¡ADELANTE!

HONORING LATINX COURAGE AND CONCIENCIA

2020 AAHHE NATIONAL CONFERENCE

MARCH 5–7, 2020
HILTON ORANGE COUNTY HOTEL
COSTA MESA, CA
ETS is proud to celebrate AAHHE’s 15th anniversary and shares its commitment to inspire learners to succeed.

Through our research, assessments and tools, we provide meaningful information about what students know and can do — helping them make informed decisions about the best path forward. Through our mission to advance quality and equity in education worldwide, we’re working together with organizations like AAHHE to transform learning into opportunity.

Learn more at ets.org/research and news.ets.org
TABLE OF CONTENTS

Conference at a Glance  ➤  4
Welcome  ➤  7
Pre-Conference Agenda  ➤  13
Plenary Session Agenda  ➤  14
Conference Agenda  ➤  16
Fellows Agenda  ➤  51
Latinx Student Success Institute Agenda  ➤  53
Community College Institute Agenda  ➤  55
About AAHHE  ➤  56
2020 Conference Planning Committee  ➤  57
AAHHE Leadership  ➤  60
Institutional Members  ➤  64
Individual Members  ➤  68
AAHHE & ETS Latinx Student Success Institute  ➤  72
Community College Institute  ➤  74
AAHHE Scholarly Papers  ➤  76
Pre-Conference Sessions  ➤  81
Keynote Speakers  ➤  87
Cigarroa Family Medical/STEM Lecture  ➤  88
Tomás Rivera Lecture  ➤  90
AAHHE Book of the Year Award  ➤  92
2020 AAHHE Faculty Fellows  ➤  94
2020 AAHHE Graduate Fellows  ➤  104
USDA Food and Agricultural Sciences Fellows  ➤  120
ETS Outstanding Dissertations Competition  ➤  139
Awards  ➤  146
# FIFTEENTH ANNUAL NATIONAL CONFERENCE

**Conference At A Glance**

**MARCH 5 – MARCH 7, 2020**

Hilton Orange County Hotel
Costa Mesa, California

“¡Adelante! Honoring Latinx Courage and Conciencia”

## WEDNESDAY, MARCH 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m. – 5:30 p.m.</td>
<td>Los Caminos – (Bristol I)</td>
</tr>
<tr>
<td>12:00 p.m. – 6:00 p.m.</td>
<td>Graduate Fellows Orientation – (Balboa Bay II)</td>
</tr>
<tr>
<td>12:00 p.m. – 6:00 p.m.</td>
<td>Faculty Fellows Orientation – (Balboa Bay I)</td>
</tr>
<tr>
<td>8:30 p.m. – 10:00 p.m.</td>
<td>Faculty &amp; Graduate Fellows Meeting – (Balboa I &amp; II)</td>
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</tbody>
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## THURSDAY, MARCH 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>AAHHE Board Meeting – (Hunting Beach I - II)</td>
</tr>
<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>AAHHE/ETS Latinx Student Success Institute – (Laguna Beach III)</td>
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<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>USDA Director’s Meeting – (Bristol III)</td>
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<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Los Caminos – (Bristol I &amp; Dana Point)</td>
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<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>AAHHE Graduate Fellows Workshop – (Balboa Bay I)</td>
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<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>AAHHE Faculty Fellows Workshop – (Balboa Bay II)</td>
</tr>
<tr>
<td>8:00 a.m. – 5:30 p.m.</td>
<td>New Leadership Academy – (Newport Beach III)</td>
</tr>
<tr>
<td>12:00 p.m. – 1:30 p.m.</td>
<td>Combined Fellows Lunch – (Catalina Ballroom II)</td>
</tr>
<tr>
<td>12:00 p.m. – 2:00 p.m.</td>
<td>Latinx Student Success Institute Lunch – (Laguna Beach I &amp; II)</td>
</tr>
<tr>
<td>1:00 p.m. – 4:00 p.m.</td>
<td>Community College Institute – (Laguna Beach III)</td>
</tr>
<tr>
<td>1:00 p.m. – 4:00 p.m.</td>
<td>Pre-Conference Workshops:</td>
</tr>
<tr>
<td></td>
<td>1) Leadership Symposium – (Newport Beach 2)</td>
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<td></td>
<td>2) Nuts &amp; Bolts of Publishing – (Emerald Bay I)</td>
</tr>
<tr>
<td></td>
<td>3) Journal Publication Process – (Emerald Bay II)</td>
</tr>
<tr>
<td>1:00 p.m. – 5:30 p.m.</td>
<td>Conference Registration – (Pacific Foyer, B2 Alcove)</td>
</tr>
<tr>
<td>3:00 p.m. – 5:30 p.m.</td>
<td>New Leadership Academy (NLA) – (Newport Beach III)</td>
</tr>
<tr>
<td>4:00 p.m. – 10:00 p.m.</td>
<td>Exhibits Open – (Pacific Ballroom I)</td>
</tr>
<tr>
<td>4:00 p.m. – 5:00 p.m.</td>
<td>New Conference Attendee Orientation – (Emerald Bay II)</td>
</tr>
<tr>
<td>4:30 p.m. – 5:30 p.m.</td>
<td>USDA Poster Sessions – (Pacific Ballroom I–III)</td>
</tr>
<tr>
<td>5:30 p.m. – 7:30 p.m.</td>
<td><em>Plenary Session #1 – Tomás Rivera Lecture, The Honorable Vilma Martinez, Former U.S. Ambassador to Argentina</em> (Pacific Ballroom I–III)</td>
</tr>
<tr>
<td>7:30 p.m. – 10:00 p.m.</td>
<td>15th Anniversary Welcome Reception – (Heavy hors d’oeuvres) (Pacific Ballroom I)</td>
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</table>
FRIDAY, MARCH 6

7:00 a.m. – 8:00 a.m. Coffee – (Pacific Ballroom I-III)
7:00 a.m. – 6:00 p.m. Exhibits Open – (Pacific Ballroom IV)
7:30 a.m. – 8:15 a.m. Round Table Sessions (16) – (Pacific Ballroom I-III)
7:30 a.m. – 4:00 p.m. Conference Registration – (Pacific Foyer, B2 Alcove)
8:00 a.m. – 5:00 p.m. Los Caminos – (Bristol I & Dana Point)
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)
8:15 a.m. – 9:45 a.m. Plenary Session #2 – Friday Morning Session (Breakfast), Dolores Huerta, Dolores Huerta Foundation (Pacific Ballroom I-III)
10:00 a.m. – 11:00 a.m. Concurrent Sessions – Block I (13 total)
   AAHHE Commissioned Paper #1; ODC 3rd Place Winner; NLA Session #1; three symposia; five research paper sessions; two skill-based workshops
11:15 a.m. – 12:15 p.m. Concurrent Sessions – Block II (13 total)
   AAHHE Commissioned Paper #2; ODC 2nd Place Winner; NLA Session #2; three symposia; five research paper sessions; two skill-based workshops
12:15 p.m. – 1:30 p.m. Plenary Session #3 – Cigarroa Family Medical/STEM Lecture (Luncheon) Frances Colon CEO, JASPERI Consulting (Pacific Ballroom I-III)
1:45 p.m. – 2:30 p.m. Poster Sessions (20) Pacific Ballroom I-III
2:45 p.m. – 3:45 p.m. Concurrent Sessions – Block III (13 total)
   AAHHE Commissioned Paper #3; ODC 1st Place Winner; NLA Session #3; three symposia; five research paper sessions; two skill-based workshops
4:00 p.m. – 5:00 p.m. Concurrent Sessions – Block IV (13 total)
   AAHHE Commissioned Paper #4; Los Caminos thesis competition; three symposia; five research paper sessions; three skill-based workshops

SATURDAY, MARCH 7

7:00 a.m. – 8:00 a.m. Coffee – (Pacific Ballroom IV)
7:00 a.m. – 1:00 p.m. Exhibits Open – (Pacific Ballroom I)
7:30 a.m. – 12:00 p.m. Conference Registration – (Pacific Foyer, B2 Alcove)
8:00 a.m. – 9:00 a.m. Los Caminos Fellows Career Preparation Institute – (Bristol I)
8:00 a.m. – 9:00 a.m. Concurrent Sessions – Block V (12 total)
   NLA Session #4; three symposia; six research paper sessions; two skill-based workshops
9:30 a.m. – 11:00 a.m. Plenary Session #4 - Awards (Breakfast) (Pacific Ballroom I – III)
11:00 a.m. – 12:00 p.m. Conference Closure – (Pacific Ballroom I – III)
12:00 p.m. – 5:00 p.m. Graduate Fellows Evaluation – (Balboa Bay II)
12:00 p.m. – 5:00 p.m. Faculty Fellows Evaluation – (Balboa Bay I)
Alejandro Tobon ’17 is pursuing a doctorate of physical therapy at the University of Hartford. “My experience with the health sciences program was exceptional. The well-organized curriculum, which consisted of classes such as Anatomy & Physiology, Medical Terminology and Healthcare Informatics, 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 Science Major
March 5, 2020

Dear 2020 National Conference Attendees:

It is a pleasure to welcome you to the 15th annual AAHHE conference. This is a milestone event, one that signals the relevance and commitment of so many professionals and organizations to the AAHHE mission and vision of being an agent of change for education access and success for Latinx people.

This year's conference theme is ¡Adelante! Honoring Latinx Courage and Conciencia. The theme symbolizes the AAHHE initiatives over the years to address inequities in education and to promote the advancement of Latinx in higher education. Each year we recognize leaders and those who have the courage to stand out based on their principles, intelligence, and creativity. At the 2020 conference, AAHHE will proudly recognize Dolores Huerta, long-time civil rights activist and Vilma Martinez, past general consul and president for MALDEF. These remarkable women have demonstrated their courage and love for our cultura for many years.

I am also appreciative for the support of our dedicated and generous sponsors. They make our high priority initiatives possible. By adding their corporate names and support to AAHHE programs and awards, they contribute to our collective efforts. Their partnership is critical to AAHHE's on-going attention and successes toward equity for Hispanic students, faculty, professionals, and institutional presidents.

With an eye on the national political agenda, the coming year promises to present opportunities to address equity and inclusion issues important to AAHHE and to all of higher education; after all, Latinxs are the future student pipeline. You can be assured that the AAHHE leadership is actively monitoring opportunities to ensure that the Latinx voice is heard, particularly on issues affecting student equity, from K-12 through higher education.

As AAHHE Board Chair, I am proud of the progress the organization has made these past 15 years and the plans we have for the near future. I want to thank my fellow board members for their sustained leadership and support. Finally, the 2020 Conference Planning Committee led by Victor B. Saenz and Jeanette Castellanos, National Conference Co-Chairs deserve a special “shout out!”

Adelante siempre.

Patricia Arredondo
AAHHE Board Chair
Welcome to AAHHE’s 15th annual national conference!

It is my great honor to celebrate AAHHE’s fifteenth year with you. This is a significant milestone, and I am proud of the organization’s gains and accomplishments to date. Because of the efforts of many dedicated scholars and professionals, AAHHE can boast that its programs and approaches to tenure-track preparation succeed.

With 243 AAHHE graduate fellows and 149 faculty fellows already through the fellows program, we know that our strategy of developing these young members for the academy works, and AAHHE will continue to prime the faculty pool pump with talented and prepared Latinx future faculty. What these AAHHE alums found in the fellows experience is clearly expressed in their “Finding My Way” and “Faculty Voices” articles in Hispanic Outlook magazine: they discover a larger community dedicated to their professional success, encouragement from each other and mentors, and networking to elevate their research and connections. They discover they are not alone in higher education.

Other accomplishments of AAHHE include the Outstanding Dissertation Competition, now completing its thirteenth year with 43 winners. The Book of the Year award has honored 13 authors, and 40 scholarly papers have been commissioned since 2007.

AAHHE is the only higher education association that annually recognizes Hispanic leaders, professors, and artists in seven award categories. Two awards have been presented each year since 1987, first awarded through AAHHE’s forerunner, the Hispanic Caucus: The Outstanding Support of Hispanic Issues award, and the University Faculty award. In total, 141 recipients have been recognized through the seven AAHHE awards.

Continued success and new initiatives will enhance AAHHE’s voice and position in higher education. It’s satisfying to look back on AAHHE’s advancement, but looking forward is very exciting. With the support and participation of each member, member institution, and our generous sponsors, AAHHE will achieve greater advocacy, wider impact, and deeper change.

My personal thanks to AAHHE Chair Patricia Arredondo for her leadership and to National Conference Co-Chairs Victor B. Saenz and Jeanett Castellanos for their creative and new approach for our conference sessions. A special thanks to my Executive Assistant Laura Camarillo and the collection of undergraduate Hispanic business students at Arizona State University who have assisted me over the past 15 years. I thank you wholeheartedly for your time and efforts preparing every detail of this conference and AAHHE’s daily operations.

Sincerely,

Loui Olivas
President
Dear 2020 AAHHE National Conference participants,

Welcome to the 15th national gathering of Hispanic higher education leaders, faculty members, graduate students, and professionals. This anniversary is a milestone for AAHHE, as each year we strive to create a conference environment that nurtures and encourages mentoring, exchange of research, and sharing of ideas and best practices. From our keynote addresses and lectures, to concurrent session presentations and informal spontaneous conversations, our aim is to foster opportunities and spaces of learning where professionals engage in meaningful ways that extend far beyond our three days together.

In recognition of our 15th anniversary, the conference planning committee and AAHHE Board of Directors have adopted a theme that is appropriate for this significant occasion. Our theme is “Adelante! Honoring Latinx Courage and Conciencia.” Inspired by this theme, our planning committee created an entirely new program design with new features, including a new poster session and round table sessions. In addition, we have changed our traditional conference concurrent sessions to include research papers, symposia, and skilled-based workshops. Our various sessions will feature noted national scholars, faculty members, emerging researchers, graduate students, and higher education leaders. All sessions align with one of the four broad conference strands:

- Policy, Advocacy, and Legislation
- Latinx Community Engagement, and Mobilization
- Latinx Student Persistence and Success
- Socialization in the Academy and Professional Development

Our 2020 conference theme of “Honoring Latinx Courage and Conciencia” resonates with so many of us, as it honors the legacy of courage and awareness of those Latinx individuals who blazed a trail before us. Just as important is the legacy that we will build and leave as a foundation for those who will rise to the challenges presented by higher education in the future. With the AAHHE community of Latinx leaders and scholars surrounding and supporting each of us, we will meet and surpass those challenges.

We encourage new attendees to take full advantage of the opportunities for personal and professional growth while you are here. Your future research collaborator or mentor may be sitting next to you—introduce yourself and start a conversation. The presenters, lecturers, and plenary session leaders will be guiding us through new research, best practices, and successful initiatives that you can take back to your institution.

Along with the concurrent sessions, the conference agenda is rich with additional programming, including the Graduate Fellows and Faculty Fellows programs, AAHHE/ETS Latinx Student Success Institute, New Leadership Academy, Community College Institute, pre-conference workshops, Tomás Rivera Lecture, Cigarroa Family Lecture, and the Annual Awards Breakfast. Review your conference program and schedule your time to take in as much as possible.

We are excited that you have joined us as part of the 15th AAHHE national conference. As conference co-chairs, we offer a special thanks to our 2020 Planning Committee Members for their dedication, creative efforts, and assistance in the design of our conference.

Welcome, and have a great conference!

Adelante siempre,

Victor B. Saenz
Conference Co-Chair

Jeanett Castellanos
Conference Co-Chair
Diversity is important, inclusion is critical. Chapman University is engaged in community-wide efforts working toward diversity and inclusion. We congratulate AAHHE on the occasion of their annual conference.
February 27, 2020

Dear colleague,

I am delighted to welcome you to the 2020 Hispanic-Serving Institutions (HSIs) Education Grants Program New Project Director’s (PDs) Meeting. This is the second year that we are holding the meeting in coordination with the Annual Meeting of the American Association of Hispanics in Higher Education (AAHHE).

The HSIs Education Grants Program continues to strongly support 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 participants share with the USDA’s HSIs Education Grants Program PD’s their strong desire to educate the nation’s youth. During the HSIs PD’s meeting we will discuss strategies, programs, and techniques funded to increase participation of underrepresented minority students in the FANH and STEM disciplines. We also join AAHHE participants to discuss how to attract, recruit, and retain students using new emerging technologies.

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

Students will be exposed to outstanding lectures on topics very relevant to them and their identity. They could also take this opportunity to interact with other students from different institutions and learn about different career paths.

Finally, I would like to thank the AAHHE Board and its members for the opportunity to collaborate one more time and join efforts to improve student achievement. and USDA’s NIFA for their commitment to supporting the HSIs and their students.

Wishing you the best,

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

An Equal Opportunity Provider and Employer
“CSUF taught me how to ‘luchar’ in the professional world.” Eric Resendiz learned about hard work and respect from his immigrant parents. What they couldn’t teach him, though, was how to navigate higher education and the professional world. Cal State Fullerton’s Latino Communications Institute – an innovative program to develop culturally competent communications professionals – gave Eric the tools he needed and continues to use in his successful broadcasting career. fullerton.edu
Achieving senior administrative positions in higher education is a career accomplishment. Latinx senior leaders continue to be few, yet they are models for those who aspire to lead, mentor, and advance the Latinx student pipeline. The panelists are also scholars and community-builders and leverage their cultural and political capital to respond to multiple constituencies in a contentious sociopolitical climate through leadership and cultural competency acumen.
THURSDAY, MARCH 5, 2020

PLENARY SESSION #1

Opening Plenary Session
Pacific Ballroom, I, II & III

Welcome:
Patricia Arredondo, Chair, AAHHE
Loi Olivas, President, AAHHE

Presiding:
Victor Saenz, Conference Chair & Chair-Elect, AAHHE

AAHHE Graduate Fellows:
Ibette Valle, Chair
Natalia Toscano, Chair-Elect
Osca Medina, Outgoing Chair

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

Los Caminos Fellows:
JoAnn Canales, Immediate Past Chair, AAHHE

New Leadership Academy Fellows:
Patricia Arredondo, Chair, AAHHE

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

2020 Book of the Year:
Gina A. Garcia, Associate Professor of Administrative & Policy Studies. University of Pittsburgh: Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities

36th Tomás Rivera Lecture Speaker:
Introduction, Jim Estrada, AAHHE Board Member

The Honorable Vilma Martinez, Former U.S. Ambassador to Argentina

THURSDAY, MARCH 5, 2020
7:30 P.M.
15th Anniversary Conference Reception,
(Heavy hors d'oeuvres), (Pacific Ballroom IV)

I’MA TORO

OUR STUDENTS CHANGE LIVES & COMMUNITIES
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CALIFORNIA STATE UNIVERSITY
DOMINGUEZ HILLS
FRIDAY, MARCH 6, 2020

PLENARY SESSION #2

Friday Morning General Session #2 – (Breakfast)
Room: Pacific Ballroom, I, II & III

Presiding:
Patricia Arredondo, Chair, AAHHE

Friday Morning General Session:
Dolores Huerta, Dolores Huerta Foundation

FRIDAY, MARCH 6, 2020
12:15 P.M. – 1:30 P.M.

PLENARY SESSION #3

Cigarroa Family Medical/STEM Lecture - (Luncheon)
(Pacific Ballroom I, II, & III)

Presiding:
JoAnn Canales, Immediate Past Chair, AAHHE

Cigarroa Family Medical/STEM Lecture:
Frances Colon CEO, JASPERI Consulting

SATURDAY, MARCH 7, 2020

PLENARY SESSION #4

Annual Awards Breakfast
Pacific Ballroom I, II & III

Presiding:
Patricia Arredondo, Chair, AAHHE

Program Closure:
Victor Saenz, National Conference Chair, AAHHE
Jeanett Castellanos, National Conference Co-Chair, AAHHE
Loui Olivas, President, AAHHE

“As a first generation college student from the High Plains of Western Kansas and daughter of a migrant worker, reflecting back over my experiences, opportunities and achievements along my academic and professional journey to the professoriate, there are clear instances that have shaped me in profound ways. One such instance has been my experience with the American Association of Hispanics in Higher Education (AAHHE) and my participation in AAHHE and the Faculty Fellows Program.

As a faculty member of color, academia can be a cold and lonely space at times, and it can make one question their purpose and can challenge one’s sense of belonging. However, after joining AAHHE, I learned I am not alone, I do belong, and that my voice, perspectives, and work in the field of education is important.”

Amanda Morales
Assistant Professor
Teaching, Learning & Teacher Education
College of Education and Human Sciences
University of Nebraska-Lincoln
AAHHE Faculty Fellow 2019
CONFERENCE AGENDA
MARCH 6, 2020 ➤ 7:30 AM – 8:15 AM

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

COMMUNITY ENGAGEMENT AND MOBILIZATION

Co-Construction and Latinx Community Engagement
Presentation Type: Roundtable
Pacific Ballroom I-III

Corina Espinoza
Lecturer
University of California, Irvine

Araceli Simeon
Project Director
Parent Organization Network

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

COMMUNITY ENGAGEMENT AND MOBILIZATION

Barriers and Barreras to Latina Leadership in the United States
Presentation Type: Roundtable
Pacific Ballroom I-III

Christina Padilla
Doctoral Candidate
University of San Diego

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

COMMUNITY ENGAGEMENT AND MOBILIZATION

Team Work Makes the Dream Work: Leveraging a Statewide Consortium for the Advancement of Equitable Educational Outcomes for Male Students of Color
Presentation Type: Roundtable
Pacific Ballroom I-III

Jase Kugiya
Graduate Research Assistant
University of Texas, Austin

Victor Saenz
Department Chair, Department of Educational Leadership and Policy and Executive Director of Project MALES
University of Texas, Austin

Emmet Campos
Director of Project MALES and the Texas Education Consortium for Male Students of Color
University of Texas, Austin

Luis Ponjuan
Associate Professor, Educational Administration and Human Resource Development
Texas A&M University

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

POLICY, ADVOCACY, AND LEGISLATION

¡Sí se pudo! Advocating for Immigrant Identity During Times of Uncertainty, Resilience and Joy
Presentation Type: Roundtable
Pacific Ballroom I-III

Ana Ramirez Luhrs
Kirby Librarian
Lafayette College

Laura Bohórquez García
Undocumented Student Program Coordinator
University of Maryland
FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

POLICY, ADVOCACY, AND LEGISLATION

What Is Inclusive Excellence? And Why Is It Essential to Higher Education Today?
Presentation Type: Roundtable
Pacific Ballroom I-III

Joseph Morales
Associate Director for Strategic Initiatives & Partnerships
University of California, Irvine

Douglas Haynes
Vice Chancellor for Equity, Diversity & Inclusion
University of California, Irvine

Adelí Durón
Director, Latinx Resource Center
University of California, Irvine

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

POLICY, ADVOCACY, AND LEGISLATION

Strategic Leadership for Latinx Inclusion at Predominantly White Institutions
Presentation Type: Roundtable
Pacific Ballroom I-III

Nancy Mendoza
Assistant Professor, College of Social Work
The Ohio State University

J. Marcela Hernandez
Administrative Director Office of Postdoctoral Affairs
The Ohio State University

Yolanda Zepeda
Assistant Vice Provost Office of Diversity and Inclusion
The Ohio State University

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Latina/o/x Ed.D. Intercambio: Scholar-Practitioners as Visionary Collaborators in Transforming PK-12 and Higher Education
Presentation Type: Roundtable
Pacific Ballroom I-III

Gloria M. Rodriguez
Associate Professor
University of California, Davis

Elizabeth Montaño
Associate Professor of Teaching
University of California, Davis

Cristóbal Rodríguez
Associate Professor & Director of Graduate Studies
Howard University

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE AND SUCCESS

Mentoring to Disrupt Traditionally White Spaces Through Our Courageous Testimonios
Presentation Type: Roundtable
Pacific Ballroom I-III

Alexia DeLeon
Assistant Professor of Professional Mental Health Counseling-Addictions Specialization
Lewis & Clark College

Maria Leija Briones
Graduate Student of Professional Mental Health Counseling-Addictions Specialization
Lewis & Clark College

Tamara Tribitt
Assistant Professor of School Counseling
University of Redlands

Rae Gerber
Graduate Student of Professional Mental Health Counseling-Addictions Specialization
Lewis & Clark College
FRIDAY, MARCH 6, 2020  
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE AND SUCCESS

Decolonizing the Chicana/Latina Scholar
Presentation Type: Roundtable
Pacific Ballroom I-III
Elizabeth Castañeda
Doctoral Student
Texas State University

FRIDAY, MARCH 6, 2020  
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE AND SUCCESS

Latinx Student Success: How Programming Shapes Engagement and Campus Culture
Presentation Type: Roundtable
Pacific Ballroom I-III
Lauren Lopez
Program Manager
The Ohio State University
Michael Bustamante
Latinx Student Success Program Coordinator
The Ohio State University

FRIDAY, MARCH 6, 2020  
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE AND SUCCESS

La Lucha Continua: Latina/o/x student persistence at Hispanic Serving Institutions (HSIs)
Presentation Type: Roundtable
Pacific Ballroom I-III
Vanessa L. Martínez
Graduation & Retention Advising Specialist and Doctoral Candidate
California State University, Northridge

FRIDAY, MARCH 6, 2020  
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE AND SUCCESS

Cultivando familia en la escuela: Graduate students’ narratives on creating academic families
Presentation Type: Roundtable
Pacific Ballroom I-III
Veronica Franco
Graduate Student
University of California, Santa Barbara
Mary Dueñas
Graduate Student
University of Wisconsin, Madison
Alberta M. Gloria
Professor, Counseling Psychology
University of Wisconsin, Madison
Jeanett Castellanos
Associate Dean, Social Sciences Professor of Teaching, Social Sciences
University of California, Irvine

FRIDAY, MARCH 6, 2020  
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE AND SUCCESS

M3 and Me: Aiding Latinx Men to Foster Community in Higher Education
Presentation Type: Roundtable
Pacific Ballroom I-III
Vincent Nava
Faculty
Nevada State College
FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE
AND SUCCESS

Interrogating What it Means to Embody Courage and Conciencia as Latina Doctoral Students
Presentation Type: Symposium
Pacific Ballroom I-III
Vanessa Segundo
PhD Candidate
University of California, Davis
Claudia Escobar
Graduate Student
University of California, Davis
Ambar Hernandez Negrete
Doctoral Student
University of California, Davis
Alicia Garcia
Graduate Student
University of California, Davis
Adriana Lopez Torres
Graduate Student
University of California, Davis

FRIDAY, MARCH 6, 2020
7:30 A.M. – 8:15 A.M.

STUDENT PERSISTENCE
AND SUCCESS

Oral Histories & Undocumented Migrations: Enhancing Undocumented Latina/o/x Persistence in Higher Education
Presentation Type: Symposium
Pacific Ballroom I-III
José M. Aguilar-Hernández
Assistant Professor
California State Polytechnic University, Pomona
Nicolas Hernandez
Undergraduate Student
California State Polytechnic University, Pomona
Andaiye C. McAndrew
Undergraduate Student
California State Polytechnic University, Pomona
Cesar Adolfo Cruz Amaya
Undergraduate Student
California State Polytechnic University, Pomona

“I have AAHHE to thank for many positive changes to my goals as a scholar, and the journey I will take to achieve those goals. I am still in my early years of my doctoral program, so a specific career path is still to be determined, but I can confidently say that I am ready. I am ready for what is to come as I face academia with community, collaboration, and a wide network of AAHHE scholar activist who will shift the norms of educational spaces to better reflect and recognize our motivations and strengths.”

Ibette Valle
Department of Psychology
University of California, Santa Cruz
AAHHE Graduate Fellow 2018
FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Plática con Las Profesoras: Testimonios of Latina AAHHE Faculty Fellows at Designated and Emerging Hispanic Serving Institutions
Presentation Type: Symposium
Room: Dana Point

Claudia García-Louis
Assistant Professor of Higher Education Leadership and Policy Studies
University of Texas, San Antonio

Ruth M. López
Assistant Professor, Department of Educational Leadership & Policy Studies, College of Education
University of Houston

Joanna B. Pérez
Assistant Professor
California State University, Dominguez Hills

Sarah L. Rodríguez
Associate Professor, Higher Education & Learning Technologies
Texas A&M University, Commerce

Julie López Figueroa
Professor of Ethnic Studies
Sacramento State

In this symposium Latina faculty will discuss their lived experiences of navigating academe, motherhood, and identity politics in a field that often trivializes their contributions while demanding excellence and asking them to take on additional responsibilities as women and people of color.

FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

POLICY, ADVOCACY, AND LEGISLATION

Walking the Equity Walk at Your Institution
Presentation Type: Skill-Based Workshop
Room: Emerald Bay I

Deniz Fierro
Special Project Director, Promise
Fullerton College

Miguel Powers
English Professor
Fullerton College

This skill-based workshop demonstrates an equity-minded activity to raise and address intersectional institutional equity gaps. Faculty, staff, administrators, and other stakeholders experience the campus from the student perspective through an Equity Walk (EW). Session participants learn how to conduct an EW at their institution, creating an institutionally focused, evidence based, and action-oriented framework for agents of change. Participants receive EW materials and planning recommendations to adapt this experience for their institution.

FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

¡Mi esencia es mi valor! Essence & Courage Portraiture of Hispanic Women/Latinas Navigating Higher Education Institutions
Presentation Type: Research Paper Presentation
Room: Emerald Bay II

Daisy I. Barrón Collins
Adjunct Professor
Missouri State University

During this session, participants will learn the importance of Hispanic women/Latina’s essence and courage to navigate through higher education institutions. The heart of the research is part of a larger qualitative, phenomenological study which investigate twenty-five Hispanic women/Latinas’ perceptions about their opportunities for leadership. The analysis, through excerpts of their interviews, illustrates essential aspects of participants’ consciousness, courage, resilience, and the importance of maintaining their identity.
regardless of barriers, myths, or inadequate resources given. This session will particularly benefit Hispanic women/Latinas who are in their pathways to nonacademic, academic, administrative, and/or leadership positions within higher education institutions.

FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

COMMUNITY ENGAGEMENT/MOBILIZATION


Presentation Type: Symposium
Room: Emerald Bay III

Aida Hurtado
Professor and Associate Dean
University of California, Santa Barbara

Olga Talamante
Former President
Chicana/Latina Foundation

Carmen Perez-Jordan
President/CEO
The Gathering for Justice

This symposium will showcase the varied ways Latinas engage in social action on behalf of their communities. Aída Hurtado and Karina Cervantez focus on Latinas in higher education that have articulated a commitment to work on behalf of Latinxs issues. Olga Talamante discusses the Leadership Institute of the Chicana Latina Foundation. Carmen Pérez analyzes the challenges of coalition building and intersectional organizing within the context of organizing for the 2017 Women’s March on Washington.

FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

COMMUNITY ENGAGEMENT/MOBILIZATION

Positionality, Mestiza Consciousness, and the Rebel Archive: Avanzando Research Tools to Engage and Mobilize Latinxs

Presentation Type: Symposium
Room: Huntington Beach I

Ruby Osoria
Graduate Student
University of California, San Diego

Briana R. Ramirez
Graduate Student
University of California, San Diego

Cindy R. Escobedo
Graduate Student
University of California, Los Angeles

Mayra Puente
Graduate Student
University of California, San Diego

Lorena C. Gonzalez
Graduate Student
University of California, Los Angeles

Miriam Delgado
Graduate Student
University of California, Riverside

This panel invites the audience to engage in a discussion about research tools and methodologies that can be used to effectively engage and mobilize the Latinx community. The presenters collectively ask: How can researchers challenge the objectivity, ahistoricism, and unequal power relations traditionally embedded in the research process by drawing on the wealth of knowledge and practices advanced by Chicana Feminist and Critical Race Theories in the field of education?
FRIDAY, MARCH 6, 2020
10:00 AM – 11:00 AM

POLICY, ADVOCACY, AND LEGISLATION

Dreamers: Advancing Equity and Access for DACA and Undocumented Students

Presentation Type: Skill-Based Workshop
Room: Huntington Beach II

Elena Foulis
Faculty
The Ohio State University

Lidia Garcia Berrelleza
Undergraduate Student
The Ohio State University

Liz Morales
Undergraduate Student
The Ohio State University

Heder Ubaldo
Undergraduate Student
The Ohio State University

This will be an interactive/workshop presentation using key information about the experiences of DACA and undocumented students at PWIs. The presenters will provide background information about S.C.O.P.E. at The Ohio State University, a new and active student organization that focuses on educating university administrators, guidance counselors, and educators on the challenges that DACA and undocumented students face in the education system. Through discussion, this session will explore these issues and the ways in which educators can support all students.

“I have grown up academically and professionally in AAHHE, the American Association of Hispanics in Higher Education. During my time with this organization, I earned my doctorate, secured my first tenure-track position, transitioned to another tenure-track position and earned tenure. I continue to keep my eye on my goal of securing full professor and know that a portion of my growth and development through these years is the result of the relationships built through AAHHE. AAHHE is a place to come home to and to meet new members of the familia. The lessons learned from my time within AAHHE are the importance of being a forward thinker and the willingness to evolve, to remain relevant in an ever-changing academic environment. To now watch my own students come through this organization and be honored serve as reminders of how we are truly connected, and the common link is the environment that AAHHE creates.”

Leticia Oseguera
Associate Professor and Research Associate
Department of Education Policy Studies
Center for the Study of Higher Education
Pennsylvania State University
AAHHE Faculty Fellow 2017
FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

SCHOLARLY PAPER #1
Food/Housing Insecurity for Latinx College Students
Presentation Type:
Room: Laguna Beach I

Antonio Durán
Assistant Professor, Administration of Higher Education
Auburn University

Anne-Marie Núñez
Professor, Educational Studies - Higher Education and Student Affairs
The Ohio State University

Higher education scholars have drawn attention to a prevalent, yet too often invisible, issue on college campuses: food and housing insecurity. Yet, few studies explore what food/housing insecurity means for the Latinx/a/o community. In this manuscript, the authors employ intersectionality to examine how food/housing insecurity shapes higher education opportunities for Latinx/a/o individuals. Specifically, they expose how overlapping systems of power and oppression affect Latinx/a/o students’ food/housing insecurity and suggest strategies for addressing this critical issue.

FRIDAY, MARCH 6, 2020
10:00 A.M. – 11:00 A.M.

NEW LEADERSHIP ACADEMY #1
Equity and Inclusion in Leadership Development: Creating University Leaders to Transform Our Institutions
Presentation Type:
Room: Laguna Beach 2

Joe Salvatore
Director, Science Learning Center
University of Michigan

Selma Yznaga
Associate Professor
The University of Texas, Rio Grande Valley

Martin Meráz García
Professor, Chicana/o/x Studies
Eastern Washington University

Aimee F. Busquet
Assistant Dean of Humanities, Associate in Arts
Hillsborough Community College

John C. Watkins
Faculty, Curriculum Chair, Cybersecurity
Westchester Community College, State University of New York

The New Leadership Academy (NLA) provides exceptionally diverse cohorts of mid-level higher education professionals with leadership development training through the lens of equity and inclusion. This symposium session will examine the efficacy of NLA, specifically the program’s impact on participants’ leadership philosophy, decision-making, campus programming, and career advancement. Utilizing survey data, the presenters will discuss the post-program professional experience of NLA participants and how their program participation affected their actions and decisions as leaders.
FRIDAY, MARCH 6, 2020 10:00 A.M. – 11:00 A.M.

OUTSTANDING DISSERTATION COMPETITION: 3RD PLACE WINNER
Organizational Culture in Community Colleges: Making Connections to Diverse Student Success
Presentation Type: Room: Laguna Beach 3
Darcy Orellana
Associate Director of Human Resources, Chief Diversity Officer
Middlesex Community College

FRIDAY, MARCH 6, 2020 10:00 A.M. – 11:00 A.M.

COMMUNITY ENGAGEMENT/MOBILIZATION
College Access Program in the Nuevo South Empowers Latinx Youth Developing Scholar-Activist Identities
Presentation Type: Research Paper Presentation Room: Newport Beach 1
Cathryn B. Bennett
Graduate Student
University of North Carolina, Greensboro
Delma Ramos
Assistant Professor of Higher Education
University of North Carolina, Greensboro
James Wyatt
Senior Director, College Completion Initiatives
University of North Carolina, Greensboro

This paper highlights Latinx youths’ engagement, service, and leadership in the Latinx community, emphasizing their contributions. Participants and data are from UNC Greensboro’s CHANCE (Campamento Hispano Abriendo Nuestro Camino a la Educacion), a college access program. Findings suggest a collective consciousness and ethic of responsibility to the Latinx community. CHANCE facilitated knowledge about college and enabled youths’ scholar-activist identities. Implications for higher education scholar-practitioners include connecting college access and supporting Latinx youths’ community leader self-concepts.

FRIDAY, MARCH 6, 2020 10:00 A.M. – 11:00 A.M.

POLICY, ADVOCACY, AND LEGISLATION
Hungry for a Higher Education: Undergraduate Student Experiences with a Campus Food Pantry
Presentation Type: Skill-Based Workshop Room: Newport Beach 2
Connie Moreno Yamashiro
Faculty Fellow and Assistant Dean for Student Affairs California State University, Long Beach

This presentation, about a food pantry at a four-year institution, will discuss effective approaches and improvements from the student perspective. Findings illustrate students’ feelings before visiting a pantry, experiences in the space, and after visiting the pantry. Small group discussions and case study scenarios will be facilitated to help participants understand the student experience of utilizing a food pantry. Participants will learn strategies to enhance services and processes impacting students who experience food insecurity.

FRIDAY, MARCH 6, 2020 10:00 A.M. – 11:00 A.M.

COMMUNITY ENGAGEMENT/MOBILIZATION
Latinx College Students as Agents of Change: Insights from a University Math Community Outreach Program
Presentation Type: Research Paper Presentation Room: Newport Beach 3
Mark Vincent B. Yu
Postdoctoral Research Fellow
University of California, Irvine
Alessandra Pantano
Associate Professor of Teaching
University of California, Irvine

This research paper session highlights the experiences and influence of Latinx college student mentors, as agents of change, in a math community outreach program (Math CEO) for underserved Latinx middle school youth in Southern California. This session will include a discussion of strategies for working across institutional boundaries to advance Latinx college student civic engagement in order to promote culturally responsive and action-oriented efforts to promote STEM and educational excellence for underserved Latinx communities.
FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

It’s Embedded? Addressing the Lack of Diversity in Teacher Education Courses
Presentation Type: Research Paper Presentation
Room: Bristol Bay 1

Jorge F. Figueroa
Associate Professor of Teacher Education
Texas Woman’s University

For the last two decades, scholars have raised their voices on how teacher education programs are not adequately supporting pre-service teachers in engaging in concepts that are inclusive to all students, especially students from marginalized or underserved backgrounds. This presentation will showcase a recent study conducted in three HSIs in north Texas that sought to determine the amount of teacher education undergraduate courses, which are devoted to the study of equity, diversity, and social justice.

FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

POLICY, ADVOCACY, AND LEGISLATION

Leveraging HSI-status in Support of Latinxs in the UC System: Presenting the UC HSI Initiative
Presentation Type: Symposium
Room: Dana Point

Audrey D. Paredes
PhD Candidate, Department of Education, Social Science and Comparative Education Division
University of California, Los Angeles

Raquel Aldana
Associate Vice Chancellor for Academic Diversity
Professor of Law
University of California, Davis

Joseph Morales
Associate Director for Strategic Initiatives & Partnerships
University of California, Irvine

Andres Hernandez
Director for Inclusive Research and Academic Opportunities
University of California, Merced

Claudia Martinez
Executive Director, Educator Programs and California Subject Matter Project
University of California Office of the President

The University of California (UC) system has experienced an increase in Latino enrollment. As a result, five of nine undergraduate UCs are now Hispanic Serving Institutions (HSIs). Utilizing the UC’s position as a leading doctoral-granting institution and leader in research and practice, the UC HSI Initiative was established to foster a systemwide learning community to strengthen efforts in support of Latino students. This symposium will feature promising practices and lessons learned on individual campuses and as a system.
FRIDAY, MARCH 6, 2020  
11:15 A.M. – 12:15 P.M.

**STREAM: SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT**

Multimodal Testimonio as a Culturally- Relevant Research and Pedagogical Tool Toward Elevating Chicana/Latinas’ Ways of Knowing

Presentation Type: Skill-Based Workshop  
Room: Emerald Bay 1

Briseida Elenes  
PhD Candidate & Instructor  
University of San Diego

Molly Morin  
Program Manager  
Indiana University Purdue University Indianapolis

Grounded in decolonial and Chicana/Latina feminist epistemologies, this session will share consejos about employing multimodal testimonio as a holistic and culturally-relevant methodological and pedagogical approach. By sharing the testimonio modalities employed in two qualitative studies regarding Latina higher education administrators’ experiences and testimonio approaches in the classroom, session attendees will reflect upon how to incorporate embodied multi-modal testimonio approaches to their own research and work with students—both in and outside of the classroom.

FRIDAY, MARCH 6, 2020  
11:15 A.M. – 12:15 P.M.

**POLICY, ADVOCACY, AND LEGISLATION**

Implementation of AB705: Guaranteeing Student Access to Transfer-Level English and Math Lead

Presentation Type: Symposium  
Room: Emerald Bay 3

Vikash Reddy  
Senior Director of Policy Research  
The Campaign for College Opportunity

Katie Hern  
Faculty (Tenured)  
Skyline College

Olga Rodriguez  
Research Fellow  
The Public Policy Institute of California

Cynthia Olivo  
Assistant Superintendent/Vice President, Student Services  
Pasadena City College

John C. Hetts  
Senior Director of Data Science  
Educational Results Partnership

Michele Siqueiros  
President  
The Campaign for College Opportunity

This session will address the several learning objectives including clarifying current immigration policies in Michigan and how these policies impact the access to higher education. The presenters will discuss the findings from the latest research project investigating the educational needs of high school advisors and undocumented students in Washtenaw County. They will also introduce two newly developed websites aimed at making the college application process more accessible for undocumented students and DACA recipients.

FRIDAY, MARCH 6, 2020  
11:15 A.M. – 12:15 P.M.

Supporting Undocumented and DACAmented Students in Higher Education

Presentation Type: Research Paper Presentation  
Room: Emerald Bay 2

Nick Espitia  
PhD Candidate  
University of Michigan

Joselin Cisneros  
Education Policy Fellow  
Kresge Foundation

Barbara Diaz  
Undergraduate Research Associate  
The National Forum on Higher Education for the Public Good University of Michigan

This symposium focuses on the implementation of AB 705 (Irwin), which eliminated the use of placement tests at community colleges and prohibits colleges from requiring students to enroll in developmental coursework that delays their educational progress. The session will include perspectives from higher education policy experts, researchers, and leaders from colleges that have reduced their remedial education course offerings and replaced them with transfer-level courses.
**FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.**

**POLICY, ADVOCACY, AND LEGISLATION**

**Latinx Higher Education in the Texas Border Area: Successes and Challenges**

Presentation Type: Symposium

Room: Huntington Beach 1

Albert Kauffman  
Professor of Law  
St. Mary’s University School of Law

Pedro Reyes  
Ashbel Smith Professor of Education Leadership and Policy  
The University of Texas at Austin

Rogelio Saenz  
Dean, College of Public Policy and the Mark G. Yudof Endowed Chair  
The University of Texas, San Antonio

Claudia García-Louis  
Assistant Professor of Higher Education Leadership and Policy Studies  
The University of Texas, San Antonio

Norma V. Cantu  
Professor of Law and Education  
The University of Texas at Austin

How can Latinx scholars, activists, politicians, and attorneys work together to improve Latinx higher education opportunities in a geographic area of a state? This panel of educators, attorneys, demographers, and poets deeply immersed in the Texas Mexico border area will explore the past successes, present challenges, and plans to refocus on higher education in an area long discriminated against in all levels of education.

**FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.**

**SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT**

**Authentic Leadership in the Borderlands: Examining Anzaldúa’s Borderland Theory in Relation to Professional Leadership Development**

Presentation Type: Skill-Based Workshop

Room: Huntington Beach 2

Nicole K. Nieto  
Assistant Vice Provost, Outreach and Engagement  
The Ohio State University

Utilizing the seminal work of theorist Gloria Anzaldúa’s borderlands theory, this skill-based workshop will provide a space for individuals interested in creating an authentic pathway towards leadership. Particular attention will be paid to the unique challenges that underrepresented communities experience (Latinx, women, GLBTQ+) when pursuing leadership opportunities. Participants will gain knowledge and develop strategies for forging their path towards authentic leadership.

**FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.**

**SCHOLARLY PAPER #2**

**Civic Engagement in the Latinx Community: The Role of Higher Education Institutions in Serving the Public Good**

Room: Laguna Beach 1

Cynthia M. Alcantar  
Assistant Professor of Higher Education Leadership  
The University of Nevada, Reno

The civic engagement of the Latinx community has often been described as dormant, especially when it comes to voting. However, while voting rates for the Latinx community are significantly low, their civic engagement in social and community efforts are relatively high. Given higher education’s role in advancing our nation’s democracy, this paper investigates the civic engagement of the Latinx community and its relevance to, and implications for, higher education policy and practice.
FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

NEW LEADERSHIP ACADEMY #2

Challenges and Opportunities for Underrepresented Leaders at Emerging and Hispanic Serving Institutions
Room: Laguna Beach 2

Joe Salvatore
Director, Science Learning Center
University of Michigan

Selma Yznaga
Associate Professor
The University of Texas, Rio Grande Valley

Martin Meráz García
Professor, Chicana/o/x Studies
Eastern Washington University

Aimee F. Busquet
Assistant Dean of Humanities, Associate in Arts
Hillsborough Community College

John C. Watkins
Faculty, Curriculum Chair, Cybersecurity
Westchester Community College,
State University of New York

In this presentation, panelists reflect on the inspiration, skills, and professional networks developed at the New Leadership Academy (NLA) and how this social capital was invested. The panelists will share their ideal vision of emerging Hispanic Serving Institutions (HSIs) and identify opportunities and challenges faced as they leverage their leadership positions to implement ideas/skills learned. Through self-reflection, dialogue, and audience participation, the panelists will identify achievable objectives for emerging HSIs as they strive to achieve their vision.

FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

OUTSTANDING DISSERTATION COMPETITION: 2ND PLACE WINNER

A Structural Investigation of Laissez Faire Racism: The Intended and Unintended Consequences of Affirmative Action Bans
Room: Laguna Beach 3

David Mickey-Pabello
Postdoctoral Fellow, Ethnoracial Relations
Harvard University

FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

POLICY, ADVOCACY, AND LEGISLATION

Latino Locational Access to Community Colleges Baccalaureates in California: A Geographical Information System Approach
Presentation Type: Research Paper Presentation
Room: Newport Beach 1

Sonia Morales
Graduate Student
Department of Geography and Environmental Studies
Northeastern Illinois University

Angela Vidal-Rodriguez
McNair Scholars Program Director
Northeastern Illinois University

Researchers have found that states allowing community college baccalaureates (CCB) did not enroll or graduate more Latinos from baccalaureate programs. The misplacement of CCB in relation to Latino communities or the low-income status of communities surrounding CCBs could explain this problem. Using geographical information systems (GIS), and spatial statistics techniques the authors explored the spatial relation between income level, ethnicity, and location of CCBs for each county in the state of California.
FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Social Media and Academic Socialization: Preparing Scholars for the Professoriate
Presentation Type: Skill-Based Workshop
Room: Newport Beach 2

Estee Hernández
Lecturer, Honors College
Texas Christian University

This workshop is motivated by the presenter’s research on Chicana doctoral students who identify as scholar-activists and aspire to the professoriate. Attendees will have the opportunity to reflect on the role of social media in academia, drawing from their own lived experiences. The workshop will conclude with recommendations for practice. All members of the academy are invited to attend, and scholars who influence academic socialization (e.g. program coordinators, senior faculty, advisors) are especially encouraged to participate.

FRIDAY, MARCH 6, 2020
11:15 A.M. – 12:15 P.M.

STUDENT PERSISTENCE AND SUCCESS

Familial Capital Across the Educational Pipeline
Presentation Type: Research Paper Presentation
Room: Newport Beach 3

Susana Hernandez
Associate Professor Higher Education Administration
& Leadership & Chair of Department of Educational Leadership
Fresno State University

Ángel de Jesús González
Graduate Research Assistant
California State University, San Diego

Lorena Marquez
PolyTransfer Coordinator
Cal Poly Pomona

Familias play an integral role in the lives of Latinx students (Yosso, 2005; Marquez-Kiyama, 2010). Consejos are a form of capital often not valued in university settings (Yosso, 2005). Additionally, Latinx student affairs professionals and faculty also attribute familia as a strong source of support in their professional journeys. Using community cultural wealth (Yosso, 2005) and counter storytelling as theoretical frameworks, the authors will share the experiences of Latinx parents.

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

COMMUNITY ENGAGEMENT/MOBILIZATION

Chapman’s Latinx Staff & Faculty Forum
Building Bridges
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Marisol Arredondo Samson
Director of Institutional Research
Chapman University

Gabriela Castaneda
Assistant Director, Career Services & President, LatinX Staff and Faculty Forum
Chapman University

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

COMMUNITY ENGAGEMENT/MOBILIZATION

Fostering Civic Engagement through Service-Learning and Social Justice Education
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Lizette Ruiz
Graduate Student
California State University, Fullerton
FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

COMMUNITY ENGAGEMENT/MOBILIZATION
Decolonizing the Digital Revolution, Community Memory, and Latinidad: Reimagining the History of Social Media
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Jennifer Vilchez
PhD Candidate
Rutgers, Department of Women’s and Gender Studies

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

POLICY, ADVOCACY, AND LEGISLATION
Immigration Policies on Adolescent Trauma among Mixed-Status Latinx Families: A Systematic Review
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Isis A. Garcia-Rodriguez
Graduate Student
Virginia Commonwealth University

Oswaldo Moreno
Assistant Professor, Counseling Psychology
Virginia Commonwealth University

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

POLICY, ADVOCACY, AND LEGISLATION
Diversity on campus: HSI students’ perceptions of their university environment
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Karen E. Godinez Gonzalez
Doctoral Student
New Mexico State University

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS
“I Want to Show People Like, Yeah, We Can”: Case Studies of Latinx Students
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Ana Y. Guerrero
PhD Candidate in Education
University of California, Santa Barbara

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS
Pursuing Medical Dreams (MD): Latinx Premeds Admissions trends
Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Katherine Arias Garcia
Graduate Student
University of California, San Diego
FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS

Psychosociocultural Factors Influencing Latina Undergraduates’ Academic Honesty Behaviors: A Qualitative Study

Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Veronica Franco
Graduate Student
University of California, Santa Barbara

Abigail Diaz
Student
University of California, Irvine

Alberta M. Gloria
Professor, Counseling Psychology
University of Wisconsin – Madison

Jeanett Castellanos
Associate Dean, Social Sciences Professor of Teaching, Social Sciences
University of California, Irvine

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS

Abuelas: Informing and Shaping Latina College Students’ Educational Success

Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Monica Quezada
Graduate Student
California State University, Long Beach

Alberta M. Gloria
Professor, Counseling Psychology
University of Wisconsin – Madison

Jeanett Castellanos
Associate Dean, Social Sciences Professor of Teaching, Social Sciences
University of California, Irvine

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS

The Latinx Space for Enrichment and Research program: Increasing Latinx Representation in Higher Education

Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Yesenia Álvarez Padilla
Graduate Student
The Ohio State University

Jessica Rivera
Graduate Student
The Ohio State University

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS

Assessing the Effect of a Basic Communication Course on Students’ Communication Competence and Intercultural Effectiveness in a Hispanic Serving Institution

Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Wan-Lin Chang
Assistant Professor
University of Texas Rio Grande Valley

FRIDAY, MARCH 6, 2020
1:45 P.M. – 2:30 P.M.

STUDENT PERSISTENCE AND SUCCESS

No Longer Ashamed: Finding a Way to Move Forward and Overcome Invisible Barriers by Going Back

Presentation Type: Poster Session
Room: Pacific Ballroom 1-3

Dania Salgado
Graduate Student
California State University Fullerton

Yuliana Fernandez
Student
California State University Fullerton
that serve a large number of ESL students in an urban center in the Midwest. The investigation explores students’ self-conception as ESL students, their academic and non-academic involvement within campus life, and their usage of institutional services. This presentation acknowledges the experience of ESL students in academia.

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

STUDENT PERSISTENCE AND SUCCESS
Building Capacity in Hispanic Serving Institutions to Advance Latinx Attainment in Computing Fields
Presentation Type: Skill-Based Workshop
Room: Dana Point
Anne-Marie Núñez
Professor, Educational Studies
Higher Education and Student Affairs
The Ohio State University

Jessica Rivera
Graduate Student
The Ohio State University

Jennifer Valdez
Graduate Research Assistant
The Ohio State University

This session’s purpose is to explore how to raise Hispanic attainment in STEM fields. It examines how the Computing Alliance of Hispanic Serving Institutions (CAHSI), a large network of HSIs, applies assets that are grounded in Hispanic communities to improve Hispanic success in computing. Through centering this established and successful initiative, presenters will invite dialogue and collaborate with the participants to assemble resources to inform strategies for increasing Hispanic STEM participation and success.
### SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

**Don’t Be Self-Conchas: Testimonios from Latina Doctoral Students at a Predominantly White Institution**

**Presentation Type:** Skill-Based Workshop  
**Room:** Emerald Bay 1

- **Rebecca Cepeda**  
  PhD Student  
  The Ohio State University

- **Victoria Olivo**  
  Graduate Student  
  The Ohio State University

- **Jessica Rivera**  
  Graduate Student  
  The Ohio State University

Recent data show that Latinas represent less than four percent of all doctoral degree recipients. For first-generation and low-income Latina doctoral students, navigating higher education becomes difficult due to the unique barriers associated with their ethnic/racial, gender, and socioeconomic status. Through testimonios, the presenters will share their experiences from applying to doctoral programs to navigating a Predominantly White Institution. The presenters’ objective is to ignite movement towards creating inclusive spaces for Latinx graduate students.

### STUDENT PERSISTENCE AND SUCCESS

**Developing Conciencia through Advocacy, Social Justice, and Service Learning**

**Presentation Type:** Research Paper Presentation  
**Room:** Emerald Bay 2

- **Daisy Bueno**  
  Post Doctoral Resident  
  School of Graduate Psychology  
  Pacific University

- **Ruth Zúñiga**  
  Assistant Professor  
  School of Graduate Psychology  
  Pacific University

This presentation will illustrate how a Latinx psychology program in a graduate school has integrated social justice and advocacy through required courses, service learning experiences, and clinical practices for graduate students. The discussion will provide insight to the professional development of doctoral students as a result of their advocacy and service learning experiences. Students’ experiences will inform how courage and consciencia have developed through their professional career by serving and working with the Latinx community.

### POLICY, ADVOCACY, AND LEGISLATION

**Preventing Sexual Harassment in Academia: The ADVANCE Geosciences Model**

**Presentation Type:** Symposium  
**Room:** Emerald Bay 3

- **Alberto Roca**  
  Executive Director  
  DiverseScholar

- **Allison Mattheis**  
  Associate Professor of Education  
  California State University, Los Angeles

- **Edith Fernández**  
  Vice President of College and Community Engagement  
  Nevada State College
Learn about ADVANCEgeo workshops where participants are taught to identify: 1) ways in which sexual harassment can manifest in academic environments; 2) strategies for bystander intervention, and 3) resources for cultural change in academic institutions and professional societies. Also, the National Academies Action Collaborative is a new initiative to develop evidence-based policies and practices for preventing gender discrimination. Attendees are encouraged to combat sexism and homophobia at their home institutions and also within AAHHE.

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

POLICY, ADVOCACY, AND LEGISLATION

Telling Our Story Through Research: A Symposium on Connecting Research, Policy, and Practice
Presentation Type: Symposium
Room: Huntington Beach 1
David Garcia
Associate Professor
Arizona State University
Mildred Boveda
Assistant Professor
Arizona State University
Alexandra Estrella-Silva
Clinical Assistant Professor
Arizona State University
Lirio Patton
Clinical Assistant Professor
Arizona State University
Maria Teresa Tatro
Professor
Arizona State University
Gustavo Fichman
Professor
Arizona State University

The challenge before the Latinx academic community is getting our scholarship before politicians and practitioners to influence policy and classroom teaching, particularly in today’s politicized, “post-truth” era where the very relevance of academic scholarship is under scrutiny. Lead by scholars engaged in knowledge mobilization and research utilization, this symposium will introduce conference participants to frameworks and strategies to tell their story through research to a variety of audiences from the statehouse to the schoolhouse.

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Centering Courage and Conciencia con Coraje, Corazón, y Chingona-ness
Presentation Type: Skill-Based Workshop
Room: Huntington Beach 2
Lucy Arellano
Assistant Professor
Oregon State University
Ana Karina Soltero Lopez
Assistant Professor
California State University, Fresno
Olivia Muñoz
Adjunct Faculty
University of San Francisco

This interactive session focuses on professional survival and empowerment for Latina students, faculty, staff, and administrators. A Chingona epistemology frames the engagement from a cultural standpoint inviting mujeres to participate in this session to be en familia, create an empowerment circle, and write a communal poem. Aligned with the conference theme of honoring courage and conciencia, this workshop further honors the Latina coraje that fuels our resistance channeling this energy towards self-preservation and success.
CONFERENCE AGENDA

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

SCHOLARLY PAPER #3

Latinx Students Chartering Their Own STEM Pathways: Centering Identities and Communities
Room: Laguna Beach 1

Blanca Rincon
Assistant Professor, Educational Psychology, and Higher Education
University of Nevada, Las Vegas

Sarah L. Rodriguez
Associate Professor, Higher Education, & Learning Technologies
Texas A&M University – Commerce

Latinx students continue to be underrepresented and systematically marginalized in STEM fields. To address these challenges, it requires an assets-based reimagining of STEM experiences and pathways. This paper highlights the ways in which Latinx students pursuing undergraduate STEM degrees navigate STEM pathways by centering their identities and communities—counter to the individualistic, colorblind, and competitive cultures prevalent within STEM disciplines.

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

NEW LEADERSHIP ACADEMY #3

Pathways to Leadership: Racial and Ethnic Differences in Movement from Student to Faculty to Leadership Roles in U.S. Higher Education, 2000 to Present
Room: Laguna Beach 2

Amy Fulton
PhD Candidate, Center for the Study of Postsecondary and Higher Education
University of Michigan

Betty Overton-Adkins
Faculty Fellow, University of Michigan
National Forum on Higher Education for the Public Good, University of Michigan

While the metaphor of educational “pipelines” has been questioned, researchers, policymakers, and the general public still operate with assumptions that, given sufficient time, leadership positions will be populated with representative distributions of racial minorities and women. This presentation will share results and implications of a study funded by the W.K. Kellogg Foundation, which reveals that upward mobility of various groups follows different patterns than student, faculty, and staff demographic shifts over the past two decades.

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

OUTSTANDING DISSERTATION COMPETITION: 1ST PLACE WINNER

A Study of School Finance in Arizona: Equity, Language Learners, and the Allocation of Funding
Room: Laguna Beach 3

David G. Martinez
Assistant Professor, Educational Leadership Policies
University of South Carolina
FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

STUDENT PERSISTENCE AND SUCCESS

“When They Kicked Me Out”: Latino Middle School Boys and Patterns of Academic Exclusion
Presentation Type: Research Paper Presentation
Room: Newport Beach 1

Maritza Salazar
Graduate Student
University of Southern California

Adrian H. Huerta
Assistant Professor
University of Southern California

Eligio Martinez Jr.
Clinical Assistant Professor
Claremont Graduate University

Current literature on school discipline is heavily focused on the discrepancies among White and Black students, consistently silencing the Latino male experience. This qualitative study explores disciplinary practices inflicted on Latino middle school boys throughout their transitions from traditional to continuation schools. Utilizing Critical Race Theory, the study demonstrates how racial biases and preconceived notions educators hold about Latino middle school boys pose several barriers towards college readiness and school pushout.

FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Experiences of Resisting and Persisting in the Academy for Chicana and Latina Faculty and Administrators
Presentation Type: Symposium
Room: Newport Beach 2

Patricia A. Perez
Professor & Coordinator
H&SS College Office of Equity & Diversity
California State University, Fullerton

Caroline S. Turner
Professor
Sacramento State

Maria Stelle Zarate
Professor
California State University, Fullerton

Christina Herrera
Professor and Chair, Department of Chicano and Latin American Studies
California State University, Fresno

Julie Lopez Figueroa
Professor of Ethnic Studies
Sacramento State

Patricia Arredondo
President
Arredondo Advisory Group

Chicana and Latina faculty, administrators, and a former dean and president, share their narratives of resistance and persistence in successfully navigating the tenure and promotion process. Each presenter offers a narrative of survival in the academy employing critical and asset-based theoretical contributions, including: Model for Thriving, Borderland Theory, and Funds of Knowledge. Major topics addressed by panelists include the importance of early socialization, intergenerational mentorship, culturally relevant faculty programming, and institutional challenges and support structures.
FRIDAY, MARCH 6, 2020
2:45 P.M. – 3:45 P.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Queridas Hermanas: Current Latina Faculty Sharing consejos with Future Latina Faculty

Presentation Type: Research Paper Presentation
Room: Newport Beach 3

Berenice Sánchez
PhD Candidate
Indiana University

This research paper presentation is geared for current graduate students and early-career faculty who are transitioning into their new role as faculty. During the session, the presenter will engage the session participants in a conversation about how we are socialized (or not socialized) into the academy and, she’ll share the consejos and words of encouragement that Latinas in the study shared with her.

FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

STUDENT PERSISTENCE AND SUCCESS

Examining the Post-High School Pathways of Gang-Affiliated Latino Boys and Young Men

Presentation Type: Research Paper Presentation
Room: Dana Point

Adrian H. Huerta
Assistant Professor
University of Southern California

Schools often discount the educational goals and needs of gang-associated youth. Drawing from interviews with 22 middle and high school Latino boys who share their ambitions to pursue and earn postsecondary degrees or credentials, the presenter disrupts the deficit view on gang youth and instead focuses on students’ understanding of the need for additional educational resources to secure stable employment and obtain social mobility. The presenter will provide recommendations for K-12 and higher education policies and practices.
“Through platicas, presentations and informal conversations among AAHHE faculty fellows, I realized that I share common experiences with other Latino faculty across the nation. In spite of having to overcome a variety of challenges throughout our academic careers, we recognized that together, we have the potential to promote social change within and outside for the academy. This was largely due to having the time and safe space to reflect, validate and make sense of our experiences. Today, we continue to represent a community that upholds, promote and encourages each other, not only in our lives as educator-scholar-activists but also as Latinos surviving in the current political climate. Already we have celebrated our publications, engaged in public intellectual work, been awarded prestigious awards and grants, and some have also earned tenure [#Auspicious Fellows]. Indeed, we are succeeding because AAHHE has provided us with the opportunity to develop these meaningful relationships.”

Joanna Perez
Assistant Professor
Department of Sociology
California State University, Dominguez Hills
AAHHE Faculty Fellow 2019

Today, the University is home to more identities and expressions than ever, earning designation as a federal Hispanic-Serving Institution in 2015 and enrolling nearly 50 percent students of color.

The Chico Experience is defined by faculty mentorship, caring relationships, and a strong sense of community that provide students with the tools for academic success.

We develop students who are critical thinkers, responsible citizens, diverse leaders, and inspired stewards of environmental, social, and economic resources.

LEARN MORE AT WWW.CSUCHICO.EDU

*CollegeNET ranked Chico State No. 2 in its listing of national higher education institutions that provided its students with the best opportunity to improve their lives and the lives of their families.
SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

Fostering Faculty Doctoral Student Relationships to Cultivate Scholar Leaders and Scholar Practitioners

Presentation Type: Symposium
Room: Emerald Bay 1

Marissa Vasquez
Assistant Professor of Postsecondary Educational Leadership
San Diego State University

Ignacio Hernández
Associate Professor & Director
Higher Education Administration and Leadership
Fresno State University

Ángel González
Doctoral Student
San Diego State University

Mary McAllister-Parsons
Principal at Twinhill Elementary
California State University, San Bernardino

Julisa Maldonado Vargas
Doctoral Candidate
Fresno State University

Susana Hernández
Associate Professor
Chair, Department of Educational Leadership
Fresno State University

Nancy Acevedo-Gil
Associate Professor of Educational Leadership
California State University, San Bernardino

In 2005, the California Master Plan for Higher Education granted the California State University the ability to offer a Doctor of Education (EdD). This session offers perspectives from program directors, faculty, and current EdD students who are practitioners. Structured as professor-student dyads, faculty will present policies, practices, or curricular developments used to develop scholar-leaders and scholar-practitioners engaged in community-centered and asset-based research. Doctoral students will present research and professional experiences to exemplify these approaches.

STUDENT PERSISTENCE AND SUCCESS

Understanding the Intersectional Experiences of First-Generation Latino Males in Higher Education

Presentation Type: Skill-Based Workshop
Room: Emerald Bay 2

Mario Flores
Director, Be First Program
University of Colorado

Manuel Del Real
Faculty (Adjunct/Clinical)
Colorado State University

This workshop is geared to those committed to self-examination and reflexivity in a collective space focused on understanding the complexity of first-generation Latino male student experiences as they relate to intersections of gender and family support. The presenters create a space for participants to understand how to identify challenges and best practices to support persistence. Participants will engage in interactive activities that will draw upon the expertise in the room and hear personal narratives from first-generation Latinos.
“As an AAHHE graduate fellow, I was able to meet scholars who looked and talked like me and are contributing to the much-needed work on Latinx in higher education. I am extremely grateful for the support of my AAHHE peers and the faculty, especially my faculty mentor, Dr. Marcela Cuellar, who provided a supportive space to reimagine the possibilities for our field and how someone with my background can contribute. AAHHE has been influential in my pursuit of a degree, from workshops presented by high-caliber scholars to begin part of a graduate cohort of doctoral students making a difference locally and nationally.”

Anthony Villarreal
Research Assistant at SDSU
Doctoral candidate, Joint Ph.D. Program with San Diego State University and Claremont Graduate University
AAHHE Graduate Fellow 2018
FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

SOCIALIZATION IN THE ACADEMY AND PROFESSIONAL DEVELOPMENT

The Project MALES Affiliates: Developing and Cultivating a Nationwide Community of Scholars Studying Men of Color

Presentation Type: Symposium
Room: Huntington Beach 2

Jorge Burmicky
Graduate Student
The University of Texas at Austin

Victor Sàenz
Department Chair, Educational Leadership and Policy
Executive Director, Project MALES
The University of Texas at Austin/Project MALES

Sarah L. Rodriguez
Associate Professor
Higher Education & Learning Technologies
Texas A&M University – Commerce

Claudia García-Louis
Assistant Professor
Higher Education Leadership and Policy Studies
University of Texas, San Antonio

The purpose of this symposium is to share lessons learned for developing and nurturing a nationwide network of faculty, educational researchers, and graduate students who share a collective research agenda. Grounded on the work of the Project MALES Faculty and Research Affiliates, a network of researchers whose scholarship focuses on men of color in education, this interactive symposium will share strategies, promising practices, and challenges for sustaining diverse and ambitious professional and career goals.

FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

SCHOLARLY PAPER #4

Latina Leadership (Emotional Intelligence)

Room: Laguna Beach 1

Marie L. Miville
Professor of Psychology and Education
Co-Director of TC IPSP
Columbia University

Latina leaders in higher education today face multiple challenges, including access to education and training to adequately prepare for leadership positions, overcoming the individual and collective impacts of racism and sexism, and developing effective leadership interventions that successfully overturn oppressive policies and practices in higher education settings. Strategies for successfully navigating these challenges include developing capacities to persist and succeed in the face of challenges, networking with important stakeholders, and creating innovative campus programs emphasizing cultural values, resilience, and empowerment.

FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

STUDENT PERSISTENCE AND SUCCESS

A Phenomenological Study of Formerly Incarcerated Latino Men in California Community Colleges

Presentation Type: Research Paper Presentation
Room: Laguna Beach 2

Melissa Abeyta
Higher Education Researcher
San Diego State University

This session focuses on a qualitative study, which examined the experiences of formerly incarcerated Latino male students attending California community colleges, the role of their campus as they transition to college, and their newly developed student identity. The purpose of the study 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.
FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

LOS CAMINOS MASTER THESIS COMPETITION
1ST PLACE WINNER

Exploring the Potential of Endophytes and the Medicinal Plants as Sources of Antimicrobials to Control Citrus Greening
Room: Laguna Beach 3

Jessica Dominguez
Global Food Security and Hunger
Florida International University

FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

STUDENT PERSISTENCE AND SUCCESS

Leveraging Collaboration: A Journey of Transformational Partnerships and Collective Commitment to Latina Student Success
Presentation Type: Skill-Based Workshop
Room: Newport Beach 1

Hope Pacheco
Graduate Student; Assistant Dean of Students
University of Houston

Ruth M. López
Assistant Professor
Department of Educational Leadership & Policy Studies, College of Education
University of Houston

This presentation will focus on the development of Las Comadres College Mentoring Program, an undergraduate Latina mentoring program at a Tier 1 Hispanic Serving Institution (HSI). Presenters will highlight the design, implementation and impact of this program, and the collaborative longitudinal research study centered on the program. The workshop will address mentoring as an intervention for supporting academic and personal success of first-generation Latina students.

FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

POLICY, ADVOCACY, AND LEGISLATION

Grow Your Own Educators: Addressing the Severe Underrepresentation of Latin@ Teachers
Presentation Type: Symposium
Room: Newport Beach 2

Angela Valenzuela
Professor
The University of Texas at Austin

Margarita Machado-Casas
Chair and Full Professor
Department of Dual Language and English Learner Education at San Diego State University
San Diego State University

Margarita Bianco
Associate Professor
School of Education and Human Development
University of Colorado Denver

Barbara Flores
Professor Emerita
Cal State University San Bernardino

Hector Ochoa
Provost
San Diego State University

Maria Unda
Doctoral Student
Education Policy and Planning
The University of Texas at Austin

The coming decades will see an accelerated growth in the population of Latino students. This poses an urgent challenge to bring to scale effective strategies for preparing educators who can recognize and enhance the intellectual and socioeconomic well-being of Latino students, their families, and communities. Leaders belonging to the National Latino Education Research and Policy Project present on the explicit role that higher education can play in the implementation of powerful initiatives focused on Latina/o students from the periphery to the core of their mission.
FRIDAY, MARCH 6, 2020
4:00 P.M. – 5:00 P.M.

STUDENT PERSISTENCE AND SUCCESS

Latinas/Chicanas Pursuing Doctoral Degrees: Are You a Future Doctora?

Presentation Type: Skill-Based Workshop
Room: Newport Beach 3

Berenice Sánchez
PhD Candidate
Indiana University

Molly Morin
Program Manager
Indiana University Purdue University Indianapolis

During this session, the presenters will share their respective pathways to the doctoral degree including: navigating the application process, challenges they have faced, factors that have contributed to their success, and the decision-making processes regarding their job searches. Attendees will get to share their concerns and experiences and ask questions about doctoral studies. The presenters hope that participants leave with a sense of validation and a deeper sense of belonging within academia.

SATURDAY, MARCH 7, 2020
8:00 A.M. – 9:00 A.M.

STUDENT PERSISTENCE AND SUCCESS

Broken Mirrors: The Underrepresentation of Latinos at Public Colleges and Universities

Presentation Type: Research Paper Presentation
Room: Dana Point

Wil Del Pilar
Vice President for Higher Education
The Education Trust

The session will share The Education Trust’s work on how well public community colleges and universities in each state reflect the Latino makeup of the state’s population. The research will show that, in virtually every state, Latino students are underrepresented among undergraduates and degrees awarded. Session participants will leave with an understanding of how their states public community colleges and universities are performing enrolling and graduating Latino students and the gaps that exist.

“My experience as an American Association of Hispanics in Higher Education (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
Doctoral Candidate
Higher Education and Student Affairs
The Ohio State University
AAHHE Graduate Fellow 2018
Pursuing the Dream: Latina/o Students and Graduate School Choice

Presentation Type: Research Paper Presentation
Room: Emerald Bay 1

Eligio Martinez Jr.
Clinical Assistant Professor
Claremont Graduate University

Jenelle Nila
Doctoral Student
Claremont Graduate University

Adaly Martinez
Graduate Student
Claremont Graduate University

Joe Louis Hernandez
Graduate Student
Claremont Graduate University

Andrea Mozqueda
Graduate Student
Claremont Graduate University

The purpose of this research presentation is to understand the decision making process for Latina/o students during the PhD choice process. In particular, the session explores personal, financial, and familial factors that shape the decisions of Latina/o students. Findings will be important to undergraduate and master’s students who are considering pursuing a PhD as well as student affairs practitioners and faculty members who mentor and work with students in graduate school preparation programs.

Examining the Role of Scientific Identity on Latinx Student Retention in a STEM Scholar Program

Presentation Type: Research Paper Presentation
Room: Emerald Bay 2

Leticia Oseguera
Associate Professor and Senior Research Associate
Pennsylvania State University

Elyzza Aparicio
Graduate Student
Pennsylvania State University

This session focuses on factors related to Latinx student persistence in a comprehensive STEM support program located at a research intensive PWI in the mid-Atlantic region. Using a STEM Engagement Framework, the authors found that students with high scientific identity and who reported fewer instances of discrimination were more likely to remain in the program. This session will benefit academic and student services personnel who are responsible for designing/delivering STEM programs on campus.
SATURDAY, MARCH 7, 2020
8:00 A.M. – 9:00 A.M.

STUDENT PERSISTENCE AND SUCCESS

Improving Outcomes for Latinx Undergraduate Students: Utilizing Critical Approaches in Mentoring

Presentation Type: Skill-Based Workshop
Room: Emerald Bay 3

Rodrigo Aguayo
Student Mentoring Program Coordinator
The University of Texas at Austin/Project MALES

Emmet Campos
Director of Project MALES and the Texas Education Consortium for Male Students of Color
The University of Texas at Austin/Project MALES

Christopher Estrella
Graduate Student
The University of Texas at Austin/Project MALES

Victor Sàenz
Department Chair, Department of Educational Leadership and Policy
Executive Director of Project MALES
The University of Texas at Austin/Project MALES

For almost a decade, the Project MALES Student Mentoring Program has been connecting undergraduate students from the University of Texas at Austin with Austin-area high school and middle school male students. For this session, presenters will share an overview of the Project MALES Mentoring Program, their undergraduate mentor training, as well as showcase the critical mentoring curriculum that guides their work. Participants should expect dialogue and engagement focusing on supporting male students of color.

SATURDAY, MARCH 7, 2020
8:00 A.M. – 9:00 A.M.

STUDENT PERSISTENCE AND SUCCESS

Translating Intentionality to Strengthen STEM Education and Workforce Readiness in Hispanic Serving Institutions

Presentation Type: Symposium
Room: Huntington Beach 1

Priyanka Nalamada
Associate Program Officer
The National Academies of Sciences, Engineering, and Medicine

Tom Rudin
Director, Board on Higher Education and Workforce
The National Academies of Sciences, Engineering, and Medicine

Anne-Marie Núñez
Professor, Educational Studies-Higher Education and Student Affairs
The Ohio State University

Armida Ornelas
Vice President of Instruction, Continuing Education & Workforce Development
East Los Angeles College

In 2018 the National Academies of Sciences, Engineering, and Medicine (NASEM) released recommended practices and strategies around strengthening the quality of STEM education, research, and workforce preparation for MSI students—if implemented with intentionality and fidelity and sustained over time. NASEM will convene faculty and administrators to discuss ways they are translating intentionality to support STEM education and workforce readiness at HSIs. Discussants will expand on specific practices and strategies that promote (1) dynamic, multilevel, mission-driven leadership; (2) institutional responsiveness to meet students where they are; (3) supportive campus environments; (4) tailored academic and social supports; (5) mentorship and sponsorship; (6) availability of undergraduate research experiences; and (7) mutually beneficial partnerships.
Latinx Student Assets, College Readiness, and Access: Are We Making Progress?

Presentation Type: Research Paper Presentation
Room: Laguna Beach 1

Xochilth Lopez
Graduate Student
University of California, Los Angeles

Sylvia Hurtado
Professor
University of California, Los Angeles

Hector Ramos
Graduate Student
University of California, Los Angeles

Edwin Perez
Graduate Student
University of California, Los Angeles

The purpose of the study is to examine Latinx students’ postsecondary trajectories, including college readiness and access to college, to determine student assets that minimize extant disparities in socio-economic status and other social identities. Using the nationally representative 2009-2016 High School Longitudinal Study data, the authors employed multivariate analyses to study the effects of five Asset Bundles on the number of college applications and the selectivity of the institution Latinx students decided to attend.
LATINA WOMEN STUDYING AND RESEARCHING IN STEM: AN ASSET-BASED APPROACH TO INCREASING RESILIENCE AND RETENTION

Presentation Type: Symposium
Room: Newport Beach 1
Elsa González
Assistant Professor of Higher Education
University of Houston

Tamara Coronella
Director, Student Success and Engagement
Ira A. Fulton Schools of Engineering
Arizona State University

Hilda Cecilia Contreras Aguirre
Visiting Scholar
University of Houston

Sarah L. Rodríguez
Associate Professor
Higher Education & Learning Technologies
Texas A&M University – Commerce

Charles Lu
Director, Office of Academic Support & Instructional Services
University of California, San Diego

Aurora Kamimura
Visiting Assistant Professor of Higher Education
University of North Texas

Kristen Venegas
LaFetra Endowed Professor of Teaching and Learning
University of La Verne

This symposium focuses on Latina students in STEM fields because increasing representation of Latinas in STEM fields should be an important national priority for securing America’s economic future. The great demographic transition of the 21st century will see White Americans lose majority status. If the country does not draw an increasing share of STEM talent from the growing Latina community, the nation risks losing technological and economic competitiveness as the rest of the globe doubles-down on STEM education.

EMPOWERING LATINX STUDENTS THROUGH COMMUNITY COLLEGE PUENTE: EXAMINING SYSTEMIC IMPACT AND THE POTENTIAL FOR POLICY

Presentation Type: Research Paper Presentation
Room: Newport Beach 2
Frances Contreras
Associate Vice Chancellor
University of California, San Diego

Jesse Enriquez
PhD Student
University of California, San Diego

This paper presentation represents a critical examination of the PUENTE at the Community College level, particularly the student outcomes in 64 community colleges to understand the impact PUENTE is having on Latinx student success. PUENTE is currently serving first-generation students in multiple regional contexts in California. This research is particularly timely given the transformation of the California Community College System into an HSI system over the past 25 years in California.
SATURDAY, MARCH 7, 2020
8:00 A.M. – 9:00 A.M.

STUDENT PERSISTENCE AND SUCCESS

From tha Hood to Getting Hooded: Illuminating the Educational Experience of Those Impacted by Incarceration

Presentation Type: Symposium
Room: Newport Beach 3

Melissa Abeyta
Higher Education Researcher
San Diego State University

Joe Louis Hernandez
Graduate Student
Claremont Graduate University

Oscar Duran
Success Coach
Rio Hondo College

Anacany Torres
Project RISE
Santiago Canyon College

The purpose of this symposium is to present information that will incite advocacy for policies, programs, and services at two-year and four-year institutions serving formerly incarcerated and system-impacted Latinx students. The presentation seeks to shatter the stigma that revolves around the experiences of incarceration leading to a deficit perspective on these students, instead presenting the strengths these students possess in the process of viewing these students as assets to the institution.

“In seeking out the American Association of Hispanics in Higher Education (AAHHE) Graduate Fellows Program, I had imagined AAHHE, as a Latinx-serving organization, would understand the circumstances facing parenting scholars like myself, and readily offer accommodations in order for me to attend the conference. What I found was that AAHHE, like many other organizations, was not yet in tune to the varying needs faced by student parents, particularly mothers. Through the help of the GFP coordinators, with special thanks to Ibette Valle and members of the AAHHE Board, the organization took the opportunity to develop its understanding and approach to student parents.”

Krista L. Cortes
Ph.D. Candidate
University of California Berkeley
AAHHE Graduate Fellow 2019
Empowering Success.

Political science major Claudia Castaneda credits Cal State San Bernardino faculty for helping her earn the prestigious Panetta Institute for Public Policy internship, where she worked with a designated member of the California congressional delegation in Washington, D.C.

Inspiring excellence to create a dynamic future.
WEDNESDAY
MARCH 4, 2020

12:00 P.M. – 5:30 P.M.
LOS CAMINOS
Room: Bristol I

12:00 P.M. – 6:00 P.M.
AAHHE GRADUATE FELLOWS ORIENTATION
Room: Balboa Bay II

12:00 P.M. – 6:00 P.M.
AAHHE FACULTY FELLOWS ORIENTATION
Room: Balboa Bay I

8:30 P.M. – 10:00 P.M.
AAHHE FACULTY & GRADUATE FELLOWS MEETING
Room: Balboa Bay I & II

FRIDAY
MARCH 6, 2020

8:00 A.M. – 5:00 P.M.
LOS CAMINOS
Room: Bristol I & Dana Point

8:00 A.M. – 5:00 P.M.
AAHHE GRADUATE FELLOWS WORKSHOP
Room: Balboa Bay I

AAHHE FACULTY FELLOWS WORKSHOP
Room: Balboa Bay II

SATURDAY
MARCH 7, 2020

8:00 A.M. – 9:00 A.M.
LOS CAMINOS FELLOWS CAREER PREPARATION INSTITUTE
Room: Bristol I

12:00 P.M. – 5:00 P.M.
AAHHE GRADUATE FELLOWS EVALUATION
Room: Balboa Bay I

12:00 P.M. – 5:00 P.M.
AAHHE FACULTY FELLOWS EVALUATION
Room: Balboa Bay II
“I greatly benefited from the 2018 American Association of Hispanics in Higher Education (AAHHE) conference. Attending and presenting at national conference has always been an enjoyable endeavor for me, especially since they often provide spaces to meet and network with scholars across colleges and universities throughout the U.S. and beyond.”

Oscar Patron
Doctoral Candidate
Administrative and Policy Studies
School of Education
University of Pittsburgh
AAHHE Graduate Fellow 2018
THE FUTURE OF STEM: IMPROVING LATINX STUDENTS’ ACCESS, RETENTION, AND COMPLETION RATES

CHALLENGES WITH LATINX REPRESENTATION IN STEM DEGREE PROGRAMS
The future success and sustainability of the STEM workforce must attract, retain and graduate more Latinx students. Unfortunately, a recent national APLU (Association of Public Land Grant and Universities)/NSF (National Science Foundation) national report found that, “Hispanic students compose 19 percent of college undergraduates but only 11 percent of all engineering bachelor’s degrees conferred in 2016, an 8-percentage point gap” (Anderson, Williams, Ponjuán, & Frierson, 2018). The report depicts a real and present challenge for American higher education leaders and STEM academic degree programs. These disparities reflect a complex portrait that requires administrators and faculty members from community colleges and four-year institutions to work collaboratively to address this issue.

PURPOSE OF THIS INSTITUTE
The purpose of the AAHHE 2020 Latinx Student Success Institute is to feature nationally recognized higher education researchers and practitioners who will present empirical evidence and best policies and practices focused on Latina/o academic success in STEM programs at two- and four-year institutions. This highly interactive format will inspire, educate, and empower leaders to return to their campus with new questions, ideas, and action steps to move this agenda forward.

2020 AAHHE/ETS LATINA/O STUDENT SUCCESS INSTITUTE

7:30 a.m. - 8:00 a.m.  Continental Breakfast
8:15 a.m. - 8:45 a.m.  Institute Introduction, Agenda, And Vision Session
                       Dr. Luis Ponjuán, Texas A&M University
8:45 a.m. - 9:15 a.m.  Breakout Session
                       Facilitator: Dr. Luis Ponjuán
9:15 a.m. - 9:30 a.m.  Session Break
                       Coffee and Pastries
9:30 a.m. - 10:15 a.m. Keynote Address
                       Dr. Sarah Rodriguez, Texas A&M University at Commerce
10:15 a.m. - 11:00 a.m. Breakout Session
                        Facilitator: Dr. Sarah Rodriguez
11:00 a.m. - 12:00 p.m. Working Lunch
                        Group/Table Exercises
12:00 p.m. - 12:45 p.m. Theory To Practice Session
                        Dr. Edith Fernández, Vice President of College and Community Engagement, Nevada State College
12:45 p.m. - 1:30 p.m.  Breakout Session
                        Dr. Edith Fernández
1:30 p.m. - 1:45 p.m.  Final Thoughts and Action Plan
                        Dr. Luis Ponjuán
“I knew from experience that participation in an AAHHE fellows program could promote resilience, empower participants to cultivate meaningful and lasting relationships, and broaden and strengthen their professional and peer networks. The AAHHE Faculty Fellows Program did just that for me, remaining and integral part of my success as a scholar, educator and community member. In turn, my ability to thrive in academia empowers me to mentor others on and toward the tenure track, to pursue careers in student affairs, and to pursue doctoral degree attainment.”

Tracy Arámbula Ballysingh
Assistant Professor of Higher Education Student Affairs Administration
College of Education and Social Services
University of Vermont
AAHHE Faculty Fellow 2019
How to Become a Community College Leader

The AAHHE Second Community College Institute (CCI) is designed to provide learning opportunities to LatinX community college leaders.

Research shows that leaders of community colleges need to be aware of issues related to student success and access and institutional transformation in times of limited resources. Prominent presidents of community colleges will share their experiences on overcoming challenges during their tenure and the successful outcomes that they achieved due to their leadership capabilities.

Session Description

Research shows that community college leaders need to develop competencies in balancing the institutional history with the vision of the community college. Leaders need to use data to improve student success, create a student-centered culture, and establish an institutional infrastructure that builds talent and institutional capacity to have a sustainable organization. The focus of this session is that participants will apply the concepts learned to their own professional careers.

Agenda

I. Welcome and Introductions, Carmen Martínez-López, CCI Chair & AAHHE Board Member
II. Participant Introductions
III. Presenters:
   • Antonio Pérez, President Emeritus Borough of Manhattan Community College & University Professor, The City University of New York
   • Russell Lowery-Hart, President Amarillo College
   • Angelica Suarez, President Orange Coast College
IV. Q&A
V. Breakout Session: 1) Participant reactions to the presentations; 2) Discussions from the participants’ perspectives
VI. Debriefing and Conclusions
VII. Closing and Evaluation
The American Association of Hispanics in Higher Education is celebrating its Fifteenth Anniversary—an anniversary marked by many accomplishments by the association and its membership. While looking back on these initiatives and advancements with great pride, we remain steadfast in our commitment and acute awareness of the need for significant change in the representation of Hispanics in higher education.

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 that Hispanics are on track to 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 Latinx 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 forty-three doctoral students have participated in this program, representing an array of academic disciplines.

AAHHE also developed the Junior Faculty Fellows Program to provide sponsorships for junior faculty to attend the national conference—149 Faculty Fellows have been featured at the conference. These former Faculty Fellows now hold tenured professorships across the country.

For the ninth consecutive year, in partnership with the U.S. Department of Agriculture—National Institute of Food and Agriculture (USDA-NIFA), we are featuring Los Caminos Fellows (USDA Graduate Students) and their Master’s Thesis Competition.

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 Arinciega, Piedad Robertson, Raul Yzaguirre, Charles Reed, Jack Scott, Jim Cummings, Luis Ubiñas, Michael Olivas, Rachel Moran, Francisco Cigarroa, Jamie Merisotis, Antonia Hernandez, Marta Tienda, and Abigail Golden-Vasquez.

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 breakfast 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 Latinx Student Success Institute is being presented for the thirteenth year by Educational Testing Service (ETS) and AAHHE, entitled “The Future of STEM: Improving Latinx Students’ Access, Retention, and Completion Rates.” In addition, the 2nd Annual Community College Institute is offering a pre-conference workshop entitled “How to Become a Community College Leader.”

ETS and AAHHE have joined together for the fourteenth year to offer the Outstanding Dissertations Competition and awards, to date we have recognized 43 winners. 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, which are an annual conference venue, focus on contemporary issues and offer solutions with policy implications. 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 Publications, our partner The Hispanic Outlook in Higher Education Magazine, publishes two AAHHE sponsored articles: “Faculty Voices,” featuring our Faculty Fellows and “Finding My Way, A Latinx Self-Reflection” written by AAHHE Graduate Fellows.

AAHHE will continue these traditions and establish new ones as well, while serving the leading research and advocacy group for Hispanic higher education issues.
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Arizona State University

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

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Irvine, CA
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Dean, School of Business and Professional Careers
Westchester Community College
State University of New York

“Through the AAHHE fellowship cohort and the overall AAHHE community, I gained professional and personal experiences that have helped me be more effective working with students from my community. The primary purpose of education is to ultimately free the mind and the body from generations of hate, oppression and power dynamics that continue to affect the success of our communities. AAHHE showed me that I am not the only scholar and community activist wanting to better our communities, and that we are stronger by building support and community for each other in our academic and personal journeys. I have met intelligent and amazing scholars whom I can proudly call allies and friends for the rest of my life. The AAHHE Fellows program has given me the opportunity to explore various professional and personal trajectories that I did not think were feasible in my journey as a young Latino scholar and community member.”

William Ramos-Ochoa
Doctoral student
Educational Leadership
Mills College
AAHHE Graduate Fellow 2019
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DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT

CONGRATULATE
THE AMERICAN ASSOCIATION OF HISPANICS IN HIGHER EDUCATION, INC.
on the 15th Anniversary of their National Conference

FELIZ QUINCE!
### INSTITUTIONAL MEMBERS
**As of March 28, 2020**

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<tr>
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</tr>
<tr>
<td>Pennsylvania State University</td>
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</table>
**INSTITUTIONAL MEMBERS**

**As of March 28, 2020**

<table>
<thead>
<tr>
<th>Pima Community College District</th>
<th>Sam Houston State University</th>
<th>Santa Monica College</th>
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<td>Tucson, AZ</td>
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AT TEXAS A&M, WE ARE THE AGGIE FAMILY

Our 500,000 current and former students, faculty and staff all bring diverse backgrounds and perspectives that serve to enrich Texas A&M University.

The Texas A&M Office of the President is proud to sponsor the 2020 National Conference of the American Association of Hispanics in Higher Education.
<table>
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<th>Institution Name</th>
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</table>
INDIVIDUAL MEMBERS

As of March 30, 2020

Esteban Alcal  
Graduate Student  
University of Southern California

Kevin Alejandrez  
PhD Candidate  
University of Kentucky

Lluliana Alonso  
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Eddy Alvarez  
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Portland State University

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Jacqueline Aparicio  
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Program Coordinator  
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Richard D. Green Professor and Director  
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University of LaVerne

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Lewis & Clark College

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V.P. for Student Affairs  
Eastern Connecticut State University

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Iowa State University

Mary Dueñas  
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University of Wisconsin, Madison

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Administration of Higher Education  
Auburn University

Oscar Duran  
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Dean of Liberal Arts - Social and Behavioral Sciences  
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Special Project Director, Promise Fullerton College

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University of Michigan, National Forum on Higher Education for the Public Good

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Pennsylvania State University
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Xavier Gonzales  
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Retired Vice President  
Middle States Commission on Higher Education

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The University of Texas, System

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Joan Jaimes  
Director of Family Engagement  
Yes! Our Kids Can

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Dean  
San Jose State University

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University of Utah

Leticia Lemus  
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Nora Leyva  
Student  
San Diego State University

A. Longoria  
Assistant Professor  
Western Washington University

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Hispanic Program Coordinator  
Lakeland Community College

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University of Louisville

Theodore Manikas  
Clinical Professor  
Southern Methodist University

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Assistant VP, Student Affairs  
New Mexico State University

Adaly Martinez  
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Claremont Graduate University

Eligio Martinez Jr.  
Clinical Assistant Professor  
Claremont Graduate University

Oscar Medina  
Student  
University of Missouri

Velma Menchaca  
Professor  
University of Texas, Rio Grande Valley

Nancy Mendoza  
Assistant Professor  
The Ohio State University

Maria Denise Mera  
Assistant Dean  
Miami Dade College

Maribel Morales  
EOP&S Counselor  
Pasadena City College

Elizabeth Mosqueda  
Assistant Professor of Crop Management  
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Andrea Mozqueda  
PhD Student  
Claremont Graduate University
INDIVIDUAL MEMBERS

As of March 30, 2020

Raquel Muñiz
Assistant Professor of Law and Education of Policy
Boston College

Merlin Naranjo
Student
California State University, Northridge

Pedro Nava
Assistant Professor
Mills College

Oscar Navarro
Assistant Professor
California Polytechnic State University

Jenelle Nila
Claremont Graduate University

Loui Olivas
Professor Emeritus
Arizona State University

Roberto Orozco
Graduate Assistant
Rutgers University

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University of Colorado, Boulder

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University of Michigan

Joe Palencia
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Miami University

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University of California, Los Angeles

Jasmin Patron-Vargas
Graduate Student
Michigan State University

Claudia Plaza
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California State University, Long Beach

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Associate Professor
Duquesne University

Jacqueline Rangel
Teacher
La Serna High School

Cristobal Rodriguez
Director of Graduate Studies/
Associate Professor
Howard University,
School of Education

Marcela Rodriguez-Campo
Doctoral Candidate
University of Nevada, Las Vegas

Olga Rodriguez
Research Fellow
Public Policy Institute of California

Sarah Rodriguez
Associate Professor
Texas A&M University – Commerce

Javier Rojo
PhD Student
University of California, Davis

Millie Roman-Buday
Student

Mayra Roman-Rivera
PhD Candidate
University of South Carolina

Victor Sáenz
Chair and Professor
The University of Texas, Austin

Maritza Salazar
Graduate Student
University of Southern California,
Rossier School of Education

Joe Salvatore
Director of Science Learning Center
University of Michigan

Berenice Sanchez
PhD Candidate
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Karina Santellano
PhD Candidate
University of Southern California

Eva Serrano
Dean, Latino/a Initiatives
Aurora University

Uriel Serrano
Doctoral Student
University of California,
Santa Cruz

Bertin Solis
Graduate Student
University of California,
Santa Barbara

Lizette Solorzano
PhD Candidate
University of Southern California
INDIVIDUAL MEMBERS

As of March 30, 2020

Natalia Toscano
Student
University of New Mexico

Denise Trauth
President
Texas State University, San Marcos

Angela Valenzuela
Professor
University of Texas, Austin

Ibette Valle
Graduate Student
University of California, Santa Cruz

John Vasquez
Graduate Student
Michigan State University

Andrea Vazquez
Graduate Student
University of California, Santa Cruz

Erika Vega
Academic Advisor
Community College of Philadelphia

Ángel Velez
PhD Candidate
University of Illinois at Urbana-Champaign

Anthony Villa
Doctoral Candidate
Stanford University

Jose A. Villalobos
Graduate Student
University of Nevada, Reno

Lizette Villanueva
Assistant Professor
New Mexico State University

Cynthia Villarreal
Doctoral Fellow
University of Southern California

James Wyatt
Senior Director of College Completion Initiatives
University of North Carolina, Greensboro

Belinda Zamacona
Program Manager, Chancellor’s Associates Scholars Program
University of California, San Diego

Yolanda Zepeda
Assistant Vice Provost for Diversity & Inclusion
The Ohio State University

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15th Annual National Conference

San Diego State University
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» One of the nation’s most diverse universities: Proud Hispanic-Serving Institution since 2012
» Graduating students at record-high rates – #1 nationally last year in graduation rate performance
» Leading public research university, 23 top-ranked doctoral programs, $148.5 million in external research funding
» Generates $5.67 billion in economic activity annually for the regional economy
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.
Sarah Rodriguez
Associate Professor
Higher Education & Learning Technologies
Texas A&M University-Commerce

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.

“Looking back, the AAHHE Graduate Fellows Program was everything that I needed. For the first time in my graduate career, I felt that I belonged and could dismiss the imposter syndrome I carried with me throughout my experience in academia. I was surrounded by hundreds of Chicana/o/x and Latina/o/x scholars that quickly became familia. As families do, my AAHHE sisters and brothers motivated and empowered me by their resiliency and triumphs and reaffirming the significance our presence has in academia and the developments within higher education.”

Yolanda Stephanie De Loera
University of Redlands
AAHHE Graduate Fellow 2019
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.

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. 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 been characterized as an enthusiastic contributor and problem-solver regarding her work related to Middle States and Achieving the Dream, not only at Westchester Community College but also at Bergen Community College. During her tenure at BMCC, Dr. Martínez-López was a member of the Middle States committee responsible for reviewing the assessment of student learning. While at BMCC, she was the recipient of faculty development awards to research entrepreneurial cultures at two-year colleges and to create an entrepreneurial culture at BMCC. She was also the recipient of a Professional Staff Congress-CUNY Research Award entitled “Managerial Philosophies and Cooperative Capitalism.”


Dr. Russell Lowery-Hart currently serves as President for Amarillo College, Leah Meyer Austin Award winner and Leader College with Distinction for the Achieving the Dream Network. His leadership is focused on improving student success through systemic and cultural change. In his career, he created several institution-wide initiatives targeting a systemic approach to poverty, curricular reform, instructional improvement, and partnership development across campus “silos.” The No Excuses 2020 Strategic Plan has produced significant improvements in student outcomes. Amarillo College has improved its state of Texas completion rates from 20% to 52% in five years through innovations with eight-week classes, social workers, course redesign, required tutoring, and a deep culture of caring.

Dr. Lowery-Hart was selected into the inaugural class of the Aspen Presidential Fellowship for Community College Excellence, a rigorous executive leadership program led by the Aspen Institute and the Stanford Educational Leadership Initiative. Dr. Lowery-Hart served as the chair for the Amarillo “No Limits/No Excuses” Partners for Postsecondary Success Collective Impact. He served as the chair for the Texas Higher Education Coordinating Board Undergraduate Education Advisory Committee charged with evaluating and redesigning the state of Texas general education requirements. Currently, he is a member of the Texas Student Success Council, co-chairing the K12-Higher Education Alignment committee to streamline, integrate and improve data sharing across public education, higher education and workforce.

Dr. Lowery-Hart previously served as Vice-President of Academic Affairs for Amarillo College. He was named the National Council of Instructional Administrators Academic Leader of the Year for 2014. He received his PhD from Ohio University; Master of Art Texas Tech University; and Bachelor of Science from West Texas State University.
COMMUNITY COLLEGE INSTITUTE PRESENTERS

Antonio Pérez
President Emeritus
Borough of Manhattan Community College
University Professor, The City University of New York

Dr. Antonio Pérez has been a key figure in higher education and entrepreneurship for more than 32 years. A former college president, an educational app developer, executive coach and consultant Pérez has established himself as a strategically-driven leader and innovator. Pérez was appointed President of Borough of Manhattan Community College (BMCC/CUNY) in 1995. The college served 16,300 students at that time, and grew to have CUNY’s largest enrollment, serving more than 27,000 students, by the time he stepped down in August 2018.

A visionary, high-energy leader, Pérez not only led the college’s expansion but guided the BMCC community through the aftermath of September 11, 2001. BMCC is the only college in United States history to have lost a campus building to a terrorist attack. Through President Pérez’s determined advocacy, BMCC reopened in less than three weeks.

Pérez has spoken and written widely on leadership during a crisis and issues affecting community college students. He led the development of programs at BMCC that increase the participation of women, low-income, and underrepresented students in the STEM (Science, Technology, Engineering and Math) fields.

While sustaining BMCC’s status as a leading community college—ranking 5th, nationwide, in awarding associate degrees to minority students, according to data from the U.S. Department of Labor—Pérez maintained a deep personal commitment to community service. He has served on boards including those of the Ralph Lauren Cancer Center, Business Alliance for Downtown New York, National Museum of the American Indian, and Lower Manhattan Cultural Council. President Pérez is Vice President of the Greater New York Councils of Boy Scouts of America and was recognized by Crain’s New York as one of the City’s top 100 minority business leaders.

Angelica Suarez
President
Orange Coast College

An educational leader for more than 30 years who is committed to the transformational power of the community colleges, Dr. Angelica Suarez serves as the 11th President of Orange Coast College (OCC). She oversees Orange County’s largest community college, which has been serving students since 1947. With a student population of more than 20,000, OCC provides exemplary programs leading to associate degrees and certificates in more than 130 career programs. OCC is a leader in transfers to four-year institutions, a designated “Military Friendly Institution,” and a qualifying Hispanic Serving Institution (HIS).

Dr. Suarez is recognized as a collaborative leader focused on creating accessible and equitable pathways to higher education for all students. As past president of the California Community Colleges Chief Student Services Officers organization, she has championed statewide reform focused on the implementation of innovative, responsive and equitable student success initiatives designed to close student educational achievement gaps. As chair of the San Diego and Imperial Counties Chief Student Services Officers, she led efforts to strengthen the pathway for students to local transfer universities.

At Southwestern College, her steadfast commitment to increasing access for all students resulted in the design of intentional pathways for students through support services inside and outside of the classroom, such as a First Year Experience Program, HSI/Title V’s Doorways to the Future program, and the Student Veterans Resource Center.

Dr. Suarez’ educational background includes a doctoral degree in educational leadership and policy studies from Loyola University Chicago, a master’s degree in counseling psychology from California State University at Long Beach, a bachelor’s degree in psychology from California State University at Long Beach, and an associate’s degree from East Los Angeles College.
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“My 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
Cynthia M. Alcantar

Assistant Professor of Higher Education Leadership
University of Nevada, Reno

Civic Engagement in the Latinx Community: The Role of Higher Education Institutions in Serving the Public Good

Cynthia Maribel Alcantar is an assistant professor of higher education leadership at the University of Nevada, Reno (UNR). Prior to joining UNR, Dr. Alcantar held Postdoctoral Fellowships from the Consortium for Faculty Diversity (2018-2019) and the Institute for Global-Local Action & Study (2017-2018) at Pitzer College. 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.

She received her bachelor’s degree from the University of California, Riverside, master’s degree from Claremont Graduate University, and PhD in social science and comparative education from the University of California, Los Angeles. Dr. Alcantar’s dissertation research, “Cultivating Our Nation’s Engaged Citizenry: Institutional Factors That Promote the Civic Engagement of College Students,” examined 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.

Dr. Alcantar has extensive experience working with underserved students 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 program at Mount St. Mary’s College, and an English and math instructor at John Adams Elementary School in Riverside, CA.
Antonio Duran
Assistant Professor. Administration of Higher Education
Auburn University

An Intersectional Analysis of Food and Housing Insecurity for Latinx/a/o College Students

Antonio Duran (he/him/el) is an assistant professor in the Administration of Higher Education program at Auburn University. Antonio’s research primarily investigates how historical and contemporary legacies of oppression influence the experiences and development of college students. Namely, his scholarship leverages critical frameworks (e.g., intersectionality, queer of color critique, quare theory) to complicate research on college student identity and to comprehend how institutional structures impact those with multiple minoritized identities. Antonio is especially interested in the interconnections between racism, heterosexism, and trans oppression on college campuses. His research has appeared in venues such as Journal of College Student Development, Journal of Diversity in Higher Education, and International Journal of Qualitative Studies in Education. As a queer Latino man, Antonio is passionate about shedding a light and uplifting Latinx/a/o communities in higher education.

Marie L. Miville
Professor of Psychology and Education
Co-Director, TC Institute for Psychological Science and Practice (IPSP)
Teachers College, Columbia University

Every Latina is Potential Leader: Strategies for Surviving and Thriving in Higher Education

Dr. Marie L. Miville is professor of psychology and education and the Ombuds at Teachers College, Columbia University. She is the author of two books and over 65 publications dealing with multicultural issues in counseling and psychology. Dr. Miville is associate editor of the Journal of Multicultural Counseling and Development, and is serving or has served on several other editorial boards. Dr. Miville is the past president of the National Latinx Psychological Association (NLPA), the book series editor for APA Division 44, and previously served as vice president for education and training for the American Psychological Association (APA) Division 17 (2013-2016). Dr. Miville is an APA Fellow (Division 17 and 45). Prior to her appointment as the college Ombuds at TC, Dr. Miville served as a master’s program coordinator, doctoral director of training, and the chair of the Department of Counseling and Clinical Psychology.
Anne-Marie Nuñez  
Professor, Higher Education and Student Affairs  
The Ohio State University  

An Intersectional Analysis of Food and Housing Insecurity for Latinx/a/o College Students

Anne-Marie Nuñez (she/her/ella) is professor of Higher Education and Student Affairs Program in the Department of Educational Studies at The Ohio State University. Her award-winning research examines how to advance equitable postsecondary educational opportunities for historically underserved groups in higher education. Her scholarship has focused on: (1) postsecondary trajectories of Latinx, first-generation, migrant, and English learner students; (2) institutional diversity in the U.S., including the role of HSIs in promoting college opportunities; and (3) building inclusive and equitable environments in STEM disciplines and HSIs.

Her articles have appeared in Educational Researcher, American Educational Research Journal, Harvard Educational Review, and Journal of Hispanic Higher Education, among several other outlets. She co-edited Hispanic-Serving Institutions: Advancing Research and Transformative Practice (2015), an International Latino Book Award winner that is the first book to focus on HSIs as organizations and their role in the American higher education system. She also served as a co-author of the 2018 National Academy of Sciences, Engineering, and Medicine (NASEM) report Minority Serving Institutions: America’s Underutilized Resource for Strengthening the STEM Workforce. Her current research is funded by over $10 million in grants from the National Science Foundation to strengthen STEM capacity in HSIs.

Blanca Rincon  
Assistant Professor, Educational Psychology & Higher Education  
University of Nevada, Las Vegas  

Latinx Students Chartering Their Own STEM Pathways: Centering Identities and Communities

Blanca Rincón is an assistant professor of higher education in the Educational Psychology and Higher Education department at the University of Nevada, Las Vegas. She received her PhD in education policy studies from the University of Illinois at Urbana-Champaign. Dr. Rincón’s research agenda is concerned with equity and student success for underserved and underrepresented students in higher education, with a specific focus on students pursuing degrees and career paths in science, technology, engineering, and mathematics (STEM).

Using both qualitative and quantitative methodologies, and with support from the National Science Foundation, she has explored various factors impacting access to and persistence in STEM fields for women, low-income, first-generation and students of color including issues of climate, financial aid, and intervention programs. Her research has been published in Equity and Excellence in Education, Journal of Hispanic Higher Education, Studies of Higher Education, Journal of College Student Development, and Teachers College Record.
Latinx Students Chartering Their Own STEM Pathways: Centering Identities and Communities

Sarah L. Rodriguez, PhD, is an associate professor in the Department of Higher Education and Learning Technologies at Texas A&M University-Commerce. Dr. Rodriguez’s research addresses issues of equity, access, and retention in higher education, with a focus on Latina/o students and students in STEM fields. Dr. Rodriguez is involved with several large-scale interdisciplinary research projects focused on institutional environments and STEM identity development which have been sponsored by the National Science Foundation (NSF).

Currently, she is the director for the TAMUC Center for Community College Education, which assists institutions in serving their students effectively.

During her academic career, Dr. Rodriguez has presented at conferences at the national, regional, and local levels and authored journal articles, book chapters, policy briefs, and other publications on student success. At a national level, 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) Faculty Fellow, and a member of the NASPA Emerging Faculty Leaders Academy. 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.

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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. Her books include Successful Diversity Management Initiatives, Counseling Latinas/os (co-authored), and her newest book in 2018, Latinx Immigrants: Transcending Acculturation and Xenophobia (Ed.). Her current research addresses gender microaggressions in the workplace.

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).

Dr. Arredondo is a Fellow of ACA and APA and was designated a Living Legend by ACA for her scholarship in multicultural competency development. For her leadership and scholarship in psychology, she was recognized as a Changemaker: Top 25 Psychologists of Color by the American Psychological Association in 2018. Dr. Arredondo is the recipient of many other awards for her servant leadership as a social justice and inclusive diversity advocate.

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.

Dr. JoAnn Canales received her PhD in curriculum and instruction with a specialization in bilingual education from The University of Texas at Austin in 1985, her master’s degree from Laredo State University in bilingual education with an emphasis in Spanish in 1978 and her bachelor’s of science degree in speech pathology and audiology from the University of Houston in 1973. She has 24 years of teaching experience: five years in the public schools and 19 years at the university level at three different public IHEs in Texas and Colorado. In 2005-2006, she received the Excellence in Teaching Award at Texas A&M University-Corpus Christi.

Dr. Canales has more than twenty years of experience working collaboratively with school districts, regional entities, state departments, state and national organizations, and international institutions of higher education. She has served on state accreditation teams in Texas, Louisiana, and Rhode Island and most recently was an invited panelist for an Institute on Accreditation at the annual meeting of the American Association of Hispanics in Higher Education (AAHHE).

Her international experience includes serving as a co-principal investigator with university colleagues in Canada, the U.S., and Mexico; as an evaluator examining the educational needs in Trinidad and Tobago; and as a presenter on a variety of topics at international conferences in Mexico. In 2009, at the invitation of the State Department, she addressed various higher education stakeholders in Lima, Peru on issues related to accreditation and program quality.

She has authored or co-authored book chapters, textbooks, articles and reports/handbooks on second language learning and teacher preparation.
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Nancy Gonzales
Dean of Natural Sciences
Foundation Professor of Psychology
Arizona State University

Nancy Gonzales is Dean of Natural Sciences in The College of Liberal Arts and Sciences, Foundation Professor of Psychology, and co-director of the REACH Institute at Arizona State University. She received her PhD in clinical psychology from the University of Washington in 1992. She has since received numerous awards and honors for her research and outreach to communities that have been underrepresented in institutions of higher education in the United States.

Dr. Gonzales has been active in developmental and clinical research with culturally diverse populations for over 25 years, with continuous NIH funding as a Principal Investigator on grants since 2001. With over 100 publications, Dr. Gonzales has published her research in top journals in her field, including the Journal of the American Medical Association, Child Development, and Developmental Psychopathology, as well as many others.

Dr. Gonzales’ research on mental health and substance use problems has focused on culturally-informed etiological pathways for Latinx and other minority adolescents and young adults. Her work has particularly focused on the role of family and cultural strengths within immigrant and other minoritized populations that facilitate their positive adaptation and educational success. Her research also includes development, implementation, and dissemination of culturally-informed interventions to prevent mental health and substance abuse problems and to promote college degree attainment in low-income communities.

In addition to her leadership at ASU, Dr. Gonzales has been consultant to several organizations on issues of equity and inclusion, including: The National Academy of Sciences Committee on Developing Indicators of Educational Equity; the National Institute of Mental Health; the National Association of Latino Elected Officials (NALEO); and as a member of the Board of Trustees for William T Grant Foundation.

Elaine Lipiz Gonzalez
Dean of Student Support Services
Fullerton College

Dr. Elaine Lipiz Gonzalez has dedicated her career to helping students from diverse backgrounds succeed in higher education. Prior to her current position, she served as the director of EOPS/CARE and CalWORKs at Cypress College and also previously worked at UC Irvine as the director of the SAGE Scholars Program and Community College Programs through the Center for Educational Partnerships. In addition, she has served as adjunct faculty at Santa Ana College and the UC Irvine School of Social Sciences.

She obtained her bachelor’s degree in political science at UC Irvine, master’s degree in counseling with an emphasis in student development in higher education at CSU Long Beach, and doctorate in educational leadership at CSU Fullerton.
Tomás D. Morales

President
California State University, San Bernardino

Tomás D. Morales was selected as the president of California State University, San Bernardino in May 2012. His commitment to student success has led to various innovatory summer bridge and orientation programs for area students. In addition, he has spearheaded the first truly bi-county initiative to address education and career preparedness beginning with K-12 through baccalaureate degree attainment. This effort resulted in a successful $5 million California Governor’s Innovation Award.

Morales holds a Bachelor of Arts in history from SUNY, New Paltz, and earned his Master of Science and PhD in educational administration and policy studies from SUNY, Albany. Having served as an educator and administrative leader in higher education for more than 37 years, he is one of the few higher education administrators in the United States who has held senior administrative positions at the three largest public university systems in the nation: The California State University, The State University of New York, and The City University of New York.

His lifelong dedication to improving the access and quality of public higher education has been recognized with numerous awards, such as the Distinguished Leader in Education award from Education Update; the Lifetime Achievement Award in Education from the New York League of Puerto Rican Women, Inc.; Effective Leadership Golden Age Award from the Latino Center on Aging; Latino Trendsetter Award at the United Nations; the IMAGEN Certificate Award from U.S. Citizenship and Immigration Services; the Professional Achievement Award from Boricua College; the Hispanic Leadership Award from the Boy Scouts of America; and the Louis R. Miller Award from the Staten Island Chamber of Commerce and Staten Island Advance.

“When I attended the American Association of Hispanics in Higher Education (AAHHE) Conference, I felt like I belonged for the first time in my graduate career. I was surrounded by hundreds of Latino scholars, many of whom share my background and understand the challenges I face as a woman of color. My fellow AAHHE graduate fellows quickly became family. I was inspired by their triumphs and successes. Attending AAHHE was reaffirming in multiple ways. The featured speakers Jose Hernandez and Eloy Ortiz Oakley, spoke about their humble beginnings and perseverance. Their stories were the fuel and motivation I needed to finish the year strong.”

Wendy Castillo
Ph.D. Candidate, Education Policy/STEM Education
University of Pennsylvania
AAHHE Graduate Fellow 2018
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Dr. Martinez is a dedicated and accomplished scholar, publishing over 30 articles and book chapters in various outlets including: *Teachers College Record, Educational Administration Quarterly, Race Ethnicity and Education, Urban Review, Journal of Hispanic Higher Education, and Journal of Latinos and Education*.

Dr. Martinez is also active in national organizations in the field of educational leadership including AERA’s Division A and UCEA, and serves as an editorial board member of the Journal of School Leadership and Journal of Cases in Educational Leadership. She is a former Greater Texas Foundation Faculty Fellow (2013-2016) and the recipient of the AERA Division A Early Career Award (2016) and Texas State University’s Presidential Award for Excellence in Scholarly and Creative Activities at the Assistant Professor level (2016). Most recently, she served as one of the two inaugural Dean’s Faculty Fellows in the College of Education at Texas State in 2019 where she helped facilitate a year-long, college-wide equity audit focused on student success.

Dr. Martinez is a native of Brownsville, Texas and is a former bilingual school teacher and counselor. She obtained her Bachelor in Arts in psychology (1998) and MEd in counseling and guidance (2001) at The University of Texas at Brownsville and her PhD in educational administration (2010), with a focus in higher education and portfolio in Mexican American studies, at The University of Texas at Austin.

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.
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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.
Dolores Huerta
President
Dolores Huerta Foundation

Dolores Huerta is a civil rights activist and community organizer. She has worked for labor rights and social justice for more than 50 years. In 1962, she and Cesar Chavez founded the United Farm Workers union. She served as vice president and played a critical role in many of the union’s accomplishments for four decades. In 2002, she received the Puffin/Nation $100,000 prize for Creative Citizenship, which she used to establish the Dolores Huerta Foundation (DHF).

DHF is connecting groundbreaking community-based organizing to state and national movements to register and educate voters, advocate for education reform, bring about infrastructure improvements in low-income communities, advocate for greater equality for the LGBT community and create strong leadership development. She has received numerous awards including The Eleanor Roosevelt Humans Rights Award from President Clinton in 1998. In 2012, President Obama bestowed Huerta with The Presidential Medal of Freedom, the highest civilian honor in the United States.

“I can confidently say that being an AAHHE Graduate Fellow has been a true honor. In many ways, being a part of this large national network gives me a greater sense of purpose and belonging. During the annual conference, I was fortunate to spend almost an entire week with my graduate fellow cohort, and I gained a tremendous amount of knowledge from this talented and inspiring group of individuals. I was able to connect with other graduate scholars through similar shared experiences and genuine appreciation for one another. I felt challenged, encouraged and inspired.”

Jorge M. Burmicky
Educational Leadership and Policy Studies
University of Texas Austinia
AAHHE Graduate Fellow 2018
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 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. Cigarro’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
2019 Olivia A. Graeve
2018 Jose Hernandez
2017 Francisco Cigarroa
Dr. Frances Colón is the former deputy science and technology adviser to the Secretary of State at the U.S. State Department. As a science diplomat in Washington D.C. from 2012 - 2017, Dr. Colón led the re-engagement of scientific collaboration with Cuban scientists and students and coordinated climate change policy for the Energy and Climate Partnership of the Americas announced by President Obama. Dr. Colón earned her PhD in neuroscience in 2004 from Brandeis University and her Bachelor of Science in biology in 1997 from the University of Puerto Rico. She currently specializes in advising local and national-level governments on science policy and evidence-based decision-making. Dr. Colón is a 2018 - 2019 New Voices Fellow of the National Academies of Science, Engineering and Medicine and a 2019 Open Society Foundations Leadership in Government Fellow. Her South Florida Climate Justice Project leverages her citizen appointment on the City of Miami Sea Level Rise Committee to create awareness and catalyze policy action that will counter the impacts of climate change and gentrification on vulnerable communities of South Florida.
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 son 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
2019 Abigail Golden-Vázquez, David E. Hayes-Bautista, Rogelio Sáenz, and Marta Tienda
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. Kaufman
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
Honorable Vilma Martínez

Vilma Martínez was the first woman to serve as U.S. Ambassador to Argentina. She has been a member of the Inter-American Dialogue since 2014.

Martínez was previously a partner at Munger, Tolles & Olson, where she specialized in federal and state court commercial litigation, advising companies on steps to enhance their equal employment opportunity policies and build diversity and inclusion initiatives into their business plans. Martínez also served as president and general counsel of the Mexican-American Legal Defense and Educational Fund (MALDEF). Her previous professional endeavors include work as litigation associate at Cahill, Gordon & Reindel in New York, and as a staff attorney with the NAACP Legal Defense Fund.

Martínez served as chair of the Board of Regents of the University of California from 1984 to 1986, and was a regent from 1976 to 1990. She previously served as a board member of the Los Angeles Philharmonic Association and the Los Angeles Board of Harbor Commissioners, chair of the Pacific Council’s Study Group on Mexico, and a member of the advisory boards of Colombia Law School and the Asian Pacific American Legal Center of Southern California.

Martínez was appointed by U.S. President William Clinton to serve on his Advisory Committee on Trade Policy and Negotiations from 1994 to 1996. In 2009, U.S. President Barack Obama appointed her U.S. Ambassador to Argentina, a post she held until 2013. In recognition for her tenure and work, the Argentine government awarded Martínez the Order of May.

Martínez has been a popular speaker at educational institutions around the nation, including Harvard Law School, Yale University, University of Notre Dame, Stanford University, and her alma mater, the University of Texas at Austin, where she earned a Bachelor of Arts. She also holds a Bachelor of Laws from Columbia Law School and is a member of the California Bar Association.
Dr. Gina Ann Garcia is an associate professor in the department of Administrative and Policy Studies at the University of Pittsburgh, where she teaches master’s and doctoral students pursuing degrees in higher education and student affairs. Her research centers on issues of equity and justice in higher education with an emphasis on three core areas: Hispanic Serving Institutions (HSIs; postsecondary institutions that enroll at least 25% Latinx undergraduate students), Latinx college students, and race and racism in higher education.

Dr. Garcia has made numerous presentations at national conferences, including the American Educational Research Association (AERA), Association for the Study of Higher Education (ASHE), ACPA College Student Educators International, and the American Association of Hispanics in Higher Education (AAHHE), and co-authored multiple publications in top journals including *American Educational Research Journal*, *The Review of Higher Education*, and *Journal of Diversity in Higher Education*. Dr. Garcia was the recipient of postdoctoral fellowships from both the Ford Foundation (2016) and the National Academy of Education/Spencer (2017). In spring 2018, she received the Early Career Scholar Award from AERA’s Hispanic Research Issues SIG and in fall 2018 she was the recipient of the ASHE CEP Mildred García Award for Exemplary Scholarship (Junior).

Notably, she is the author of Becoming Hispanic Serving Institutions: Opportunities for Colleges & Universities, published by Johns Hopkins University Press. She also co-authored the article “Toward a Multidimensional Conceptual Framework for Understanding ‘Servingness’ in Hispanic-Serving Institutions: A Synthesis of the Research” in the *Review of Educational Research*, proposing the most comprehensive framework to date for understanding what it means to become an HSI. Dr. Garcia is a leading scholar on HSIs, giving talks and providing consultation at HSIs and emerging HSIs across the country including, Guttman Community College (CUNY), the University of California, Santa Cruz, California Lutheran University, and the University of Arizona.

Dr. Garcia graduated from California State University, Northridge with a bachelor’s degree in marketing and the University of Maryland, College Park with a master’s degree in college student personnel. She was a STEM retention coordinator at California State University, Fullerton, funded by a Department of Education Title V grant for developing HSIs. She also held a position funded by a National Science Foundation grant, working with community college transfer students who wanted to major in science and math. She graduated from University of California, Los Angeles with a PhD in higher education and organizational change, where she worked with Dr. Sylvia Hurtado at the Higher Education Research Institute. }

### AAHHE Conference Book Authors

2019 Alberto Ledesma
*Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life*

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 Manana*

2007 Sonia Nazario
*Enrique’s Journey*

2006 Jeanett Castellanos and Alberta M. Gloria
*The Latina/o Pathway to the Ph.D.: Abriendo Caminos*
RECOGNIZES THE IMPORTANCE OF BOOKS THAT HIGHLIGHT HISPANIC CULTURE AND LITERARY ACCOMPLISHMENT AND IS PROUD TO SPONSOR THE AAHHE BOOK OF THE YEAR AWARD
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.

Maria Ledesma, Faculty Fellow Co-Chair

Assistant Professor
Department of Educational Leadership & Policy
University of Utah

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

Assistant Professor
Educational Leadership Program
Mills College

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.
LLuliana Alonso
Assistant Professor
Division of Education
San Diego State University - Imperial Valley

LLuliana Alonso is an assistant professor in Teacher Education at San Diego State University (SDSU) – Imperial Valley and a visiting scholar in the Center for Critical Race Studies in the University of California, Los Angeles (UCLA). She earned her PhD in social science and comparative education with a focus on race & ethnic studies, a Master of Arts in education and Bachelor of Arts in political science from UCLA. Her dissertation was titled, Reclaiming Our Past: A Critical Race History of Chicana/o Education in South Central Los Angeles, 1930-1949, a history of education centering the stories of students, families and the community of South Central Los Angeles. Her research was supported by the University of California Center for New Racial Studies Research grant (2014) and the George Kneller Award (2014).

Prior to becoming an assistant professor, LLuliana was a lecturer at California State University Fullerton (CSUF) Chicana/o Studies Department and UCLA’s Labor & Workplace Studies Program. In addition, she taught college level ethnic studies courses across Los Angeles high schools through the East Los Angeles College (ELAC). LLuliana also served as a Library Teaching Fellow and Graduate Mentor for the McNair Scholars Program at UCLA. LLuliana’s research agenda centers on historicizing Chicana/o Education specializing in the nexus between juvenile delinquency discourse and educational policy & practice in the first half of twentieth century Los Angeles. In addition, a strand of her research seeks to historicize the resilience and resistance of Chicana/o youth within a youth-led newsletter from 1940s. Her work has been published in The Qualitative Report, Journal of Hispanics in Higher Education, and The Center for Critical Race Studies Policy Brief Series.

Eddy Francisco Alvarez Jr.
Assistant Professor
Women, Gender and Sexuality Studies & University Studies
Portland State University

Eddy Francisco Alvarez Jr. is an assistant professor in the departments of Women, Gender and Sexuality Studies and University Studies at Portland State University. Eddy received his PhD in Chicana and Chicano studies from University of California, Santa Barbara with a doctoral emphasis in feminist studies. Prior to his doctoral journey, he completed a Master of Arts and Bachelor of Arts in Spanish from California State University, Northridge.

Before attending graduate school, Eddy spent eight years working for the Los Angeles Unified School District, first as a teacher’s aide, then a fourth- and fifth-grade teacher in North Hollywood, and later as a staff development coach for the largest afterschool program in the city. He has also taught Latinx Studies in upstate New York. A founding member of the Association for Jotería Arts, Activism, and Scholarship, he currently serves on the board as one of the ex-officio chairs.

His research focuses on lesbian, bisexual, transgender and queer Latinx communities, specifically in Los Angeles, and is interested in what performance and aesthetic practices by queer Latinx folks tell us about larger political claims to space and identities. He has published articles in Aztlan, TSQ: Transgender Studies Quarterly, Journal of Lesbian Studies, and Sounding Out!: The Sound Studies Blog. Eddy’s poems and creative non-fiction essays have been published in edited books and journals such as Label Me Latina/o, Ventana Abierta, Revista Bilingüe/Bilingual Review, and others. He is currently working on a book manuscript titled, Finding Sequins in the Rubble: Place-Making, Memory and Aesthetics in Queer Latinx Los Angeles, a jotería feminist oral history project, and a second project about feminist, queer and trans Latinx fans of Mexican pop icon Gloria Trevi.
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Christian Alejandro Bracho
Assistant Professor
Teacher Education
University of La Verne

Dr. Christian Alejandro Bracho is an assistant professor of teacher education in the LaFetra College of Education at the University of La Verne, where he co-directs the Center for Educational Equity and Intercultural Research. Christian completed his PhD in International Education at the Steinhardt School of Culture, Education, and Human Development at New York University. His dissertation, Mobilized Maestros: Revolutionary Teacher Movements in Oaxaca, Mexico examined historical and contemporary mobilizations by unionized teachers in southern Mexico. His research in this area has been published in Politics & Policy and Forum for International Research in Education (FIRE).

Christian spent over ten years as an English teacher and teacher trainer in the Hacienda La Puente Unified School District and later served as a professional development consultant for the Los Angeles County Office of Education and the La Puente Valley Regional Occupational Program. He was a lecturer in the International Training and Education Program at American University, and recently facilitated faculty pedagogy workshops in Europe and West Africa through his affiliation with the Council of International Educational Exchange. Aside from his research on teacher movements, Christian also examines the lived experiences of undocumented queer Latinx immigrants, the implementation of nonviolence curriculum and pedagogy in K-12 schools, transformative teacher education, and gay Latinx teacher identities. Some of this research has been published in the Journal of Homosexuality, Educational Studies, and the Review of Education, Pedagogy, and Cultural Studies. He completed his Bachelor of Arts in English and comparative literature at the University of Rochester, where he also received his master's degree at the Warner School of Education. He is a member of the Critical Educators for Social Justice SIG within the American Educational Research Association.

Vincent D. Carales
Assistant Professor
Educational Leadership & Policy Studies
University of Houston

Vincent D. Carales is an assistant professor of higher education in the Educational Leadership and Policies program at the University of Houston in Houston, Texas. Vincent completed his EdD in educational leadership and policy studies at the University of Texas at San Antonio. His dissertation was titled, “Latina/o Educational Attainment: Individual Factors Related to the Success of Latina/o Community College Students” and received Dissertation of the Year, Honorable Mention, by AERA’s Latino/a/x Research Issues Special Interest Group (SIG).

Before becoming an assistant professor Vincent was a research assistant with the American Council on Education (ACE) in Washington, DC. While there, he worked on projects related to diversity, equity, and inclusion in higher education and contributed to ACE’s American College President Study (2017).

Prior to completing his doctoral degree, Vincent worked as a financial aid counselor at UT Austin and as a school consultant for the Texas Guaranteed Student Loan Corporation. Vincent has a bachelor’s degree in mass communication and master’s degree in counseling and guidance in student affairs from Texas State University, San Marcos.

Vincent teaches courses in higher education history, policy and finance, community colleges, and cultural foundations. His research focuses on issues of college access and affordability with a special interest in community college students. Vincent is also interested in studying how institutional cultures, climates, and structures influence Latinx and low-income student’s experiences, opportunities, and outcomes across the P-20 pipeline. Vincent’s research has been published in Teachers College Record, Community College Journal of Research & Practice, Community College Review, New Directions for Community Colleges, Journal of Applied Research in Community Colleges, Journal of Student Affairs Research and Practice, and Journal of Diversity in Higher Education.
Alexia DeLeon
Assistant Professor
Counseling Psychology
Lewis & Clark College

Alexia DeLeon is an assistant professor of Professional Mental Health Counseling-Addictions Specialization at Lewis & Clark College in Portland, Oregon. She is the co-director and co-clinical coordinator for this program. She also serves as a consultant for Lewis & Clark’s Latino Problem Gambling Services. Alexia completed her doctoral degree in counselor education and counseling at Idaho State University in Pocatello, Idaho. During her time at Idaho State University, Alexia received a NBCC MFP (National Board for Certified Counselors Minority Fellowship Program) Doctoral Fellowship recognizing her commitment in working with underserved populations within addictions counseling.

Alexia moved to Portland, Oregon in 2017 to start her full-time position as an assistant professor, and also became the director of Lewis & Clark’s Latino Problem Gambling Services Program; a pilot program that launched under her direction in Fall, 2017. In this role, Alexia launched and built the program through strategic outreach within Latinx communities. This program remains the only culturally specific program in the nation for Latinx families impacted by gambling. Alexia is now a consultant for the program, focusing her research on how to better serve the Latinx community and developing a culturally specific treatment model for Latinx clients impacted by gambling. Alexia is currently working on publishing research related to her topics of interest, which includes cross-cultural supervision and support for Latina supervisors, integrating contemplative practices into learning environments to foster social justice learning and the intersection of communities of color and addictions counseling. She is actively involved in community outreach for Latinx communities and serves on the Multicultural Advisory Committee for the state of Oregon Problem Gambling Services. She is advocating for policy changes surrounding addictions treatment in the state of Oregon.

Erin Doran
Assistant Professor
School of Education
Iowa State University

Erin Doran is an assistant professor of Higher Education and Community College Leadership at Iowa State University. Erin completed her EdD at the University of Texas at San Antonio (UTSA) in educational leadership in 2015. Her dissertation, entitled “What’s Expected of Us as We Integrate Reading and Writing?: Constructing Developmental Education at a Hispanic-Serving Community College” received the Dissertation of the Year Award from the Council for the Study of Community Colleges in 2016. As a doctoral student, Erin participated in the AAHHE Graduate Student Fellows Program (2015). She also received a Graduate Fellowship Award from the Texas Association of Chicanos in Higher Education (TACHE). Erin’s prior professional experience in higher education includes eight years in academic affairs as a Student Development Specialist at the University of Texas at San Antonio. In this role, she supported master’s and doctoral students across education fields.

As a student, Erin also worked as a supplemental instruction leader, an orientation leader, and as the assistant to the curator of the UTSA Art Collection. She also taught as an adjunct instructor of History at Northeast Lakeview College in Live Oak, Texas, for approximately five years, a job that was hugely influential in Erin’s decision to focus her scholarship on community colleges and teaching. Her research agenda encompasses three areas: Latinx community college students, especially those placed in developmental education; the faculty who teach these students; and the Hispanic-Serving and Hispanic-enrolling institutions where these students attend. Her work has been published in The Journal of Hispanic Higher Education, Journal of Latinos and Education, and The Journal of Diversity in Higher Education. She also holds a Bachelor of Arts and Master of Arts in History from UTSA.
Alma Flores is an assistant professor of education in the Undergraduate Studies Program at California State University, Sacramento (Sac State). Alma earned her bachelor’s in sociology with a minor in education studies at UCLA, her master’s in bilingual and bicultural studies at the University of Texas, Austin, and her PhD in race and ethnic studies in education at UCLA. Her dissertation was titled, “De Tal Palo Tal Astilla: Exploring Mexicana/Chicana Mother-Daughter Pedagogies”. Based on 30 mother-daughter pláticas Alma examined the teaching and learning practices between immigrant working-class mothers and their first-generation college daughters.

Before coming to Sac State, Alma was a visiting assistant professor in the Department of Chicana/o-Latina/o Studies at Loyola Marymount University where she was recognized for her teaching as Most Valuable Professor. As a Chicana feminist teacher-scholar, Alma’s research examines the educational pathways of Chicana/Latina first-generation college students, Chicana/Latina mothers, in particular mother-daughter pedagogies, and the development and analysis of Chicana/Latina feminist pedagogies and research methodologies. You can find her work in Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social (MALCS), The Center for Critical Race Studies in Education at UCLA, The Chicana M(other)work Anthology, and most recently in the edited book, Racism: Science & Tools for the Public Health Professional.

Currently, in collaboration with the California Faculty Association (CFA), Alma is conducting a research study on the experiences of Chicana/Latina mothers in tenure-track faculty positions. For this research, she has received a Probationary Faculty Research Grant from Sac State. Before becoming an AAHHE Faculty Fellow, Alma was an AAHHE Graduate Student Fellow. Inspired by Communities of Color, Alma’s work is guided by a deep commitment to social justice.
Nichole M. Garcia
Assistant Professor
Higher Education
Rutgers University

Dr. Nichole Margarita Garcia is an assistant professor of Higher Education in the Graduate School of Education at Rutgers University, New Brunswick. As a Chicana/Puerto Rican her research focuses on the intersections of race, feminism, and Latinx/a/o communities in higher education. She is a recipient of the Andrew W. Mellon dissertation fellowship, which she completed a comparative study on Chicana/o and Puerto Rican college-educated families to advance narratives of intergenerational achievement and college choice processes.

Dr. Garcia has published in international and national journals such as the American Educational Research Journal, Race, Ethnicity and Education, The Journal of Latinos in Education, Journal of Hispanics in Higher Education, International Journal of Qualitative Studies in Education and Frontiers. She is a regular contributor to Diverse Issues in Higher Education Magazine, The Latino Book Review, and Motivos: Bilingual Magazine. She received her PhD in social science and comparative education with a specialization in race and ethnic studies from the University of California, Los Angeles.

Edwin Hernandez
Assistant Professor
Special Education, Rehabilitation and Counseling
California State University, San Bernardino

Edwin Hernandez is an assistant professor in the counseling program in the College of Education at California State University, San Bernardino.

His research examines the role of institutional culture and educators on the educational opportunities, experiences, and pathways of racially minoritized students. More specifically, his scholarship focuses on the policies and practices that promote or hinder the educational experiences, opportunities, and success for racially minoritized youth who have been pushed out of traditional schools and consequently enrolled at high need and underserved schools, such as continuation high schools. Another strand of his work explores the training and development of graduate students of color in school counseling programs in the practice of asset-based approaches to engage with racially minoritized youth, families, and communities. His research and practice have culminated in publications in The High School Journal, Journal of Latinos and Education, Journal of Hispanic Higher Education, Teachers College Record, and Harvard Educational Review.

Before becoming an assistant professor, he was an adjunct professor at Mount Saint Mary’s University, Los Angeles in the Department of Psychology. He was also a research associate for the Institute for Immigration, Globalization, & Education at the University of California, Los Angeles (UCLA). His teaching and research interest are inspired by his professional experiences as a bilingual school counselor and youth counselor in continuation high schools. Edwin received his bachelor’s degree in sociology with a minor in Chicana/o studies from California State University, Northridge, a master’s degree in bilingual school counseling from New York University, and his PhD in education from UCLA.
Dr. Magdalena Martinez is an assistant professor at the University of Nevada, Las Vegas in the School of Public Policy and Leadership, College of Urban Affairs, and the director of Education Programs with The Lincy Institute. Her areas of expertise include education policy, leadership, access and equity for underrepresented student populations and the role of higher education in a diverse society. She regularly provides expert testimony (K-12 and postsecondary) on education policy issues and is involved in numerous efforts to build capacity through education research and policy.

Prior to UNLV, she was the assistant vice chancellor for Academic and Student Affairs for the Nevada System of Higher Education. She was responsible for strengthening P-16 education partnerships and for the successful development and implementation of statewide college access grants from the U.S. Department of Education and private grants. In addition, she worked closely with the Nevada Department of Education to develop and implement the Nevada statewide GEAR UP grant ($21 million), which served low-income and underrepresented students. Dr. Martinez has published in the Journal of Transformative Leadership and Policy Studies, American Behavioral Scientist, New Directions for Higher Education, Journal of Praxis in Multicultural Education, and the Journal of Urban Affairs. Her most recent publication, “Words Matter: Social Justice and Policy Discourses in Higher Education”, is included in Administration for Social Justice and Equity in Higher Education published by Routledge and edited by Adrianna Kezar and Julie Posselt. Dr. Martinez holds a PhD from the University of Michigan, master’s degree from Harvard University, and a bachelor’s degree from the University of Nevada, Las Vegas.

A Longoria (they/them; Longoria) is an assistant professor in the secondary education department at Western Washington University (WWU) in Bellingham, Washington. They teach undergraduate and graduate courses in teacher education methods and foundations and have interests in field-based, community-partnership, and inquiry pedagogies. Longoria received a Bachelor of Arts in English from San Francisco State University, a Master in Teaching in secondary education from Seattle University, and a PhD in curriculum and instruction: multicultural education from University of Washington, Seattle. A former classroom teacher, they have Washington Teaching Certificate endorsements in English/ Language Arts, History, and Social Studies.

Longoria’s research agenda centers on exploring broadly the concepts of identity, migrations across borders, and home. This trans- and inter-disciplinary research is situated at the intersections of teacher education, multicultural education, and Queer and Latinx issues in education.

They have delivered recent paper presentations at the American Educational Research Association annual meeting, Child and Youth Care in Action (with WWU student co-presenters), and have an upcoming paper presentation at the Modern Language Association annual convention. They have a commitment to providing opportunities for students to serve as co-researchers and translating research and scholarship to practitioner conferences.

Originally from El Centro, California, Longoria is the grandchild of immigrants from the Pearl River Delta in China and the state of Zacatecas in Mexico.
Oscar Navarro, PhD, is an assistant professor of Teacher Education at California Polytechnic State University. In 2016, he earned his PhD in urban education at the University of California, Los Angeles. His dissertation was titled: “Social Justice Teaching as a Process: Educators Working to Sustain & Enhance Social Justice Teaching in Urban Schools”.

Oscar spent over five years as social studies and lead teacher in South Central Los Angeles. As a public school teacher, he blended critical and culturally sustaining pedagogies that resulted in him being awarded the Teacher of the Year at John C. Fremont High School. During this time, he was also involved in teacher activism in Los Angeles and is a founding member of the People Education Movement. Oscar’s experience as a public school teacher and teacher activist in Los Angeles informs his scholarship on: 1) sustaining and enhancing social justice teaching, 2) integrating critical and culturally sustaining pedagogies in K-12 classrooms, and 3) developing teachers of Color.

Recent research has been published in Teachers College Record, Curriculum Inquiry, and Urban Education. Moreover, Oscar was also the recipient of the Transformative Teacher-Educator Fellowship and the Curriculum Inquiry Writing Fellowship. As a teacher-scholar-activist, Oscar is also involved in local and national service. He is a faculty associate for Cal Poly’s Office of University Diversity and Inclusion, program co-chair for the Critical Educators for Social Justice, a special interest group of the American Educational Research Association, and a steering committee member for the Central Coast Coalition for Undocumented Student Success. In 2018, he received the President’s Faculty Diversity Award for his efforts in providing inclusive and equitable teaching, mentorship, and service to historically underrepresented college students.
Marissa C. Vasquez
Assistant Professor
Postsecondary Educational Leadership
San Diego State University

Marissa C. Vasquez is an assistant professor of Postsecondary Educational Leadership in the Department of Administration, Rehabilitation, and Postsecondary Education at San Diego State University in San Diego, California. Broadly, her research seeks to better understand the experiences, factors, and conditions that facilitate success among underrepresented college students, particularly community college and transfer students. Her research agenda includes three strands: (1) understanding the pre/post-transitional experiences of community college transfer students to four-year institutions; (2) using anti-deficit perspectives to examine the experiences of Latina/o/x college students; and (3) exploring the role of community colleges in fostering welcoming and inclusive campus environments for disproportionately impacted students. Her work has been published in the Community College Journal of Research & Practice, the Community College Review, and Culture, Society, & Masculinities.

As associate director of the Community College Equity Assessment Lab (CCEAL), Marissa leads multiple projects that involve institutional needs assessments for disproportionately impacted students in community colleges. Marissa also serves as the co-editor of the Journal of Applied Research in the Community College and is a faculty affiliate for Project MALES, an initiative supported by the University of Texas at Austin to sustain the development and visibility of scholarship on men of color. Marissa’s teaching and service have also been recognized nationally, winning the AAHHE Outstanding Latino/a Faculty Award for Service/Teaching in Higher Education and the NASPA Latinx/a/o Knowledge Community’s Outstanding Faculty Award. Marissa earned an Associate of Arts degree from Southwestern College; a Bachelor of Arts in English from the University of California, Berkeley; an Master of Arts in counseling with a specialization in college counseling and student development from the University of San Diego, and an EdD in educational leadership from San Diego State University.

Francisco J. Villegas
Assistant Professor
Anthropology and Sociology
Kalamazoo College

Francisco J. Villegas is an assistant professor of sociology in the Department of Anthropology and Sociology at Kalamazoo College. Francisco completed his PhD in sociology of education in 2014 at the Ontario Institute for Studies in Education of the University of Toronto. He also holds an Master of Arts in Mexican American studies from San Jose State University and a Bachelor of Arts from UC Irvine. His research focuses on the intersection of race and immigration status, particularly how they are employed to maintain borders to membership.

Currently, his work analyses the development of a County ID as a means of addressing the exclusions written into driver’s license and ID policy in Michigan. In this work, he is particularly interested in which populations are recognized as needing the ID. This work was preceded by his doctoral dissertation, which examined the ways access to schooling for undocumented students at the Toronto District School Board was conceptualized by different social actors including trustees, Board administrators, and grassroots activists. Francisco has co-edited two books Seeds of Hope: Creating a Future in the Shadows and Critical Schooling: Transformative Theory and Practice. His work has also been published in Critical Sociology and the British Journal of Sociology in Education.
2020 AAHHE

GRADUATE FELLOWS

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.

Ibette Valle, Graduate Fellow Chair

Social Psychology
University of California, Santa Cruz

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 & 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. She also helped welcome two incoming classes of UW students and their families as an orientation leader and coordinator.

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.

Natalia Toscano, Graduate Fellow Chair-Elect

Chicana/o Studies
University of New Mexico

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 Chicana 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.
Øscar Medina, Graduate Fellow (Outgoing Chair)

Educational Leadership & Policy Analysis
University of Missouri

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.

Kevin Salvador Alejandrez

Sociology
University of Kentucky

Kevin S. Alejandrez is a fourth-year doctoral student specializing in social inequalities in the Department of Sociology at the University of Kentucky. His educational background includes a Bachelor of Science in sociology from Western Oregon University and a Master of Arts from the University of Kentucky. Kevin’s current research analyzes racial inequalities experienced by Latinx farmworkers and explores the ways in which they and their families interpret and respond to such inequalities. Kevin currently serves as the co-chair of the Rural Race and Ethnicity Research Interest Group and as the Historian’s Assistant for the Rural Sociological Society. He recently served as the representative of his department’s Graduate Student Organization and as the chair of the Professional Development and Networking Committee for the University of Kentucky’s Graduate Student Congress.

Most recently, Kevin established the PODER (Pursuing Our Dreams, Embracing Roots) Presidential Scholarship at Western Oregon University, awarding four-year, $1,000/year scholarships to incoming DACA and undocumented students. As an undergraduate, Kevin worked for the City of Independence, (OR) conducting outreach and fostering connections between the city government and its Latinx community. He mentored Latinx children through various non-profit organizations and tutored for the Upward Bound TRIO program. He served as a Peer Advisor and as a Multicultural Mentor for first-year college students where he received recognition as the 2013-2014 Mentor of the Year. Further, he helped found the Latino Parent Action Committee for the high school in his community where he helped organize educational workshops for Latinx parents. In 2016, Western Oregon University recognized Kevin for his efforts in organizing various cultural and informative events, as well as fundraisers to help provide food, clothes, and toys to disadvantaged families in his community.
Luis F. Avilés González is a second year PhD student in Iberian and Latin American Linguistics in the College of Liberal Arts at the University of Texas Austin. He obtained a double Bachelor of Arts in Spanish and history with a double minor in Latin American and Chicana/o studies from UCLA; as well as a Master of Arts in Spanish from California State University, Fullerton. His research interest includes Spanish in the U.S., Mexican Spanish, Nahuatl, Speech Perception and Production, Quantitative Sociolinguistics, and Language Variation and Contact induced change. He is currently working on the production and perception of stigmatized variants (i.e. pos, entons, ‘hora) in urban spaces (e.g. Los Angeles, Mexico City, Tijuana).

As a graduate student Luis has strived to build community on campus through mentorship. During his time at UCLA, Luis coordinated Peer Learning services during summer transition programs for incoming fresh(wo)man and transfer students of underrepresented, low income communities. Additionally, Luis served as a graduate mentor for McNair’s Research Scholars Program, where he provided support services for seniors finishing their undergraduate thesis. Presently as a graduate student at UT Austin, he is also working with rising undergraduate scholars at St. Edwards University at Austin, where he serves as their thesis advisor with projects regarding Spanish in Texas (Landscape, Phonetics, and Bilingualism).

As an aspiring faculty member, Luis hopes that his work will aid in the diversification of often overlooked and highly stigmatized variants of Spanish spoken by Chicana/ Latinx peoples through research and teaching. Luis also hopes to continue providing service to the community by actively engaging in workshops and other activities that the communities deem necessary for the advancement and representation in other spheres of society.

Elizabeth is a second-year doctoral student specializing in Latinx, African American, and United States history at Northwestern University. Her dissertation will chronicle how Black and Latinx communities created grassroots organizations and coalitions to fight white supremacy in the Deep South, specifically Durham, North Carolina. She studies how Black and Latinx community members actively worked past their xenophobia and anti-Black prejudices to create campaigns to address poor housing, labor exploitation, and over-policing in their neighborhoods.

A native of Orlando, Florida, Elizabeth graduated Phi Beta Kappa from Duke University studying borderlands, Latinx history, and human rights. Elizabeth’s undergraduate thesis, “The History of Latinx Students at Duke University,” chronicled how Latinx students and the university racially identified Latinx students since their arrival at Duke in 1926, at a time when Duke felt encapsulated in a Black/ White racial paradigm. She co-founded an undocumented student-led policy organization at Duke and a chapter of Lambda Theta Alpha Latin Sorority Inc. She served as president of the Latinx Student Association and was vice president of the Duke Student Government.

Elizabeth spends her time advocating for immigrant human rights and education. She has worked with immigrant human rights organizations in Tucson, Arizona. She organizes year-round workshops to help low-income, first-generation students apply to college and scholarships. She led the protests to change Duke University’s policy to accept undocumented students, provide them full need-blind financial aid, create a Latinx center, and hire Latinx program staff. While in graduate school, Elizabeth co-founded a monthly wellness workshop for graduate women of color. She also serves as the vice president of the History Graduate Student Organization, the executive board of the Latinx Graduate Student Association, and the Graduate Workers Union.
Stephanie is a doctoral candidate in the Ecology, Evolution, and Conservation Biology Program at the University of Nevada, Reno. Originally from Oxnard, California, she received a Bachelor of Science in ecology and evolution from the University of California, Santa Cruz. Stephanie has worked with conservation organizations and research institutions in Mexico, Costa Rica, the California Channel Islands, and Southern California.

Currently, her dissertation work focuses on tropical insect ecology throughout Central America and she works in collaboration with the Universidad de Guadalajara, the Sistema Nacional de Áreas de Conservación Costa Rica (SINAC), and the Guanacaste Dry Forest Conservation Fund (GDFCF). As a Mexican-American tropical ecologist, Stephanie aspires to (1) facilitate more international collaborations between Latin American institutions and those here in the United States; (2) increase the representation of American Hispanics in the field of ecology; and (3) understand how both of these goals may synthesize and work in tandem.

While in Mexico, Stephanie mentored undergraduate students from both the Universidad de Guadalajara and Central Washington University, and helped instruct the national Mexican graduate course, Curso de Hormigas de Mexico. Stephanie now gives educational lessons to K-12 students with the nonprofit Programa de Educación Biología (PEB), in Guadalajara, Costa Rica. In addition, as part of her field research, she collaborates with a dozen Costa Rican informally trained “para-taxonomists” to identify and rear caterpillar larvae and speaks at the Investigadores del Área de Conservación Guanacaste (iACG) bilingual conference. While at her home university, Stephanie acts as the Ecology, Evolution, and Conservation Biology graduate student president and serves as community educator during outreach events at the University of Nevada, Reno's Natural History Museum.

Andrea Del Carmen Vazquez is a fourth year PhD student in Education and Critical Race and Ethnic Studies at the University of California, Santa Cruz. Prior to attending UCSC, Andrea received her master's from the University of Utah, and her bachelor’s from UCLA. As a native of South Central Los Angeles, Andrea's dissertation is informed by her lived experiences in her neighborhood coupled with the complexities that arise from being a member of a mixed-status, multi-ethnic and biracial family. Currently, Andrea is working on an ethnography that outlines the topographies of the liberal state. As such, Andrea’s work explores the making of liberal politics through schooling, and the ways youth come to understand notions of social equity. In particular, Andrea's work seeks to understand how liberal progressive politics perpetuate anti-blackness, and how Black and Latinx students make sense of their relationships to each other in education sites that are both spaces of oppression and sites of possible liberation.

In addition to her research, Andrea works closely with the Apprenticeship in Community-Engaged Research Program at UCSC to provide undergraduate students with a variety of opportunities to participate in community- engaged scholarship and collaborate with her research site to engage high school students in projects that address pressing issues in their community. Andrea hopes to contribute to critical scholarship that examines the structural barriers keeping Latinx, Black, and other marginalized communities from accessing their highest potential and looks forward to position herself as a Black Latinx faculty member who can foster a sense of community for students of color in higher education and promote the diversification of knowledge production in academia.
Mary Dueñas
Educational Leadership & Policy Analysis
University of Wisconsin-Madison

Mary Dueñas is a third-year doctoral student in the Educational Leadership & Policy Analysis department at the University of Wisconsin-Madison. She is a Graduate School Fellow, a recipient of the Graduate Mentoring Award for her outstanding contributions mentoring students, and a member of the AERA Graduate Student Council. She completed her master’s degree in counseling from UW-Madison and her bachelor’s degree in criminology, law and society from the University of California, Irvine. She is from Pasadena, CA, a proud first-generation college student, and the daughter of Guatemalan/Salvadorian parents. Mary’s research examines how universities create a sense of belonging for Latina/o/x college students. Specifically, how predominately White institutions (PWIs) and Hispanic Serving Institutions (HSIs) serve the growing Latina/o/x/Hispanic population in the United States. Additionally, she explores the educational processes and coping strategies that facilitate academic persistence and educational wellness for Latina/o/x students in higher education.

Mary has published articles in the Journal of College Student Development and Journal of Latinos and Education, in addition to co-authoring book chapters. As a scholar and educator, Mary co-founded a mentoring program at UW-Madison, which guides Chicana/o/x/Latina/o/x undergraduates to develop social capital, navigate la academia (the academy), and successfully apply to graduate school. Mary has also served as a Posse Mentor—academically and personally supporting a selected group of Posse Scholars from the Los Angeles area. Her work extends to co-teaching a Latina/o/x service-learning course that trains students to work with Latina/o/x population. Across her work, Mary strives to cultivate social and cultural capital for minoritized students by building strong relationships with different institutional constituents.

Josefina Flores Morales
Sociology
University of California, Los Angeles

Josefina Flores Morales is a third-year doctoral student in sociology at the University of California, Los Angeles. Her areas of expertise in sociology are social demography and race/ethnicity. Josefina’s research is about how immigration status influences the socioeconomic and health status of individuals across their life course. Josefina is curious about the implications of different immigration statuses in older-age. Josefina is in the inaugural cohort of the Health Policy Research Scholars program, supported by the Robert Wood Johnson Foundation. This program includes training in health policy, leadership, and communication to promote a culture of health. As a part of this program, Josefina has taken coursework from health policy experts and faculty at George Washington University and Johns Hopkins University. Josefina is committed to creating research that is relevant for local, state, and national policies. Josefina earned her bachelor’s degree in psychology with a public health minor from the University of California, Los Angeles in 2016. During her college years, Josefina advocated for increased college access of undocumented students, volunteered with immigrant youth high school students, worked as a citizenship class teacher at the non-profit Hermandad Mexicana Nacional, and interned at the Children’s Institute. Josefina was also a research assistant for the Institute for Immigration, Globalization and Education, and the UCLA Center for Mental Health in Schools. Josefina’s goal is to become a professor, and to continue her line of research about issues related to immigration status, inequality, and health. Her work has been featured in The Public Health Post and Community Development Innovation Review.
Eliaquin Gonell
Educational Leadership and Policy Studies
University of Vermont

Eliaquin (Quin) Gonell is a graduate assistant at the University of Vermont where he is currently pursuing a PhD in educational leadership and policy studies. As a member of the university’s restorative practices research team, Gonell has spent three years collaborating on efforts to design, pilot, and assess emancipatory curricula at the middle school level; implement and study youth participatory action research (YPAR); investigate factors that influence college-enrollment of Latinx boys; and explore how scholars can advance the civic mission of higher education by engaging in community-based research. Gonell’s YPAR work is documented in a recently published article presenting a pedagogical model that researchers and practitioners can reference as they develop and implement YPAR-related curricula.

Prior to his career in academia, Gonell served for eight years as a high school teacher within a low-income/high-cultural wealth (Yosso, 2006) Latinx community in the greater Boston area. It was in this role that Gonell became aware of the degree to which educational reform efforts driven by high-stakes accountability measures marginalize the types of culturally sustaining pedagogies and emancipatory teaching and learning methods that foster creativity and empowerment for students of color. It was within this context that Gonell’s desire to serve minoritized youth outgrew the walls of his classroom and inspired him to support scholarship that advances the development of research-based, equity-centered curriculum that adequately acknowledges the needs—and values the contributions—of marginalized youth in the United States. Gonell earned a bachelor’s degree in history and secondary education as well as an MEd in higher education student affairs at Salem State University.

Rubi Gonzales
Psychology
University of Texas at El Paso

Rubi Gonzales earned her Bachelor of Arts in psychology at the University of Houston. Upon graduation she worked as a project manager for Dr. Clayton Neighbors in the Social Influences and Health Behaviors Lab. As the project manager she managed a multi-million, multi-site grant to reduce alcohol consumption among college students. It was there where she established her research niche in reducing health inequities among the Latinx population. Prior to her admittance to the Health Psychology PhD program at the University of Texas at El Paso (UTEP) she had already published in the *Journal of Ethnicity in Substance Abuse*, the *Journal of Consulting and Clinical Psychology*, and in the *Journal of Gambling Studies*. Once at UTEP, her dedication in bridging research and policy to address social injustices was evident by the policy brief that she published with the Society of Behavioral Medicine titled, “Congress should restrict ICE from entering medical facilities.”

She has been awarded several travel awards to present at national conferences, and has been recognized for her research. She was awarded the Dodson Research Grant from UTEP to validate a masculinity scale in a non-college sample. She was also selected for the competitive research fellowship by The University of Southern California, Interdisciplinary Research Training Institute on Hispanic Drug Abuse funded by the National Institute on Drug Abuse. Rubi is trained in quantitative and qualitative methodologies. She has taught Introduction to Psychology, Abnormal Psychology, General Experimental Psychology, and Social Determinants of Health. Rubi is dedicated in helping other first-generation students. She currently serves as the vice president of the Doctoral Women Organization at UTEP and has presented at national conferences on her experiences navigating academia as a first-generation Latina.
Jonathan M. Ibarra
Sociology
University of California, Santa Barbara

Jonathan M. Ibarra is a second-year doctoral student in the Department of Sociology at the University of California, Santa Barbara (UCSB). He obtained his Bachelor of Arts in sociology from UCSB. His research focuses on the relationship between the collateral consequences of mass incarceration and its effect on families while also highlighting juvenile reentry. His work is informed, in part, by his lived experiences growing up in the hypercriminalized barrio of Boyle Heights, Los Angeles, California. As an undergraduate, Jonathan developed research that positions carceral institutions as having a large influence on the masculine identities of adolescent boys. Through critical ethnographic analysis, his research revealed that young boys who experience incarceration at a vulnerable age may develop and resist what he termed, carceral masculinity; “a readily criminalized masculine identity that is coerced by not only incarcerated peers, but also the institution as, paradoxically, prison staff utilize hypermasculine behavior to enforce subordination of incarcerated people.”

He is working to build upon this previous work with a master’s thesis project on juvenile reentry. Jonathan is laying the ground work for his PhD dissertation and will pursue a fuller critical ethnographic study on the role of the family unit and how it affects Latinx youth re-entry. Jonathan is committed to the communities he works alongside as a publicly-engaged scholar in both research and practice. Over the past five years, Jonathan has mentored incarcerated youth in Santa Barbara, CA in collaboration with a local non-profit, Freedom 4 Youth (F4Y). With F4Y, Jonathan facilitated various programs at the juvenile camp to help young men transition back to school, find employment, foster healthy relationships, and enhance their mental health awareness. Findings from both his MA and PhD research will be utilized by F4Y to build a reentry program and to reform municipal and state-level policy.

Susana Hernandez
Educational Administration & Human Resource Development
Texas A&M University

Susana Hernandez is a PhD candidate at Texas A&M University (TAMU) in the Department of Educational Administration and Human Resource Development with an emphasis in Higher Education Administration. She is also a research assistant for the Texas Education Consortium for Male Students of Color, which works to improve the educational outcomes for male students of color across the state. Prior to arriving at TAMU, Susana worked five years at the University of Houston-Clear Lake as a coordinator and eventually assistant director for Intercultural Student Services where she had the opportunity to lead campus-wide efforts on equity and inclusion.

Susana’s student and professional experiences in higher education as a first-generation Latina shapes and informs her research. Her research interests are centered on using critical and non-deficit frameworks to study how state and institutional higher education policies may create hostile campus environments for racially and ethnically minoritized students and faculty. Susana is currently completing her dissertation, “Safe for Whom? A Critical Race Analysis of Faculty of Color Safety with Campus Carry at a Texas Public Predominantly White Institution (PWI)” where she racializes notions of safety to better understand faculty of color work experiences within an environment where concealed handguns are present. Her study was also funded by the American Association of University Women (AAUW) as a 2019-20 American Dissertation Fellowship recipient. Susana’s aspiration is to be in a position as a faculty member or administrator where she can address higher education policy issues that impact historically underrepresented and minoritized groups.

Susana earned her Bachelor of Arts in criminal justice with minors in sociology and Chicano studies from the University of Wyoming and Masters of Education in educational leadership and policy studies from Iowa State University.
Joan J. Jaimes
Educational Administration
Iowa State University

Joan J. Jaimes is a doctoral candidate in the Educational Leadership program at Iowa State University. She serves as director of family engagement at Yes! Our Kids Can. Her research focus is engaging families using technology to create a college-going culture in Latin@ homes. She is a proud daughter of Mexican immigrants and a former migrant farmworker from Brownsville, Texas. Joan understands the importance of early outreach and parental involvement for academic success. She is the first in her family to obtain a college degree. She earned an associate’s from Marshalltown Community College, a bachelor’s in human services with minors in psychology and Spanish from Buena Vista University, and a master’s in public administration from DeVry University.

Joan started her outreach career as a mortgage loan officer for a community bank in Central Iowa. She continued conducting outreach in Iowa while directing the Marshalltown Education Partnership at Marshalltown Community College working with first generation college students, like herself. Her experience in cultural bridging and Latin@ outreach took her to Washington, D.C. where she worked for the U.S. Department of Education as Awareness and Outreach Specialist for Federal Student Aid. She served on many boards and commissions while living in Iowa. Joan is a founding member of Iowa’s Al Éxito, an AAUW initiative that guides middle school students on their path to college. In her effort to bridge cultures, she drafted the 2014 Legislative Priorities as Commissioner for Iowa Latino Affairs which included more open conversations between constituents and the Iowa Department of Education.

Joan is a 2013 fellow of the National Community College Hispanic Leadership program and a 2013 fellow of Iowa State University’s Leadership Institute for a New Century.

Katherine Maldonado
Sociology
University of California, Riverside

Katherine Maldonado is a mother of three from South Central Los Angeles, and a fourth-year doctoral candidate in the Department of Sociology at the University of California, Riverside. Her research interests include gender, race, and class inequality, critical criminology, and visual methodology. She earned her Bachelor of Arts in Chicana/o studies at the University of California, Los Angeles. While at UCLA, Katherine conducted research as a McNair research fellow on gang-affiliated mothers’ resistance through education. She continues this line of work in her dissertation by examining the experiences of formerly gang-involved Chicana mothers with the carceral system. The investigation centers the institutional violence that these women navigate via criminal justice, child welfare, and immigration enforcement institutions and the ways they resist multiple forms of criminalization.

Katherine is a Pre-Doctoral Ford Foundation Fellow and American Sociology Association Minority Fellow. She has been invited to speak to international audiences at the European University Institute and the United Nations about gang-affiliated women’s experiences and recommended policies to support them. In other collaborative projects, as a research assistant, Katherine explored and testified on behalf of asylum seekers, and continues to explore the impacts of the immigration regime on Latina/Chicana mothers. In addition to her research, Katherine is also involved with Underground Scholars and other activist organizations where she supports formerly incarcerated and system impacted students and mothers. She provides workshops to community members, mothers, and incarcerated youth where she aims to build a prison to education pipeline. Katherine hopes that her research, advocacy, and passion for social justice can push for abolition and also support mothers transition out of gangs and incarceration in ways that support healing and mental health for themselves, their children, and communities.
Jose Ortiz is a fifth-year doctoral candidate in the Educational Foundations, Policy & Practice program at the University of Colorado, Boulder (CU Boulder). Born and raised in East Los Angeles, Jose went on to attend the University of California, Los Angeles (UCLA) where he earned a Bachelor of Arts in history and a Master in Education. It was during his time at UCLA where Jose strengthened his commitment to addressing the educational obstacles that low-income students of color experience. He went on to serve as a public middle school teacher in Los Angeles, which encouraged him to pursue a doctorate in Education. At CU Boulder, Jose continues to be involved in a variety of equity-oriented projects. At the Office of Diversity, Equity, and Community Engagement (ODECE), Jose and a group of undocumented students led a study to uncover the academic, financial, and social needs that this student population experiences. These findings not only contributed to CU Boulder establishing a monetary support line for students who do not qualify for traditional financial aid resources, but it also led to the establishment of UndocuAlly trainings meant to educate faculty and staff on the challenges that undocumented students face.

In addition to working at ODECE, Jose worked for a summer-enrichment program for Latina/o/x high school youth known as the Aquetza: Youth Leadership, Education, and Community Empowerment Program. Jose is currently writing his dissertation and is exploring how Aquetza’s culturally sustaining curricula can enhance high school Latina/o/x youths’ Social Emotional Learning (SEL) skills. Jose’s research can contribute to SEL scholarship in ways that promote a culture-centered approach to the field SEL.

Roberto C. Orozco is a third-year doctoral student in the Higher Education program at Rutgers University–New Brunswick (RU–NB). He currently serves as the graduate assistant for the Division of Enrollment Management. Additionally, he served as a graduate researcher for the Scarlet and Black Project as a contributing author for Volume 3 of the series and for the Tyler Clementi Center at RU–NB. Previous to his doctoral studies he served as the director of the Center for Social Justice at the University of Nevada, Las Vegas where he was responsible for the development, implementation, and execution of various programmatic initiatives grounded in diversity, multiculturalism, and social justice.

Roberto, originally from Sioux City, Iowa, earned both a Bachelor of Science in marketing & international business and a Bachelor of Science in psychology from Iowa State University (ISU), and earned his Master of Science in higher education from Florida State University. As an ISU McNair Program alum, Roberto has aspirations to earn a terminal degree to align with his goal of becoming a professor in the areas of higher education, gender, and sexuality studies, and/or Chicana/Latina studies. His current dissertation project focuses on understanding how Queer Latina/o student activists make meaning of their ethnicity and sexuality within the landscape of higher education. He grounds his research at the intersection of Critical Race Theory and Jotería studies while asserting an epistemological and analytic framework of Chicana feminism. His research interest includes Queer Latina/o students in higher education, student activism and resistance, feminist and queer research methods, and Critical Race Theory. Additionally, Roberto has been published in several journals and books primarily with the focus on race, ethnicity, sexuality, and student activism.
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<th>Joe J. Palencia</th>
<th>Audrey Darlene Paredes</th>
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<td>Education, Social Science and Comparative Education Race and Ethnic Studies in Education</td>
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<td>Student Affairs in Higher Education</td>
<td>University of California, Los Angeles</td>
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<td>Miami University, Ohio</td>
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Joe J. Palencia is a third-year doctoral student in the Department of Educational Leadership—Student Affairs in Higher Education (SAHE) at Miami University in Oxford, Ohio. His dissertation research examines how educators at a selective, predominantly white institution facilitate a successful post-transfer process for students who transfer from broad-access institutions. As a graduate research assistant, Mr. Palencia has conducted collaborative research for The National Study on Latino Male Achievement (TNSLMA) and The Pedagogy of Student Success Project (TPSSP) with Dr. David Pérez II and other student affairs scholars. Joe’s research interests include Community Colleges, Latina/o/x Student Success, and Transfer Receptive Culture.

Mr. Palencia teaches UNV 101—I am Miami, an undergraduate course that enhances students and transition to college by introducing key information and skills needed to succeed via an interactive classroom environment. Prior to Miami, Mr. Palencia served as an advisor for the Student Support Services (SSS) TRIO Program at Oakton Community College in northern Cook County, Illinois. Joe is a First-Generation Student Affairs Educator and Higher Education Researcher with over seven years of experience in the areas of Multicultural Affairs, Student Success, and TRIO.

He earned a Bachelor of Arts from the University of Illinois at Urbana-Champaign in communication and Latina/o studies and a Master of Education from Loyola University Chicago in higher education. Joe has received several honors and awards including the 2013 ACPA Latina/o Network Graduate Student of the Year Award, the 2015 ACPA Latina/o Community Advancement Award, and Faculty/Graduate Student research grants from Miami University. He is an active member of ACPA—College Student Educators International and NASPA—Student Affairs Administrators in Higher Education.

Audrey D. Paredes is a doctoral candidate in the Social Science and Comparative Education Division in the Department of Education in the Graduate School of Education and Information Studies. As the daughter of immigrants from Guatemala and the first in her family to attend any level of schooling in the U.S., her goals as a scholar include transforming institutions of higher education to best support Students of Color. Through her dissertation work, which utilizes testimonios as a way to examine and document the experiences of first- and second-generation Central American students, she hopes to impact how higher education defines “Latinx” and understands Latinx heterogeneity.

Audrey is a research associate for the Institute of Immigration, Globalization, and Education at UCLA under the direction of Professor Robert Teranishi. In this role, she serves as a researcher for the UndocuScholars Project, which focuses on supporting undocumented students in higher education. In addition, Audrey is the graduate student lead on the University of California (UC) Hispanic Serving Institutions (HSI) Initiative. Formed in 2018, the goal of the Initiative is to build a system-wide learning community amongst UC HSIs and emerging UC HSIs to share best practices and leading research to best support the growing population of Latinx students in the UC. Audrey is also a research associate and editor for the Center for Critical Race Students in Education at UCLA under the direction of Professor Daniel G. Solorzano. In this role, she is an editor for the Center’s annual research brief series that center on the use of CRT in research and practice. Prior to entering the doctoral program, Audrey received her Master of Arts in education from UCLA and Bachelor of Arts from California State Polytechnic University, Pomona in gender, ethnicity, and multicultural studies.
2020 AAHHE GRADUATE FELLOWS

Jasmin Patrón-Vargas
Educational Leadership and Policy Studies
University of Vermont

Marcela Rodriguez-Campo
Teaching & Learning—Cultural Studies, International Education, and Multicultural Education (CSIEME)
University of Nevada, Las Vegas

Jasmin is a third-year dual PhD student in curriculum, instruction and teacher education and Chicano/Latino studies at Michigan State University. Her research interests are concerned with the teaching and learning of Latinx history. Through her research, Jasmin aims to construct historical narratives that center the complex experiences of Latinxs.

In 2015, Jasmin received her Bachelor of Arts from the University of Illinois at Urbana-Champaign in Latino/a studies and gender and women studies. Following her undergraduate studies, she worked in Chicago Public Schools as a community coordinator and financial advisor. In 2017, she earned her Master of Education from the University of Illinois at Chicago in educational policy studies.

Currently, Jasmin serves as a research assistant for her advisor, Dr. Maribel Santiago. In the project, “A National Comparative Study on Teaching Latinx Social Studies Topics,” she has the opportunity to examine how Latinx topics are taught in social studies classrooms. Jasmin also serves as an instructor in the Teacher Preparation Program where she supports teacher candidates and development of teaching social studies. Finally, Jasmin is involved in the Chicano/Latino Studies Graduate Advisory Committee where contributes to improving the ways the program continues to support the success of all doctoral students.

Jasmin identifies as a Chicana sCHOLAr born and raised in La Villita, Chicago. She is a product of immigrant parents and Chicago Public Schools. Ultimately, Jasmin aspires to become a professor in an Ethnic Studies program, where she can continue researching and teaching Latinx narratives.

Marcela Rodriguez-Campo is a doctoral candidate in curriculum and instruction in the Department of Teaching and Learning at the University of Nevada, Las Vegas with a focus in Cultural Studies, International Education, and Multicultural Education. She is also completing a Certificate in Social Justice Education. Marcela received her Bachelor of Arts from Washington State University in English and Spanish with an emphasis in rhetoric and professional writing. She received her Master of Education from UNLV in curriculum and instruction. Previously, she served as a public school teacher in Las Vegas, Nevada teaching Secondary English and coaching speech and debate. Currently, she serves as an instructor at UNLV training pre-service educators in developing equity centered teaching philosophies.

Marcela is also a research assistant for the Abriendo Caminos/ Opening Pathways project which sought to diversify the teacher of color pipeline. She has also conducted research collecting the oral histories of Latinx people in Las Vegas. Marcela attributes her pursuit of a doctoral degree to her high school students who inspired her to focus on developing strategies for creating more supportive school climates for immigrant students and students of color. These experiences along with her own positionalities have guided her desire to develop research in understanding the long-term impacts of family separation experiences on Latinx educational trajectories. Her work adopts a community based participatory research model to support community members in recovering their family separation experiences to develop practices for supporting and healing intergenerational trauma. After completing her program, Marcela hopes to continue her research and teaching by pursuing a tenure-track faculty position. She is honored to have been selected as an AAHHE Graduate Fellow and looks forward to collaborating with Latinx scholars.
Karina Santellano
Sociology
University of Southern California

Karina Santellano is a fourth-year doctoral candidate at the Department of Sociology at the University of Southern California. She aspires to be a faculty member where she can continue to conduct research and teach. Karina holds mentorship close to her heart and is dedicated to mentoring future generations of students, especially those underrepresented in academia. Karina earned her bachelor’s degree in sociology and a certificate in Latino/a studies from Duke University in 2015. She earned her master’s in sociology at USC in 2019. She is originally from San Diego, California and a graduate of the Preuss School UCSD, a middle and high school for low income students who are the first in their families to graduate from college.

Karina is a Gates Millennium Scholar. Karina’s upbringing as a daughter of Mexican immigrants and low income background as well as her educational experiences have motivated Karina to become a sociologist of race/ethnicity, social stratification, and Latinx sociology. Her master’s thesis examined the role of unequal resources on the experiences of undocumented students across the California public college and university system. Her dissertation work centers Mexican American food businesses in Los Angeles as sites for investigating the production and consumption of ethnicity. Specifically, it explores how ethnicity is packaged and exchanged for economic capital in a multi-ethnic urban city, what customers’ (across race and ethnicity) motivations are for economic participation, and how racial and ethnic categories are reified through the market. Her work is published in the California Journal of Politics and Policy. As a public sociologist, Karina’s work can be read on Inside Higher Ed, the USC Center for the Study of Immigrant Integration blog, and Duke University’s The Chronicle.

John Vasquez
Educational Administration
Michigan State University

John Vasquez is a doctoral candidate of Higher, Adult, & Lifelong Education (HALE) at Michigan State University (MSU). Mr. Vasquez’ research focuses on career and professional development in graduate education; specifically, the effect of career orientation on the retention, completion, and late stage (post-candidacy) attrition of under-represented minority students (URM); and the psychosocial and environmental factors affecting career trajectories of URM scientists.

Prior to returning to school to pursue a PhD, Mr. Vasquez worked in both academic and student affairs at the University of Michigan where he received his bachelor’s degree in organizational studies and his master’s degree in Health Services Administration. Some of past professional accomplishments include: developing a comprehensive mental health website for all three branches of U-M; expanding an undergraduate research program to include students from more diverse backgrounds; managing several NSF grants aimed at getting more URM doctoral recipients into the professoriate; and launching the first-in-the-nation competency based master’s program in health professions education. Last year, Mr. Vasquez was also a visiting scholar at the University of Michigan’s National Forum on Higher Education for the Public Good where he led a team developing resources to help undocumented student’s access higher education in Michigan.

At Michigan State University, as a non-traditional graduate student, Mr. Vasquez’ research helped to expand professional development programs for the PhD Career Services Office and develop the Éxito Educativo Program, a high school to college pipeline program for Latino families, through the Julian Sámona Institute. Recently, Mr. Vasquez was one of only three doctoral candidates at MSU selected to hold the prestigious King-Chavez-Parks Future Faculty Fellowship for the 2019-2020 Academic Year.
Angel L. Velez
Education Policy, Organization, and Leadership History of Education and Latina/o Studies University of Illinois at Urbana-Champaign

Angel L. Velez, MA, is a PhD candidate in education policy, organization, and leadership with a concentration in history of education and pursuing a graduate minor in Latina/o studies at the University of Illinois at Urbana-Champaign (UIUC). He is currently a Diversifying Faculty in Illinois Fellow and a former ENLACE Leadership Institute Fellow.

Angel is interested in historical and contemporary student activism in higher education, Latinx social movements, and Hispanic Serving Institutions. Through an intersectional lens, he draws from the sociology of race and coloniality theories. Angel’s dissertation, “Campus Battlegrounds: Puerto Rican Student Activism in Higher Education and Community Leadership in Chicago, 1966-1980”, is a historical study that examines higher education as a site for Puerto Rican political struggle and community development. He envisions that his research findings could provide an alternative angle into the linkages between higher education and community empowerment in Latinx and other racialized communities.

For the past two years, Angel has served as a research associate in the Office of Community College Research and Leadership at UIUC. The first project, Hispanic-Serving Community Colleges STEM Pipelines, is an NSF-funded project looking at racially minoritized students in STEM pathways. The second project, Comprehensive Local Needs Assessment, is a project funded by the Illinois Community College Board dealing with equity training within Career and Technical Education programs. Under this scope of work, Angel has written several research briefs and articles. He has presented at national, regional, and local conferences. Currently, Angel teaches as an adjunct instructor at Northeastern Illinois University (NEIU). He received an associate’s degree from Wilbur Wright College. Angel also earned a bachelor’s degree in justice studies and a master’s degree in higher education leadership from NEIU.

Jose Villalobos
Biochemistry University of Nevada, Reno

Jose Villalobos is a fourth-year doctoral student in Biochemistry at the University of Nevada, Reno (UNR). His educational background includes two associate degrees in biology and chemistry from the College of Southern Nevada (CSN) in 2013. He completed his undergraduate education at UNR obtaining a BS/MS biotechnology in 2016. Shortly after beginning is doctoral studies, he earned the National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP) in 2017. Jose’s graduate research involves the utilization of small molecular probes to investigate the biosynthesis of plant cell wall polysaccharides. His approach was to utilized compounds that mimic monosaccharides such as glucose, mannose, and fructose. The goal is to identify the machinery involved with wall biosynthesis allowing the fine tuning of crops with ideal cell wall composition for textiles, feedstocks for biofuels, and pharmaceutical applications. His research interest also includes complex lipid signaling in plants and cell wall integrity sensing.

In addition to his academic career, Jose developed a passion for STEM education and outreach. He developed a summer science program at a southern Nevada Boys and Girls Club. Later on, he spoke regularly to students of color and first generation students about STEM and graduate education through programs such as GradFit, LEAP, McNair scholars. He trained and mentored high school students in a laboratory setting through the American Chemical Society (ACS) Project SEED summer program. Additionally, he has helped to established the first Society of the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) chapter, a student based organization dedicated to increasing diversity in STEM majors in the state of Nevada. His career aspirations are to educate and train the next generation of scientist as a professor.
Cynthia Diana Villarreal
Urban Education Policy, Higher Education
University of Southern California

Cynthia Diana Villarreal is a PhD candidate in Urban Education Policy at the University of Southern California’s (USC) Rossier School of Education, and a research assistant at the Pullias Center for Higher Education. She holds a master’s degree from the University of Texas at San Antonio in educational leadership and policy studies with a focus on higher education administration. Her research interests include Hispanic Serving Institutions (HSIs), specifically, the structures and systems that are intended to serve Latinx students, equity in faculty hiring, and higher education along the U.S./Mexico border. Her work blends organizational theories with critical and intersectional approaches to understanding higher education as a racialized and gendered institution.

Growing up in a binational, bilingual, bicultural community, she identifies as a fronteriza and is passionate about supporting Latinx individuals who straddle structural, symbolic, and geopolitical borders in higher education. Cynthia’s dissertation examines how faculty hiring committees at HSIs make decisions on who to hire. Revealing the different disciplinary and organizational cultures that inform committee deliberations, as well as the lived experiences of committee members, she is using Borderlands theory to illuminate decision making from intersectional and Latinx-conscious perspectives. Her research on equity in faculty hiring and graduate admissions examines the institutional policies, processes, and procedures that create inequities for racially minoritized individuals.

She has co-authored chapters on how a culture of niceness impacted racially minoritized faculty at an HSI and on equity in decision making in graduate admissions and faculty hiring. Prior to her doctoral education, Cynthia taught middle school English focused around a college readiness curriculum in a predominantly Latinx community. She holds a Bachelor of Arts in anthropology and English from Texas Tech University in Lubbock, Texas.

Antonio Duran (he/him/el) is an assistant professor in the Administration of Higher Education program at Auburn University. Antonio’s research primarily investigates how historical and contemporary legacies of oppression influence the experiences and development of college students. Namely, his scholarship leverages critical frameworks (e.g., intersectionality, queer color critique, quare theory) to complicate research on college student identity and to comprehend how institutional structures impact those with multiple minoritized identities. Antonio is especially interested in the interconnections between racism, heterosexism, and trans oppression on college campuses. His research has appeared in venues such as Journal of College Student Development, Journal of Diversity in Higher Education, and International Journal of Qualitative Studies in Education. As a queer Latino man, Antonio is passionate about shedding a light and uplifting Latinx/a/o communities in higher education.
At Nevada State College, we strive to be the difference by providing high-quality, workforce ready graduates. Nevada State offers more than 50 majors and minors, from nursing and criminal justice to education and visual media. Our dynamic institution focuses on inclusion, accessibility, and success.

Chief Diversity Officer, Tomás Leal, addresses attendees at the recent celebration of legendary activist Dolores Huerta.

The event took place in front of a full house on January 10, 2020, in Santa Barbara, California.
Berenice Sánchez, Alumni Coordinator  
Educational Leadership & Policy Studies  
Indiana University

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 and 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 *Journal of Student Personnel Association* at Indiana University. 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 Woman 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).

Uriel Serrano, Social Media Co-Chair  
Sociology  
University of California, Santa Cruz

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 and well-being. 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.
Welcome to the Ninth Annual National Career Preparation Institute. It is my great pleasure to welcome you to the 15th 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 2020 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 Chahín
Caminos Project Director
Jessica Dominguez
Global Food Security & Hunger
Florida International University

1st Place Winner
Thesis: Exploring the Potential of Endophytes and Medicinal Plants as Sources of Antimicrobials to Control Citrus Greening

Jessica Dominguez is a current graduate student at Florida International University. In 2013, Jessica earned her bachelor’s degree from Florida International University in biological sciences. She is currently working on obtaining her master’s degree in environmental studies. She defended her thesis in July of 2019 and is expected to graduate December of 2019. She will then pursue her PhD beginning Spring of 2020.

Upon earning her bachelor’s degree, Jessica became a middle school science teacher. Although becoming a teacher was not in her plans, Jessica gained one of the best experiences in her career. It was during this time, that Jessica realized that she aspired to educate and communicate the importance of science. Therefore, Jessica opted for higher education to become a stronger educator, mentor, and scientist. Currently, her thesis work encompasses citrus greening, which is a destructive and devastating disease of citrus. Current preventative and treatment measures are not very effective, and most farmers apply antibiotics to their citrus. Jessica is concluding her thesis work by expanding the options for treatment that are environmentally safe. She has achieved isolating bacterial extracts that significantly decrease the citrus greening pathogen. Jessica will continue to work on citrus greening for her doctorate, building on her thesis results.

Jessica is passionate about giving back to her community through science education. She is excited about her future, which includes contributing to future innovations and discoveries that will benefit the planet.

Edil Vidal Torres
Global Food Security & Hunger
University of Puerto Rico at Mayagüez

2nd Place Winner
Thesis: Quinoa and Amaranth: Multipurpose Agro-industrial Crops

Edil Vidal Torres is a laboratory technician at North Dakota State University in the Wheat Quality and Carbohydrates Project. She is originally from Santiago Rodriguez, Dominican Republic. She completed her bachelor’s degree in food science and technology at ISA University in Santiago, Dominican Republic. Upon completing her degree, Edil moved to the United States. She then graduated with a master’s degree in food science and technology at the University of Puerto Rico.

Throughout her graduate studies, Edil has been presented with a number of opportunities to further her career. She has participated in internships for AgriLife at both Texas A&M University and North Dakota State University. Additionally, she received an award from the Annual Pastures and Forage’s Conference in Arkansas where she presented on her research. Edil has also served as a teaching assistant at the university, which has expanded her knowledge in agronomy.

Edil is passionate about food safety, and she hopes to specialize in that area through education. She hopes to further her education through technical courses or pursue a doctorate degree in the field.
Claudia Garcia
Climate Change
Florida International University

3rd Place Winner
Thesis: Inoculating Rhizobium and Arbuscular Mycorrhizal Fungi on Snap Bean under Salinity Stress to Study Plant Growth and Glomalin Effects

Claudia Garcia was born in Santiago, Cuba and immigrated to the United States when she was six years old. In December 2017, she earned her bachelor’s degree in biological sciences at Florida International University (FIU). Driven to continue her academic career, Claudia also earned her master’s degree in environmental studies with a focus on Agroecology at FIU in July 2019. Her thesis titled, “Inoculating Rhizobium and Arbuscular Mycorrhizal Fungi on Snap Bean under Salinity Stress to Study Plant Growth and Glomalin Effects” was published in the journal, Agronomy, as “Effect of Salinity Stress and Microbial Inoculations on Glomalin Production and Plant Growth Parameters of Snap Bean (Phaseolus vulgaris).”

Claudia has always been interested in pursuing a career in which environmental science and aiding the public go hand-in-hand. She is now working as FIU’s Farmers Outreach Program coordinator, a program that aims to help beginning farmers, socially disadvantaged individuals, minorities, and veterans to acquire technical skills and knowledge in agriculture through internships and workshops. She aspires to work as an environmental scientist or consultant, where she can make a difference by providing expert assessment and advisory services on matters pertaining to the management of environmental issues.

Guadalupe Alfaro
Food Safety
California State University, Northridge

Guadalupe Alfaro is a registered dietitian in Los Angeles, California originally from San Salvador, El Salvador. Guadalupe completed her bachelor’s and master’s degrees in family and consumer sciences with a focus in nutrition and dietetics from California State University Northridge. Throughout her graduate career, Guadalupe worked as a graduate research assistant and became part of the USDA’s “Pathways to Success.” She entered this program as a dietetics fellow and outreach ambassador during her dietetic internship.

Guadalupe has more than five years of experience in health education; she has assisted underserved communities and individuals of all ages, helping them improve their health through diet. She taught cooking classes for individuals with diabetes to help them control and monitor their glucose levels. Guadalupe leads healthy parenting workshops and grocery store tours as part of a childhood obesity prevention grant called CHLA kids. She has worked as a clinic supervisor and lactation educator for the Women, Children, and Infants (WIC) program where she promoted breastfeeding and healthy eating habits.

Guadalupe is passionate about serving the Hispanic community, especially in helping them regain and improve their health through proper nutrition. Guadalupe plans to become a Certified Diabetes Educator by summer 2020. She hopes to expand her knowledge in nutrition by pursuing a doctorate degree.
Crystal Alvarez is the daughter of two Cuban refugees and is from Hialeah, FL. This community is a small part of Miami, where most of the population is Hispanic and Spanish is the primary language. She holds a bachelor’s degree in hospitality management from Florida State University which she earned in 2014. She is currently a graduate student at Texas State University. Crystal began to build a passion for science in high school. She desired to delve deeper into academics, which led her to pursue a master’s degree in human nutrition. She is currently working on her thesis under the supervision of Dr. Michelle Lane and Dr. Sylvia Crixell. Her research focuses on the relationship between the maternal diet and ante- and post-natal cognition.

Through her master’s coursework and thesis research, she hopes to gain knowledge in the field of nutrition, understand the current literature, and add to the existing body of research regarding nutrition and mental health. Following the completion of a master’s degree, she hopes to become a registered dietitian. She also plans to pursue a doctoral degree in nutrition or neuroscience and continue to conduct research in this field.

Paola N. Badillo Chico is currently pursuing a master’s degree in plant pathology at the University of Puerto Rico. She completed her bachelor’s degree in biology with a concentration in biomedical sciences at the University of Puerto Rico. As an undergraduate, she conducted research on the antimicrobial effect of Genipa Americana, a native fruit of Puerto Rico. Paola was the recipient of the Encouraging Careers in Food Security and Safety grant. She was also a member of the National Biological Honor Society.

Paola is working on a thesis project on the genetic diversity of two rust-resistant coffee varieties. Upon receiving her master’s degree, Paola intends to apply to a PhD program specialized in molecular plant pathology. She then plans to pursue research in effector-triggered immunity. She aims to use her research knowledge and skill set to advise others and help secure food sources for generations to come.
Maribel Barragan
Childhood Obesity
University of Illinois, Urbana-Champaign

Maribel Barragan is a first generation Mexican-American graduate student at the University of Illinois at Urbana-Champaign. In 2017, she graduated from California State University, Fresno (CSUF) with a Bachelor of Science degree in food and nutritional sciences with a concentration in dietetics. As an undergraduate student, she served on the board of the Student Nutrition and Dietetics Association. She also completed over 250 hours of volunteer work. Maribel conducted research that involved delivering the Abriendo Caminos (AC): Clearing the Path to Hispanic Health program, an obesity prevention curriculum provided to Hispanic families in the California Central Valley. She has presented her findings at several local and regional conferences.

In May 2018, Maribel completed her dietetic internship at CSUF and she is now a registered dietitian. She is currently a second-year master’s student in the Division of Nutritional Sciences at the University of Illinois at Urbana-Champaign. Her research interests focus on obesity and the role of diet in the recruitment of pro-inflammatory cytokines to adipose tissue. She also mentors underrepresented students that volunteer with AC.

Upon receiving her master’s degree, Maribel will continue to put efforts into helping Hispanic families gain better health. Through nutrition education, she aspires to help reduce the prevalence of obesity and diabetes in the Hispanic population. She also hopes to become a part-time instructor at a local college and continue to mentor underrepresented students who want to pursue higher education.

Manuel A. Cornejo
Childhood Obesity
University of California, Merced

Manuel A. Cornejo is a second-generation graduate student from Tijuana, Baja California, Mexico. In 2015, he graduated with honors from Universidad Autonoma de Baja California with a Bachelor of Science degree in pharmacobiology chemistry. As an undergraduate, he completed a thesis on the expression of a recombinant protein intended for developing a vaccine for paratuberculosis.

Manuel is currently a fourth-year PhD student in quantitative and systems biology at the University of California, Merced. His current research focuses on the effect of different interventions, such as diet, anti-diabetic drugs, and surgery, on the improvement of metabolic syndrome on a model of type II diabetes. His research efforts have been performed in collaboration with the Pharmacology department at the University of Kagawa, Japan. He also mentors and oversees undergraduate students at this lab. Manuel is in the process of submitting his first publication on the effect of caloric restriction and mass recovery in metabolic syndrome. He is also an active member of 4venir, Inc., a non-profit organization that promotes scientific, technological, and artistic education for K-12 students in the California Central Valley, especially first-generation students.

Upon receiving his PhD, Manuel plans to further his research as a post-doctoral fellow in a clinical setting. His long-term goal is to find strategies for the prevention and improvement of metabolic syndrome. He also aims to use his experience to become a mentor for younger generations.
Anisa P. Elizondo
Food Safety
Texas State University

Anisa P. Elizondo is a first year graduate student originally from Austin, Texas. Currently, she lives on her family’s farm in Staples, Texas. In 2018, she graduated from Texas State University with a bachelor’s degree in agriculture in business and management with a specialization in agribusiness management. As an undergraduate, Anisa received Dean’s List honors on multiple occasions. Anisa has also developed her own company, Twisted E Boer Goats, in which she breeds show goats.

Anisa’s interest in agriculture, particularly in food safety, rural farmers, and agricultural education, led her to enroll in the Integrated Agricultural Sciences Master’s Program at Texas State University. Under the supervision of Dr. Pratheesh O. Sudhakaran, she is researching consumer’s willingness to pay based on food safety in the marketplace. Additionally, she is working on a grant proposal called RAISE UP. This would contribute to her goal of raising awareness about agriculture and the potential careers available to Hispanic fourth graders and high school students. Anisa is also working on a publication pertaining to rural farmers and the impact that urban sprawl has on their farming communities.

Upon receiving her master’s degree, Anisa intends to pursue a PhD in agribusiness and managerial economics. With this, she aims to fully understand the changing landscape of the American farmer and the current viewpoint on agriculture. As a Latina in the field, she also hopes to inspire younger generations of women to pursue a career in agriculture.

Juan V. Fernandez
Sustainable Energy
The University of Texas at El Paso

Juan V. Fernandez is a PhD student studying environmental science and engineering at the University of Texas at El Paso (UTEP). He graduated from UTEP with a bachelor’s degree in 2015 and earned his Master of Science degree in industrial engineering in 2017. During this time, Juan was also a National Science Foundation Scholar.

As an undergraduate, Juan participated in study abroad programs in Piura, Peru and Ensenada, Mexico. Some of his projects during this time involved the development of a carbon footprint calculator with unmanned aerial vehicles (UAVs) for precision agriculture to develop sustainable practices in agricultural processes. He was also a research assistant and had the opportunity to present his work at multiple conferences. This research focused on biofuel supply chain optimization, logistics, and supply chain management.

Juan has also held several internship positions with the United States Department of Agriculture (USDA). One internship was with the Agricultural Research Service (ARS) where he implemented multi-parameter soil sensors for data collection. He held another position with the National Institute of Food and Agriculture (NIFA) where his main duties included database management and panelist support. Juan continues to intern with NIFA and aspires to work full-time for the USDA in the future. As a first-generation college student, Juan hopes to work in the public sector and give back for all the help he has received on his own journey towards excellence.
Tatiana Gamez  
Climate Change  
University of California, Berkeley

Tatiana Gamez is currently a PhD student at the University of California–Berkeley. She graduated with her bachelor’s degree in ecology and a minor in chemistry from the University of North Texas in spring 2015. She also completed a master’s degree at Texas State University in Aquatic Biology in fall 2018. After earning her bachelor’s degree, Tatiana worked as a laboratory technician at the Harte Research Institute for Gulf of Mexico Studies. There, she explored the impacts of changes in freshwater inflows on benthic estuarine communities. During her graduate enrollment at Texas State University, Tatiana was awarded by the Lower Colorado River Authority. She received funding and was able to study eutrophication and harmful algal blooms in Lake Buchanan, Texas. In fall 2018, Tatiana successfully defended her thesis. She is currently pursuing her doctorate degree in Oceanography with an emphasis in chemical oceanography. Tatiana is initiating her dissertation research on coastal eutrophication and carbon cycle feedback mechanisms at the microbial level. After completing her PhD, Tatiana plans to pursue a career in academia as a chemical oceanographer and phytoplankton ecologist. Additionally, during her time away from school, Tatiana worked for the City of Austin as an environmental scientist.

Ian J. Gomez  
Childhood Obesity  
Texas State University

Ian J. Gomez is a second-year graduate student from Houston, Texas. In 2018, he graduated cum laude from Texas Southern University with a Bachelor of Science degree in dietetics. He then gained admission into the combined master’s degree in human nutrition and dietetic internship program at Texas State University. In May 2019, Ian graduated from his 1,200-hour dietetic internship, where he gained valuable experience in community and clinical rotations. As a student, Ian earned multiple awards acknowledging academic excellence. He has also been involved in promoting healthy dietary practices through a variety of experiences, including a nutrition and health summer internship in Nome, Alaska and a maternal and child health fellowship.

Ian’s interest in the field of nutrition includes clinical pediatric dietetics and the impact of nutrition on diseases and disorders of the gastrointestinal tract. He takes an individualized approach to better understand patient needs and preferences, while being mindful of diverse cultural, socioeconomic, racial, ethnic, and religious backgrounds.

Ian is currently studying for the national board exam to become a Registered Dietitian (RD). Ian aspires to become a clinical pediatric dietitian and investigate methods to improve treatment and management of diseases and disorders of the gastrointestinal tract among the pediatric population. Ian strives to become a role model and mentor for disproportionately represented groups in academia and dietetics. He also hopes to become a university professor to help aspiring dietitians.
Jazmine Leija
Sustainable Energy
The University of Texas at Rio Grande Valley

Jazmine Leija is a first-generation graduate student from McAllen, Texas. In 2018, she graduated from the University of Texas Rio Grande Valley (UTRGV) with a Bachelor of Science degree in biology. She is currently pursuing her master’s degree at UTRGV. Jazmine is also a certified dental assistant with additional certifications in CPR and First Aid. Jazmine has been the recipient of several scholarships, including the Jones Academic scholarship.

As an undergraduate, Jazmine joined Dr. Michael Persans’ research lab to study freshwater and saltwater algal species. This research investigates the use of algae as bio-indicators of the water quality for agriculture, as well as their ability to produce lipids for biofuels. This experience encouraged her to pursue her master’s degree, where she will continue to work with Dr. Persans. She will also begin to conduct independent research on the different methods for cryopreservation (freezing) of the algal species previously tested for later use, without killing the cells.

Jazmine aspires to work for the Food and Drug Administration (FDA). She strives to protect public health by ensuring the efficacy, safety, and security of biological products, medical devices, and human and veterinary drugs. Upon receiving her master’s degree, Jazmine plans to pursue a PhD in biology. She also hopes to increase Hispanic representation in STEM positions by encouraging the next generation of Hispanic students to pursue careers in science.

Fabiola Mancha
Global Food Security & Hunger
Texas State University

Fabiola Mancha is a first-generation graduate student at Texas State University. In the spring of 2018, she completed a Bachelor of Science degree in microbiology and a minor in biochemistry at Texas State University. Currently, she is pursuing a master’s degree in aquatic biology.

As an undergraduate, Fabiola started teaching anatomy and physiology to pre-nursing students. Meanwhile, she also took courses on immunology, medical microbiology, and neurobiology. These amplified her comprehension on the human body and helped her become a better instructor and a tutor.

Fabiola is passionate about empowering individuals through education. After graduating with her master’s degree, she plans to teach at the community college she attended. There, she hopes to promote an integrative approach that emphasizes diet, nutrition, wellness, and reproductive health. Additionally, Fabiola plans to apply to medical school in the near future and become a primary care physician. She aspires to work in underserved areas in Texas and be able to provide health care to those in need.
FOOD AND AGRICULTURAL SCIENCES (LOS CAMINOS)

FELLOWS

Melody Martinez
Climate Change
Texas State University

Melody Martinez is a graduate student at Texas State University. She graduated from Texas State University in 2016 with a Bachelor of Science in aquatic biology. She is currently pursuing a Master of Science in aquatic resources.

Melody’s mother always instilled in her the importance of education by enrolling her in various education programs. She was once enrolled in a program that allowed her to go camping, which inspired her love for nature and passion for conservation. As an undergraduate, Melody worked as a laboratory assistant with the A.E. Wood Fish Hatchery in the Inland Fisheries division of the Texas Parks and Wildlife Department. She is currently working at the Huertas Laboratory conducting research on how external factors affect fish chemical communication, which is a vital interaction for reproduction, feeding, and predator avoidance.

Through her work, she has gathered technical skills in biochemistry, behavioral assays, histology, and molecular procedures. Upon receiving her master’s degree, she hopes to use these skills to pursue a doctoral degree focusing in toxicology, endocrinology, and physiology. As world population and industrial activity increase, toxin inputs into aquatic systems are an undesired and unavoidable outcome. Melody’s primary goal is to understand how pollutants affect fish survival and ensure their availability as a food resource for future generations.

Ana Irene Mitchell
Childhood Obesity
University of Illinois, Urbana-Champaign

Ana Irene Mitchell is a first-year graduate student and National Science Foundation Graduate Research Fellow in the Division of Nutritional Sciences at the University of Illinois at Urbana-Champaign. She graduated from the University of Colorado, Boulder with a bachelor’s degree in integrative physiology in 2015. She then joined Teach for America in Denver teaching Biomedical Science at West Early College High School. During this time, Ana developed and pioneered a biomedical pathway program, served as the high school science department chair, and managed the West Community Garden. Throughout her time as a teacher, Ana grew passionate about empowering her students to advocate for their own health and well-being. She aims to combine her experience in nutrition education and passion for health equity to earn her PhD in nutritional sciences.

Ana’s dissertation focuses on identifying the impact of a food systems-based nutrition education curriculum on academic outcome and food selection, consumption, and waste among middle school students. She has also conducted research in the area of resilience on modulating health outcomes of Hispanic individuals affected by adverse childhood experiences. Specifically, she did research in Mexico studying the impact of chronic stress on diet and physiological markers related to metabolic syndrome. Her ultimate goal is to improve the health outcomes for Hispanic and other marginalized communities by accelerating the translation of academic research to community applications.
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Whitney E. Ortiz
Global Food Security & Hunger
Texas State University

Whitney E. Ortiz is a graduate student at Texas State University. She also graduated from Texas State University with a Bachelor of Science in microbiology. She was a part of the Honor’s College and wrote a thesis titled, “Reexamining the Classification of Viruses as Nonliving Based on their Evolutionary Patters.” She is currently pursuing a Master of Science in aquatic biology. As an undergraduate, Whitney was an active researcher, as laboratory work has always been the focus of her studies. She has carried her interest in microbiology and laboratory work into her graduate career. She is currently working with Dr. Mar Huertas, and hopes to contribute to the knowledge regarding the importance of the microbiome. She is currently studying the impact of pollutants on the microbiome of aquacultural relevant species. In addition to her individual research, she has contributed to other projects requiring bacteria and monitoring test organisms. Upon receiving her master’s degree, Whitney plans to pursue a doctoral degree focusing on the impact of changes in the microbiome to overall immune health. She hopes to investigate possible connections to microbiome health to infectious disease, with a specific focus on emerging zoonotic disease. Whitney realizes the importance of demonstrating that Hispanic students are successful in STEM fields. She aspires to influence others in her community to pursue higher education and strive to change the demographic of STEM fields to better match the diversity of the country.

Casiani M. Soto-Ramos is a research assistant at the Crop Protection Program in the Department of Agro-Environmental Sciences of the University of Puerto Rico-Mayagüez. She graduated from the University of Puerto Rico-Mayagüez with a bachelor’s degree in crop protection in 2016 and a master’s degree in plant pathology in 2018. She currently investigates viruses found in pineapples. Her previous research encompassed the endangered plant species Harrisia portoricensis and several crops in Puerto Rico such as yam, banana, plantain, and many others. Additionally, she has worked with pathogens such as nematodes, fungi, and bacteria. Her thesis was focused in the identification of plant parasitic nematode, such as Pratylenchus coffeae and others. Furthermore, she examined the application of traditional, organic, and biological nematicides for control of nematode populations, along with soil surveys and sampling, samples processing, and nematode extraction from soil, roots and yam tuber. Additionally, she had the opportunity to characterize Penicillium species and their control and citrus greening in Puerto Rican grafts. Casiani has worked with the United States Department of Agriculture (USDA), Agricultural Extension Service (AES), and the Experimental Agricultural Station (EAS) of Puerto Rico. For Casiani, plant pathology represents the opportunity to safeguard the food of the current and next generations. She plans to pursue a PhD in agro-nematology, and with her other projects, make a contribution in food safety. Her ultimate goal is to educate, improve the life quality of others, and strengthen agriculture around the world.
Zaira Suarez
Global Food Security & Hunger
Texas State University

Zaira Suarez is a first-generation graduate student at Texas State University. She graduated with a bachelor’s degree in nutrition and foods with a minor in biochemistry from Texas State University in December 2017. As an undergraduate, she was part of the Student Nutrition Organization (SNO) and volunteered in the Best Food FITS program, where she practiced nutrition education and promotion. She wanted to continue her education by enrolling in a research-focused master’s program, and she is now pursuing a master’s degree in human nutrition.

After graduating with her bachelor’s degree, Zaira worked for the Supplemental Food Assistance Program for Women, Infants, and Children (WIC). There, she provided nutrition education and counseling for pregnant women, post-partum women, and breastfeeding mothers who experienced food insecurity. Zaira is now working at an integrative medicine clinic that specializes in treating persons with eating disorders. She is learning more about eating disorders and how to provide support by establishing a healthy relationship with food and nutrition. She is also interested in the mechanistic approach of nutrition research, such as nutrigenomics and longevity, and how lifestyle factors can impact these.

Zaira hopes to become a registered dietitian, and she plans to apply to the Texas State dietetic internship to enter in the 2020 cohort. Upon completing the dietetic internship, Zaira will be eligible to take the certification exam to become a registered dietitian. She hopes to work in the clinical field of dietetics, especially in the neonatal intensive care unit and helping mothers have successful breastfeeding experiences.

Carla Vidal
Global Food Security & Hunger
Texas State University

Carla I. Vidal is a second-year graduate student at Texas State University originally from Laredo, TX. She graduated from the University of Texas at Austin in 2013 with a Bachelor of Arts in psychology. She is currently pursuing a master’s degree in human nutrition. Additionally, she is completing coursework requirements to obtain her verification statement in the Texas State University dietetics program.

After graduating in 2013, Carla worked in marketing and sales. However, she developed an interest in exercise and nutrition. She explored and learned about food programs, such as the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Subsequently, Carla became passionate about food security and the importance of childhood nutrition. She was inspired to switch career paths and pursue a master’s degree in nutrition. Throughout her graduate career, Carla has worked with Bobcat Bounty, the on-campus food pantry, helping the Texas State community by providing food access to ultimately increase food security on campus. She also works as a graduate instructional assistant for the Food Systems lab.

Upon receiving her master’s degree, Carla hopes to be accepted into a dietetic internship to become a registered dietitian. She is keeping her mind open to the multitude of opportunities provided by the variety of fields in nutrition. Despite which path she decides to follow, she hopes to continue working in community nutrition in some capacity. She aspires to help many individuals and their families by securing and increasing access to healthy foods.
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University of California, Irvine
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 earned 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.
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.) 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.
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.
Congratulations to the AAHHE on celebrating its 15th anniversary conference, from Montana State University.

President Waded Cruzado
Montana State University

Full-Time, Tenure-track Faculty
Initial screening deadline: April 1, 2020

- Biological Sciences (Microbiology)
- Chemistry
- Computer Science
- Counseling
- Education for Adults with Disabilities
- English as a Second Language - Noncredit
- Library Science (General Librarian)
- Music and Band Director
- Radio Broadcasting

Initial screening deadline: to be determined

- ACCESS, Instructional Specialist - Math Emphasis
- Child Development
- Kinesiology, Assistant Football Coach
- Women’s Head Soccer Coach
- World Languages

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JoAnn Canales
Senior Scholar in Residence Emerita
Council of Graduate Studies, Washington, D.C.

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.

Congratulations to the AAHHE on celebrating its 15th anniversary conference, from Montana State University.

Congratulations!

President Waded Cruzado
Montana State University
We congratulate the winners of the 2020 Outstanding Dissertations Competition and passionately share AAHHE’s mission to advance opportunities for Latinos through recognition, awareness and research.

ETS's Tomás Rivera Lecture Series reports include:

- **The Brilliance, Tenacity and Strength of Latinos in America**
- **Underrepresentation of Hispanics in Higher Education & the Need to Change**
- **The Decade Ahead: Inquire, Innovate, Impact**

Michele Siqueiros  
Antonia Hernández  
Manuel T. Pacheco

Download these reports and more at 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
ETS President and CEO, 2000–2013

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.
ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

COMPETITION

1ST PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

David G. Martínez
Assistant Professor
Department of Educational Leadership and Policies, College of Education
University of South Carolina

Dissertation Title: A Study of School Finance in Arizona: Equity, Language Learner and the Allocation of Funding

Degree Granting Institution: Arizona State University

David G. Martínez earned his doctorate under the mentorship of professors David C. Berliner, Margarita Pivovarova, and Sherman Dorn at Arizona State University, received his undergraduate degree at Illinois State University, and holds a Master of Public Administration from DePaul University. Prior to pursuing his professorship, David was a Research Analyst for the Maricopa County Community College District office, an Educational Administrator in Northern Illinois, and a middle school and high school educator.


At Arizona State University as a member of the SHADES Multicultural Peer Mentor group, David mentored students in various graduate programs, and was instrumental in founding the Teachers College Doctoral Council, serving as the groups inaugural President. David was awarded the ASU Graduate Peer Mentor Award for his service efforts. As a community member in Arizona David mentored African American and LatinX students through the “Arizona Call a Teen” youth organization.

David has continued his advocacy as an assistant professor at the University of South Carolina serving on the University First-Generation student steering committee. David is also working to advocate for the LatinX community of South Carolina through his faculty affiliation with the Center on Migration Policy, Society, and the South Eastern Immigration Studies Association, La Alianza Hispana of South Carolina, and as a board member of Richland County First-Steps. His efforts were recognized by the leadership of his department who awarded him a 2019-2020 Center for Innovation in Higher Education Fellowship.

In his time-off David enjoys spending time cooking for his family and friends, playing music, and coaching for the 4U fútbol team, The Fireflies.
2ND PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

David Mickey-Pabello
Postdoctoral Fellow in Ethnoracial Relations at the Hutchins Center for African and African American Research
Harvard University

Dissertation Title: A Structural Investigation of Laissez Faire Racism: The Intended and Unintended Consequences of Affirmative Action Bans

Degree Granting Institution: University of Michigan

David Mickey-Pabello’s research broadly covers sociology of education, race/ethnicity, social inequality, demography, assortative mating, sociology of law, and specializes in affirmative action bans. He also applies a broad range of methodological approaches in his work: difference in differences, triple differencing, hierarchical modeling, matching techniques, regression decomposition, event history modeling, and qualitative techniques such as qualitative comparative analysis, and content analysis. He works with several sources of data including the NLYS, NELS, CPS, ACS, AAMC, US World & News Reports rankings, IPEDS, CDC WONDER, and the GSS. Furthermore, he has collected many sources of restricted data from the University of Michigan on its students from the Registrar’s Office, University Housing, the Office of Student Life, Greek Life, Admissions, Financial Aid, and has merged it to restricted data from the College Board on high school characteristics.

From 2017-2019 he served as a data analyst for the University of Michigan’s Office of Student Life while working on his dissertation. David’s dissertation, “The Unintended Consequences of Affirmative Action Bans” draws upon a wide variety of data sources mentioned above. His previous work has been published in the American Journal of Education and the Journal of Higher Education, and has been featured by The New York Times, The Chronicle of Higher Education, and National Public Radio. So far, his dissertation has received funding from the American Educational Research Association, and two papers have been included in paper sessions for the Affirmative Action and Antidiscrimination Policy at the American Sociological Association’s Annual Meeting. His work is currently under review at Sociology of Education, Review of Research in Education, and American Sociological Review.
ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

COMPETITION

3RD PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Darcy A. Orellana
Associate Director Human Resources/Chief Diversity Officer
Middlesex Community College, Massachusetts

Dissertation Title:
Organizational Culture in Community Colleges: Making Connections to Diverse Student Success

Degree Granting Institution:
University of Massachusetts Boston

Dr. Darcy A. Orellana currently serves as the associate director of Human Resources/Chief Diversity Officer at Middlesex Community College in Bedford and Lowell, Massachusetts. She received her EdD in higher education administration at the University of Massachusetts Boston, a Master of Arts in community social psychology at the University of Massachusetts, Lowell, and a Bachelor of Arts with a double major in education and French at Tufts University. As a scholar-practitioner she has experience in human resources; diversity and equity affairs including professional development, compliance and training; student affairs including multicultural & international student affairs; and enrollment management including recruitment, admissions, and financial aid.

At Middlesex Community College (MCC) she serves as the Chair for the Leading for Change Racial Equity & Justice Institute; the Campus Coordinator for the National Coalition Building Institute (NCBI) team that provides training in diversity, equity, and inclusion; a member of the Strategic Planning Steering Committee; and a member of the Professional Development Advisory Board. At MCC she designed the college-wide Search Committee Training program to foster fair, inclusive searches and minimize bias. She launched the first Multicultural Center, a peer mentoring program, and the NSF Louis Stokes Alliance for Minority Participation in STEM program (LSAMP) that provided pathways for community college students and faculty to collaborate with partner universities for REUs and RETs.

At the state level Dr. Orellana serves on the Massachusetts Statewide Equity Advisory Board. She is engaged in regional initiatives regarding diversity, equity and inclusion, and represents the College in these efforts, such as the Leading for Change Consortium, Latina Women Moving Forward, New England Higher Education Recruitment Consortium, among others. She was elected to serve on her town School Board and is currently the vice-chair.

Dr. Orellana’s scholarship focuses on culturally engaging organizational cultures, high impact practices and the success of racially and ethnically diverse students. Her research considers how students of color understand and make meaning of their institution’s culture, and the ways in which organizational culture shapes how educational programs are designed and implemented at community colleges.
ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

HONORABLE MENTION
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Antonio A. Duran
An Intersectional Grounded Theory Study Examining Identity Exploration for Queer Collegians of Color at Historically White Institutions

Degree-Granting Institution: The Ohio State University

Lenora Green
Executive Director
Center for Advocacy & Philanthropy, ETS

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.

“The AAHHE graduate fellowship was another positive step toward becoming a postsecondary thought leader, advocate and administrator. My passion for higher education is a moral responsibility because education is the civil rights battle of the 21st century. Too many of our youth remain incapable of realizing their full potential because of systemic inequities within our public schools. They deserve a chance to achieve their dreams.”

Joel Alvarado
Doctoral student
Higher Education Administration
University of Alabama
AAHHE Graduate Fellow 2019
<table>
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<th>ODC Judges</th>
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| Leticia Tomas Bustillos  
Director of Policy Research  
Campaign for College Opportunity |
| Jason P. Casellas  
Associate Professor  
Department of Political Science  
University of Houston |
| Edward A. Delgado-Romero  
Associate Dean for Faculty and Staff Services  
University of Georgia |
| Nelson Flores  
Associate Professor  
University of Pennsylvania |
| David Garcia  
Associate Professor, Director  
Mary Lou Fulton Teachers College  
Arizona Education Policy Initiative  
Arizona State University |
| Beverly J. Irby  
Associate Dean for Academic Affairs and Professor  
Marilyn Kent Byrne Endowed Chair for Student Success  
Director, Education Leadership Research Center  
College of Education and Human Development  
Texas A&M University |
| Amaury Nora  
Professor  
Department of Educational Leadership & Policy Studies  
College of Education and Human Development  
University of Texas, San Antonio |
| Maricela Oliva  
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 |
| Patricia Perez (Committee Chair)  
Professor & Coordinator, H&SS Office of Equity and Diversity  
Department of Chicana and Chicano Studies  
California State University, Fullerton |
| Alejandra Rincon  
Assistant Vice Chancellor and Chief of Staff Office of Diversity and Outreach  
University of California, San Francisco |
| Rebecca A. Robles-Piña  
Professor  
Department of Educational Leadership & Counseling  
Sam Houston State University |
| Gloria M. Rodriguez  
Associate Professor  
School of Education  
University of California, Davis |
| Gilbert Valverde  
Professor & Department Chair  
Department of Educational Administration & Policy  
University of Albany |
America Can’t Kick The Habit
Opioid Crisis Repeats A Deadly Pattern

5 Latino Authors You Should Be Reading Now
by Laura Lomas

LA FERIA DEL LIBRO EN MADRID
by Michelle Adam

Health Simplified And Expanded
by Dr. Marlene Jacqueline Wüst-Smith

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AWARDS

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This award is given to an outstanding administrator in the field of higher education who has demonstrated excellence in academe and its related professions.

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.

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.

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 – just to name a few. 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, The Reginald Wilson Award from the American Council on Education, the 1998 Harold W. McGraw, Jr. Prize in Education, Special Recognition Award for Scholarly Research in Bilingual Education from the National Association for Bilingual Education, and Education Achievement Award from the National Science Foundation. 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: BA (English), 1957; MLS (Library Science), 1959, and PhD, Educational Administration, 1965.

LIST OF PAST RECIPIENTS

2019 Mildred Garcia
2018 Nora R. Garza
2017 James E. Brenneman
2016 Ted Martínez, Jr.
2015 Havidán Rodríguez
2014 David López
2014 Tomás Morales
2013 Norma L. Hernandez
2012 J. Michael Ortiz
2011 Leonardo de la Garza and 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 Benítez
2001 Douglas X. Patiño
2000 Cecilia L. Lopez
1999 Jesús Rangel
1998 Celestino Fernández
1997 Eduardo Padrón
1996 Lattie F. Coor
1995 Victor Alicea
1994 Juliet García
1993 José González
1992 Jesús Rangel
1991 Celestino Fernández
1990 Eduardo Padrón
1989 Lattie F. Coor
1988 Victor Alicea
1987 Juliet García
1986 José González
Chon A. Noriega is a professor in the UCLA Department of Film, Television, and Digital Media and Consulting Curator at the Los Angeles County Museum of Art (LACMA). Since 2002, he has been director of the UCLA Chicano Studies Research Center (CSRC), a campus-wide interdisciplinary research unit that advances basic and applied research, library and archival holdings, scholarly publications, and community partnerships. These combined programs provide mentorship and professional development for Latino students and faculty, while the CSRC also plays a significant role in diversifying the campus and providing critical resources to improve climate.

Noriega is author of Shot in America: Television, the State, and the Rise of Chicano Cinema (2000), co-author of Phantom Sightings: Art After the Chicano Movement (2008) and Home—So Different, So Appealing (2017), and editor of numerous books dealing with Latino media, performance and visual art. His publications have earned over 50 international book awards. From 1996 to 2016, Noriega was editor of Aztlán: A Journal of Chicano Studies. In January 2020, he received the Distinguished Editor Award from the Council of Editors of Learned Journals (CELJ).

Noriega has played a transformative role in diversifying the arts, from exhibitions and scholarship to curriculum to pipeline programs for students. In 2014, he helped design and launch the Andrew W. Mellon Undergraduate Curatorial Fellowship Program. This new national undergraduate mentorship program seeks to diversify the curatorial ranks at U.S. art museums. Through a combined mentorship and internship program at six comprehensive art museums in minority-majority cities, the program prepares undergraduate students from underrepresented groups to pursue a PhD in art history with the goal of becoming a curator. Noriega has also curated or co-curated numerous groundbreaking art exhibitions. Among these, Phantom Sightings: Art After the Chicano Movement is recognized as one of the 50 most influential exhibitions of contemporary art and Home—So Different, So Appealing is ranked as one of the most well-attended exhibitions in the world for 2017. He is also editor of A Ver: Revisioning Art History, an award-winning books series that now has eleven titles in print that focus on individual Latina/o artists.

Noriega has been active in media policy and professional development, for which Hispanic Business named him as one of the Top 100 Most Influential Hispanics. He is co-founder of the National Association of Latino Independent Producers (NALIP, est. 1999) and served two terms on the Board of Directors of the Independent Television Service (ITVS), the largest source of independent project funding within public television. Noriega has made presentations to the U.S. Commission on Civil Rights, the U.S. Congressional Hispanic Caucus, and U.S. Congressional Entertainment Caucus. Noriega has also helped recover and preserve independent films and video art, including the first Chicano-directed feature film, Please, Don't Bury Me Alive! (1976), which was added to the National Film Registry in 2014. Noriega also curated a month-long festival called, “Latino Images in Film” on Turner Classic Movies, which he co-hosted with the late Robert Osborne.

Noriega’s awards and recognitions include the Getty Postdoctoral Fellowship in the History of Art and the Rockefeller Foundation Film/Video/Multimedia Fellowship, as well as recognitions from such civil rights organizations as the Mexican American Legal Defense and Education Fund (MALDEF) and the National Hispanic Media Coalition (NHMC).
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.

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.

LIST OF PAST RECIPIENTS

2019 John A. Lopez
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
2004 Alberto Ríos
2003 Rudolfo Anaya
2002 Juan Delgado
2001 Teófilo Jaime Chahín
1996 Nicholas Kanellos & Gary D. Keller
Juan Felipe Herrera is an American poet, author, and activist of Mexican descent who became the first Latino poet laureate of the United States (2015–17). He is known for his often-bilingual and autobiographical poems on immigration, Chicano identity, and life in California. Herrera was born to migrant farmworkers in southern California and spent his early youth on the move, living in tents and trailers in small farming towns throughout the San Joaquin Valley. Herrera and his family eventually settled in San Diego. After completing high school there in 1967, Herrera attended the University of California, Los Angeles (UCLA), with an Educational Opportunity Program (EOP) scholarship. At UCLA he studied social anthropology and participated in experimental theatre. While in college he became active in the Chicano civil rights movement, a cause he stayed committed to throughout his career. Herrera attended the University of Iowa Writers’ Workshop in 1988 (M.F.A., 1990). Soon after earning an M.F.A., he was appointed professor in the Chicano and Latin American Studies Department at California State University, Fresno (1990–2004). He published prolifically during the 1990s, including the first of his picture books for children, *Calling the Doves/El canto de las palomas* (1995), which won the 1997 Ezra Jack Keats Book Award for children’s literature written by new children’s book authors. *Calling the Doves* is a bilingual telling of the author’s nomadic childhood among migrant farmworkers. His books of poetry from that period include *Night Train to Tuxtla: New Stories and Poems* (1994), *Mayan Drifter: Chicano Poet in the Lowlands of America* (1997), and *Lotería Cards & Fortune Poems: A Book of Lives and Border-Crosser with a Lamborghini Dream* (both 1999). In 1999 he also published *CrashBoomLove: A Novel in Verse*, a book for young adults that tells the story of a Mexican American teenager living in California.

In addition to writing, Herrera stayed involved in bilingual theatre and performance, cofounding a number of theatre ensembles and directing performances throughout his career. His children’s book, *The Upside Down Boy* (2000) was adapted into a musical (*The Upside Down Boy: A Latino Musical*) and premiered in New York City in 2004. In 2005 Herrera was appointed professor of creative writing at the University of California, Riverside, and continued to publish his poetry and prose. His books, *187 Reasons Mexicanos Can’t Cross the Border: Undocuments 1971–2007* (2007) and *Half of the World in Light: New and Selected Poems* (2008) were particularly well received. The former—a compilation of text, illustrations, and photographs spanning nearly four decades that document life on the road in and between California and Mexico—won the PEN West Poetry Award and the PEN Oakland National Literary Award for 2008. Half of the World in Light also covered his career, introduced new work, and came with a CD of Herrera reading 24 of his poems. That publication earned the 2009 PEN Beyond Margins Award (now the PEN Open Book Award), awarded to “outstanding books by writers of color.” Notes on the Assemblage (2015) piquantly investigates violence and social injustice through juxtaposed Spanish and English verse.

In 2011 Herrera was elected a chancellor of the Academy of American Poets, a post he held until 2016. During this time he was the state of California’s poet laureate (2012–14), the first Latino to hold the position since its founding in 1915, and in 2015–17 he was the 21st U.S. poet laureate, the first Latino to serve in that position.

Juan Felipe Herrera
American Poet
California Poet Laureate
Reward flights only available on days ending in “y.”

Transfarency™
Low fares. Nothing to hide.
This award recognizes an individual who has demonstrated excellence in both research and teaching and has provided significant contributions to their respective academic disciplines.

**Adriana Darielle Mejía Briscoe**  
*Professor of Evolutionary Biology  
University of California, Irvine*

Adriana Darielle Mejía Briscoe is a professor of evolutionary biology in the School of Biological Sciences at the University of California, Irvine. She specializes in studies of butterfly coloration and vision and also has a background in neurobiology, behavior, and evolution. She has published more than 65 peer-reviewed journal articles in *Nature*, *Neuron*, *Proceedings of the National Academy of Sciences*, *Proceedings of the Royal Society*, and the *American Naturalist*. She has been profiled by *Science and Genome Technology* magazines, featured in a *RadioBio* podcast, and in the *Women in Bioinformatics* film series. She has given public lectures at the University of Cambridge, U.K. and numerous other academic venues, including as a plenary speaker at the Entomological Society of America. Her research has been featured in the *New York Times*, the *Los Angeles Times*, the *Philadelphia Inquirer*, U.S. *News and World Report*, *National Geographic*, *Scientific American*, and *Le Monde*, and on radio and television.

Teacher to more than 3,000 undergraduates, she has been an advocate for Latinos in the UCI community for over 17 years. She has mentored Latinos at all levels of professional development from the undergraduate to the assistant professor level. Some highlights from her career include mentoring undergraduates who went onto medical or graduate school at top institutions like UC San Francisco and McGill University. She has mentored PhD students that have been the recipients of National Science Foundation Graduate Research Fellowships, a Ford Foundation Predoctoral Fellowship, the UC Chancellor’s Fellowship, a Hewitt Fellowship and a Fulbright Fellowship, top nationally competitive honors for graduate students.

Her writing advocating for more funding for Latino and people of color teacher training in science, technology, engineering, and mathematics (STEM) has appeared in more than 30 domestic and international online news outlets including the *Conversation*, the *Chicago Tribune*, the *Houston Chronicle*, the *San Francisco Chronicle/SFGate*, *EconoTimes*, and in print in *Diverse: Issues in Higher Education*, *La Voz: Bilingual Magazine* and *El Chico*. She has written about the likely impact of the end of DACA on the future pool of Latino STEM teachers in the U.S. for *Latino Rebels*.

Briscoe was awarded a Bachelor of Arts with departmental honors in philosophy, a Bachelor of Science with departmental honors in biological sciences, and a Master of Arts in the history and philosophy of science at Stanford University, and a PhD in biology at Harvard University. She has been quoted over one hundred times by newspapers, magazines and online media. Her research has been featured in two museums, the American Museum of Natural History in NYC and Museum Mensch und Natur in Munich. She has received numerous academic awards, prizes, and fellowships, including the Stanford Golden Medal for Excellence in the Humanities and Creative Arts, a Howard Hughes Medical Institute Predoctoral Fellowship, a Harvard Graduate School of Arts and Sciences Prize Fellowship, a Ford Foundation Postdoctoral Fellowship, the University of Cambridge St. John’s College Science Prize Fellowship, a Ford Foundation Postdoctoral Fellowship, the University of Cambridge St. John’s College Overseas Visiting Scholarship, and a Fellowship from the Royal Entomological Society. She is an elected fellow of the American Association for the Advancement of Science and the California Academy of Sciences, and was recently honored with the Distinguished Scientist Award from the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science, the first woman and third person overall to have been given all three of these awards.

**LIST OF PAST RECIPIENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>2019</td>
<td>Antonio Agustín García</td>
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<td>2018</td>
<td>Karen Lozano</td>
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<td>2017</td>
<td>Erika Camacho</td>
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<td>Armando Martínez-Cruz</td>
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<td>1987</td>
<td>Flora Mancuso Edwards</td>
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Congratulations to the 2020 recipient of the COMMUNITY COLLEGE AWARD

Mona Aldana-Ramirez

Director of Student Success for Equity & Inclusive Excellence
San Antonio College
Mona Aldana-Ramirez

Director of Student Success for Equity, Diversity and Inclusive Excellence
San Antonio College

Mona Aldana-Ramirez has been in education for 23 years. She currently serves as the Director of Student Success for Equity, Diversity and Inclusive Excellence at San Antonio College. In this role, she leads the college’s equity plan to develop an equity mindset throughout the institution. She began her education career teaching science throughout K-12 and higher education. She provided professional development to educators throughout the United States as a NASA Aerospace Education Specialist. As a specialist working with a team of educators, she helped integrate NASA’s Science education curriculum into school districts and promote STEM careers to students of color throughout the U.S. She developed programs and spearheaded initiatives that increase student success at one of the largest single-campus community colleges in Texas. These programs and initiatives include San Antonio College Men Empowerment Network (SACMEN), TheDream.US Scholarship Program, Honors Academy, Student Success Community Partnerships, Ascender Program, Student Ambassadors, and Foundations of Excellence. She serves the college as a member of various committees, such as College Council, Graduation Ceremony Committee, SAC Fiesta Brunch Committee, and currently chairs the Equity Committee. Previous committee work includes College Program Review, Welcome Days Committee, Quality Enhancement Plan, Hispanic Heritage Month and various hiring committees. She has also written and oversee several grants.

She has garnered numerous awards involving service, speaking and leadership and served as a fellow for the National Community College Hispanic Council (NCCCHC). She mentored an emerging leader in the NCCHC Fellows program and volunteered as a mentor for Big Brothers Big Sisters. Colleagues have recognized her with a Superhero Award and a Leadership Spotlight Award. Most recently, SACMEN earned the Outstanding Male Student Program Award in Texas.

She serves on citywide committees to improve outcomes for local youth. She has been a member of the National Association of Diversity Officers in Higher Education (NADOHE), Hispanic Association of Colleges and Universities (HACU), American Association of Community Colleges (AACC), Texas Association of Chicanos in Higher Education (TACHE), Texas Education Consortium for Male Students of Color (TECMSC), and the National Minority Male Community College Collaborative (M2C3).

She earned an associate’s degree in liberal arts from San Antonio College, a Bachelor of Arts degree in biology from St. Mary’s University (San Antonio, TX), and a master’s degree in natural and applied sciences from Oklahoma State University.

She has been married for twenty-six years and has two children with whom she enjoys cooking, traveling, and zip lines. She also enjoys hiking, reading, and mastering local escape rooms.
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.

**Dolores Huerta**

President

Dolores Huerta Foundation

Dolores Huerta is a civil rights activist and community organizer. She has worked for labor rights and social justice for more than 50 years. In 1962, she and Cesar Chavez founded the United Farm Workers union. She served as vice president and played a critical role in many of the union’s accomplishments for four decades. In 2002, she received the Puffin/Nation $100,000 prize for Creative Citizenship, which she used to establish the Dolores Huerta Foundation (DHF).

DHF is connecting groundbreaking community-based organizing to state and national movements to register and educate voters, advocate for education reform, bring about infrastructure improvements in low-income communities, advocate for greater equality for the LGBT community and create strong leadership development. She has received numerous awards including The Eleanor Roosevelt Humans Rights Award from President Clinton in 1998. In 2012, President Obama bestowed Huerta with The Presidential Medal of Freedom, the highest civilian honor in the United States.

**LIST OF PAST RECIPIENTS**

<table>
<thead>
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<th>Year</th>
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<td>Isaura Santiago</td>
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<td>David Hamburg</td>
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<td>Allison Bernstein</td>
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Coca-Cola is proud to support the 2020 AAHHE Founding President's Award

MONICA LOZANO
President & CEO at College Futures Foundation

"Monica is a national community leader, advocate for education and a leading activist."

PETER VILLEGAS
Vice President & Head of Latin Affairs at The Coca-Cola Company
AWARDS

FOUNDING PRESIDENT’S AWARD
SPONSORED BY COCA-COLA

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

2019 The Honorable Mari-Luci Jaramillo, Former U.S. Ambassador to Argentina
2018 Gary Francisco Keller, Hispanic Research Center, Arizona State University
Monica C. Lozano
President and CEO
College Futures Foundation

Monica C. Lozano is president and CEO of the College Futures Foundation. She is responsible for guiding the foundation’s strategic vision and overseeing day-to-day activities, including programmatic, human capital, fiscal, and grant-making operations. She serves as an external ambassador, representing the organization to a wide audience of stakeholders, including grantees; influencers from academic, research, and policy arenas; and the broader philanthropic community.

Before joining the foundation, she spent 30 years in media—first as editor and publisher of La Opinión, the largest Spanish-language newspaper in the country, and then as chairman and CEO of the parent company, ImpreMedia. She has long held a deep commitment to improving public education for all students, especially traditionally underserved student populations. In addition to her current service on the PPIC Higher Education Center Advisory Council, she served and was chair of the California State Board of Education and the Board of Regents of the University of California, spent 24 years as a trustee of the University of Southern California, is a member of the American Academy of Arts and Sciences Commission on the Future of Undergraduate Education, and served as a board member at Bank of America Corporation and the Walt Disney Company.

She has also been active in philanthropy and the nonprofit sector. She is chair of the Weingart Foundation Board of Trustees, was formerly on the board of the Rockefeller Foundation, and is cofounder of the Aspen Institute Latinos and Society Program. She is a regular speaker at conferences and has won numerous awards including the Poder Business Leader Award, “Media Executive of the Year” from AHAA, U.S. Hispanic Chamber of Commerce’s “CEO of the Year”, National Immigration Forum “Keeper of the American Dream” Award, NCLR “Raul Yzaguirre President’s Award”, National Conference on Civil Rights “Hubert H. Humphrey Award”, and the National Society of Hispanic MBA’s Brillante Award among others. She is a member of the Council on Foreign Relations and the Inter-American Dialogue.
“One of the most valuable aspects of being an AAHHE faculty fellow was being paired with graduate fellows whose research aligned with my own. I have remained in contact with my mentees and have co-authored a manuscript with one of them on AfroLatinidad. I now understand why I had to apply four times before finally being selected. There are very few professional spaces where Latinx can enter and be their holistic selves. AAHHE has given me the opportunity to be mentored and mentor, and to learn from some of the leading scholars in the field of education. I am eternally indebted to the life-changing and career-affirming experience of being selected as a faculty fellow.”

Claudia Garcia-Louis
Assistant Professor of Higher Education and Leadership Studies
College of Education and Human Development
The University of Texas at San Antonio
AAHHE Faculty Fellow 2019

“As a recent doctoral candidate in the Joint Doctoral Program in Education at San Diego State University and Claremont Graduate University, the AAHHE graduate fellows program could not have been timelier. I participated in a number of workshops that covered aspects of the tenure-track application process, which included writing strong research statements and negotiating salaries. These workshops truly put things into perspective for me and allowed me to create a clear timeline for my own job application journey this coming fall.”

Gabriela Kovats Sanchez
Ph.D. Candidate
Joint Doctoral Program in Education
San Diego State University and Claremont University
AAHHE Graduate Fellow 2018
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.
A SPECIAL THANKS TO THE HISPANIC RESEARCH CENTER, ARIZONA STATE UNIVERSITY

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