIST OF PAST RECIPIENTS

2018 Gary Francisco Keller, Hispanic Research Center, Arizona State University
Mari-Luci Jaramillo
The Honorable Former U.S. Ambassador, Honduras

Ambassador Mari-Luci Jaramillo is a multigeneration New Mexican raised by a mother whose ancestors were part of the early Spanish settlers in northern New Mexico and by a father who shared his pride as a Mexican and his fluency in Spanish. While living in poverty, her parent’s rich cultural heritage and emphasis on education, fueled Ambassador Jaramillo to become an English as a second language teacher and improve the education condition for children living in poverty (1955-1965). She did this while raising her three children.

Ambassador Jaramillo’s later trajectory in higher education and administration provided the foundation for further nurturing her leadership in education equity. Beginning in the 1970’s, she became a professor in the College of Education at the University of NM, an activist for the civil rights of Hispanics (then called Chicanos), and a trailblazer for bilingual education and cultural pluralism. Jaramillo also partnered with UNM’s Latin American Program and developed instructional programs for future educators across Latin America. Key to her success was treating everyone with dignity and respect.

After her ambassadorship in the 1980’s, Jaramillo returned to serve at UNM as special assistant to the university president, vice president for Student Affairs, associate dean of the College of Education, chair of the Elementary Education Department.

Nationally and internationally, Ambassador Jaramillo’s innovative methodologies in education and her diplomatic approach toward relationship building and collaboration became well-recognized and lead to her appointment as the first Latina to serve as a U.S. Ambassador (1977-1980). In this position, she was Chief of Mission and oversaw six state agencies in Honduras. Due to her success, she was later appointed as deputy assistant secretary for Inter-American Affairs for the Department of Defense (1993-1995). In these positions, she continued bilateral relationships with Latin American governments. Her diplomatic experiences with military groups led to many meetings and speaking invitations in Germany and Spain. In 1987-1993, she served as assistant vice president for Field Services for Educational Testing in California.

In addition to her professional appointments, Ambassador Jaramillo served on numerous national and local boards, such as vice chair of the Board of Regents at NM Highlands University (2000-2005), commissioner for California Communications of Post-Secondary Education (1990-1993), and Board of Trustees for Tomas Rivera National Policy Center (1985-1993).

Ambassador Jaramillo’s dedication to public service has led to numerous accolades. Her most valued, include the “Defense Medal for Distinguished Public Service” from the Department of Defense, the “Order of Francisco Morazán Great Silver Medal” from the Republic of Honduras (1980) in recognition of her extraordinary humanitarian achievements, the “NM Distinguished Citizen of New Mexico Award” (1977) for her extensive public service, and the “Anne Roe Award” (1986) from Harvard University, and the “Elizabeth Payne Cubberly Scholar Award” (1975) from Stanford University for her distinguished career in education and leadership.

Ambassador Jaramillo obtained a PhD in curriculum and instruction with a minor in Latin American studies from the UNM (1970), a master’s degree in education with a minor in Spanish from NM Highlands University (1959) and a bachelor’s degree in education with a minor in English from NM Highlands University (1955). During her life of service, she authored numerous articles, books, and reports.
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