

19th ANNUAL CONFERENCE
AMERICAN ASSOCIATION OF
HISPANICS IN HIGHER EDUCATION

Washington University in St. Louis, St. Louis, MO

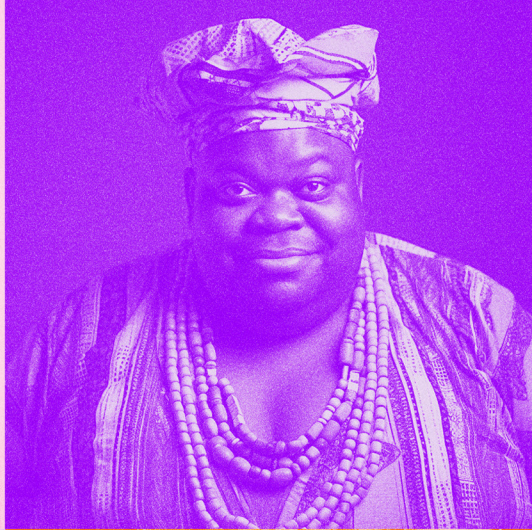
2024 PROGRAM



AAHHE

AMERICAN ASSOCIATION
OF HISPANICS IN HIGHER
EDUCATION, INC.





INTERROGATING WAYS OF KNOWING & PRODUCTION AS FORMS OF HEALING:
THE **INTERSECTION(S)** BETWEEN **LAND**,
COMMUNITY, AND **EDUCATION**



MANY THANKS TO WASHINGTON UNIVERSITY IN ST. LOUIS
FOR HOSTING THE 2024 AAHHE CONFERENCE



Washington University in St. Louis

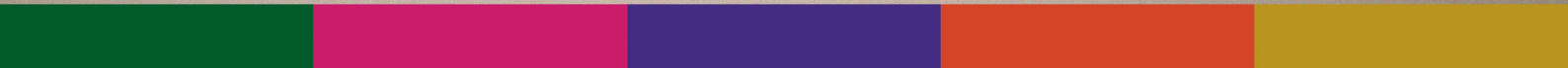


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WELCOME



Azara Santiago-Rivera, PhD

Chair, AAHHE Board of Directors (2023-24)
Professor Emerita
Merrimack College

Dear 2024 AAHHE National Conference,

Welcome to the 2024 AAHHE national conference hosted by our partner Washington University in St. Louis, Missouri. On behalf of the AAHHE Board we are thankful to Chancellor Andrew Martin, Dr. Aurora Kamimura, Assistant Provost for Inclusive Excellence, and the amazing on campus team, Cecilia Hana Reyes, Nick Blaylock, and Tamara Kulish for their hospitality in hosting our annual conference.

I offer my sincere appreciation to our conference co-chairs Dr. Audrey Baca Lopez, Mt. San Jacinto College and Dr. Antonio Duran, Arizona State University, as well as our conference planning committee for their insight in developing a compelling theme and program. Our 2024 AAHHE conference theme is “Interrogating Ways of Knowing & Production as Forms of Healing: The Intersection(s) between the Land, Community, and Education”, a critical examination of Eurocentric colonizing practices that have had a significant impact on the production of knowledge. The conference planning committee crafted a powerful statement about the significance of this year’s theme.

AAHHE is proud to feature outstanding keynote speakers such as Dr. Tanya Kateri Hernandez, Fordham University School of Law (Tomas Rivera Lecturer); Dr. Denise Martinez, University of California-Riverside (STEM Lecturer); Panelists: Dr. Nancy Lopez, University of New Mexico, Dr. Paul Joseph Lopez Oro, Bryn Mawr College, Dr. Eileen Jimenez, South Seattle College, and Saray Argumedo of GUERRERXS SIN FRONTERAS. This year, AAHHE is proud to showcase a film screening of Smile4Kime: A Spiritual Autoethnographic Film about Trauma, Loss, Transformation, and Healing.

Once again, we are delighted to partner with Educational Testing Services (ETS) on our Latinx Student Success Institute, our Tomas Rivera Lecture, and our annual recognition of the Outstanding Dissertation Award winners. We are appreciative of the support from our many generous conference sponsors, including institutional and

WELCOME

corporate partners. We also congratulate our newly inducted group of Graduate Fellows, Faculty Fellows, and New Leaders Academy Fellows (through our continued partnership with the University of Utah. Finally, we are honored to recognize Latinx/a/o/ée excellence at our Annual Awards event which will highlight over a dozen award winners in various categories.

This year AAHHE is proud to host the USDA Caminos to Success Fellows Program. The Texas State University's CAMINOS for Success Fellowship is a groundbreaking partnership with the U.S. Department of Agriculture designed to enhance the educational and professional journeys of 16 talented graduate students. The initiative offers expert mentoring, networking opportunities, specialized institutes, and competitive research experiences to help these students thrive. As a proud Hispanic-Serving Institution and Emerging Research University, CAMINOS for Success is vital in TXST's vision to become the nation's premier HSI-RI.

AAHHE is proud to continue our longstanding association with our many institutional members as well as our strategic partners. Our mission to feature emerging and compelling voices within our Latinx community continues, as do our efforts to cultivate new generations of scholars, policymakers, and leaders for higher education. We are excited that you have joined us as part of the 2024 AAHHE national conference. Welcome, and have a great conference!

In solidarity and community,

Azara Santiago, PhD, NCC

Chair, Board of Directors

WELCOME



Antonio Durán, PhD
Arizona State University



Audrey Baca Lopez, EdD
Mt. San Jacinto College

Dear 2024 AAHHE Familia,

Welcome to the 2024 AAHHE National Conference. We are honored to share this space with you in the pursuit of improving educational opportunities for Latinx/a/o/e communities. For the past 19 years, AAHHE has worked to address obstacles faced and advance strategies enacted by Latinx/a/o/e communities within the field of higher education. This year, with our conference theme, *Interrogating Ways of Knowing & Production as Forms of Healing: The Intersection(s) between la Tierra, Comunidad, y Educación*, we seek to prioritize the idea of questioning what counts and what does not count as knowledge in academic spaces. As an extension from last year's conference theme, *La Lucha Sigue: Refusal, Resistance, and Praxis at Critical Junctures*, this year's theme incites us to question the systems that cement the positional superiority of one way of knowing over another.

This year's theme speaks to the reality that some of our comunidad are working in spaces where we have to interrogate existing systems. At the same time, we are interrogated because of our work/lens; we have to find a way forward to still create community, connection, and spaces to feel whole. Creating and finding these spaces allows us to push back against colonizing practices of knowledge production and burnout, and permits us to heal from the historical traumas through different ways of knowing.

We call upon you to critically examine the knowledge canon and the impact of traditional white ways of knowing have had on knowledge production in the Latinx/a/o/e community. Most importantly, we intentionally invite decolonizing ways of knowing into our space. We intend to create space to "overturn the knowledge-power relations currently operational" within the Latinx/a/o/e community to "usher genuine liberation" (Dussel, 2002, Grosfoguel, 2013, Masak, 2021, p. 259). Moreover, the use of interrogation is a call to question the

WELCOME

need for constant Eurocentric knowledge production. Interrogating is a way to center ourselves amidst the “requirement” to produce (as a student, staff, faculty, community member, and administration); therefore, we inquire, “How can we remain whole as we rethink notions of production?”

We invited proposals for concurrent sessions from various ways of knowing that seek to explore and question the intersection(s) between la tierra (the land), comunidad (the community), y educación (and education). Particularly, we acknowledge the numerous diasporas of our different communities as well as their displacement from their different homelands as a result of colonization, financial (in)stabilities, climate change, and other reasons. We welcomed proposals that addressed these issues from multiple perspectives and various intersections and definitions of community.

We are deeply intentional in centering the term “interrogating” within the title to demonstrate our commitment to questioning our values and practices within ourselves, within our organizations, and within our systems. We cannot deny our history, our current realities, or the continued *lucha* (fight) of our communities who keep interrogating for change.

With these intentions as a foundation, we invite you to engage in this questioning through the various session formats our conference offers. These formats include plenary sessions, as well as an updated offering of concurrent session types, which include Innovations in Practice and Scholarship, Interactive Workshops, Poster/Art as Activism, and Works in Progress. These session types were intentionally designed to be more inclusive of various ways of knowing. This year’s conference strands also reflect the same intentionality:

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice Beyond Unity and the Monolith: Disrupting Intersectional, Anti-Black, and Anti-Indigenous Harm Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times As a part of our AAHHE familia, we hope you take full advantage of all the opportunities designed to develop the relationships and strategies needed to continue recognizing different forms of knowledge and ways to heal our whole selves with the work we do. Whether it be the 40th annual Tomás Rivera Lecture, ETS-AAHHE Outstanding Dissertation Awards Ceremony, 8th annual Cigarrora Family STEM/Medical Lecture, Annual Awards Luncheon, the Graduate Fellows and Faculty Fellows programs, or informal settings of networking and relationship building, we invite you to join in this movement with us.

A sincere thank you to the 2024 Conference Planning Committee members for your commitment to facilitating change and advancing these critical social justice issues. Your dedication has made this conference a reality. Welcome to the 19th AAHHE national conference!

Adelante siempre,

Audrey Baca Lopez (she/her) and **Antonio Durán** (he/him)
2024 AAHHE National Conference Co-Chairs



2023 CAMINOS FOR SUCCESS FELLOWS:

- LUIS A ALBITER
- DOMINIQUE G ALFARO
- EMMA M BALDOBINO
- SCOTT L BARRETT
- LIZZETH ESCALERA
- RICHARD KNOX
- JULIANNE R LANG
- BRIANNA M MENA
- JESSICA S PETERSON
- JOHN T RAHMANN
- SELENA N RAMIREZ
- ADRIANA ROJAS
- JULIA C RUTH
- EMILY P STUBBLEFIELD
- RUBEN VILLARREAL

EMPOWERING, ELEVATING, AND CELEBRATING **ACHIEVEMENT.**

Texas State University's CAMINOS for Success Fellowship is a groundbreaking partnership with the U.S. Department of Agriculture designed to enhance the educational and professional journeys of 16 talented graduate students. The initiative offers expert mentoring, networking opportunities, specialized institutes, and competitive research experiences to help these students thrive. As a proud Hispanic-Serving Institution and Emerging Research University, CAMINOS for Success is vital in TXST's vision to become the nation's premier HSI-R1.

Texas State University is an Equal Employment Opportunity/Affirmative Action Employer, committed to providing a welcoming educational and working environment for all. 24-240 01-24

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WELCOME

Dear Colleagues,

It is my privilege to welcome you to Washington University in St. Louis for the 19th Annual Conference of the American Association of Hispanics in Higher Education, Inc. This week our students and faculty are on spring break, so I would like to tell you about the vibrant community that you would see on a typical day during the academic year. WashU is home to 16,552 students who come from more than 110 countries and all 50 states. Our students are diverse in their academic interests, and they are provided with the opportunity to engage in more than 3,000 research projects to advance innovation in medicine, energy and environment, plant science, and many more areas that serve the public good.

Our values are represented in the significant commitments and investments designed to increase student access to WashU. In 2019, we introduced the WashU Pledge, a financial aid program that provides a free undergraduate education to full-time Missouri and southern Illinois students who come from a family annual income of \$75,000 or less. In 2021, we launched the WashU Gateway to Success initiative, a \$1 Billion commitment from the university that allowed us to immediately and forever practice need-blind admissions for first-year domestic applicants. Most recently we announced an expansion of our “no-loan” financial aid policy to include all admitted undergraduate students beginning this fall.

As a result of these financial aid initiatives, we will continue to see increases in representation from the widest array of diversity. Steadily over the past decade we have seen an 88% increase in tenure-track and tenured Latinx faculty, and in the last five years, we’ve had a 33% increase in Latinx undergraduates. Each spring our students continue a decade-long tradition of hosting the Latiné Summit to discuss pressing issues in their experiences and the community. Our faculty and staff have come together to develop an affinity group called SOMOS WashU, which facilitates a community of connection for family, friends, research, and collaboration.

Since 2013 we have seen a 178% increase in first-generation college students, and since 2012 we’ve tripled the number of Pell Grant eligible students on campus. In 2023, WashU was recognized as the top grower of Pell Grant eligible student enrollment amongst its 137 American Talent Initiative (ATI) peers. And last year WashU received national recognition by the Campus Pride Index as a Best of the Best LGBTQ-Friendly Campus for our commitment to inclusive policies, programs, and practices. We are proud of our progress and continue to be dedicated to making WashU a place where students from all backgrounds can receive a world-class education, prepare for successful careers, and make an impact on our society.

I hope you enjoy our beautiful campus and take some time to learn about the history of St. Louis and our university. We are excited to host you this week, and we hope you will enjoy the many places to learn, dine, and connect throughout your time at the conference.

Sincerely,

Andrew D. Martin
Chancellor

LAND ACKNOWLEDGEMENT



Pamela L. Begay, PhD, LCSW

Director – Kathryn M. Buder Center for American Indian Studies and Associate Professor of Practice

The Kathryn M. Buder Center at Washington University in St. Louis occupies the ancestral, traditional, and contemporary lands of the Osage Nation, Otoe-Missouria, Illinois Confederacy, Quapaw, Ho-Chunk, Miami and many other tribes as the custodians of the land where we reside, occupy, and call home. We recognize their sovereignty was never ceded after unjust removal and encourage your own research on tribal removal, tribal sovereignty and the history of the land you reside. We promote the inclusion of tribal history and the incorporation of contemporary thoughts and actions into your work. In offering this land acknowledgement, we affirm and support Tribal sovereignty, history and experiences by elders past, present, and seven generations yet to come through their continued connection to this land.

Pamela L. Begay, PhD, LCSW is Director of the Kathryn M. Buder Center for American Indian Studies, Associate Professor of Practice, and chairs the AIAN concentration at Washington University in St. Louis. Dr. Begay is a member of the Diné (Navajo) Nation and grew up in both Shiprock, NM and Long Beach, CA. She received her PhD in clinical social work from Smith College School for Social Work. In her career and practice, Dr. Begay has worked in several capacities such as in a tribal court, community-focused work, group practice, private practice, clinical director of a tribal program and taught in both BSW and MSW programs. Her interests are in the area of trauma treatment, visibility, mentoring, and cultural identity.

CONFERENCE AT A GLANCE

2024 AAHHE National Conference Washington University, St. Louis, MO Conference At-A-Glance

March 13-15, 2024

***Interrogating Ways of Knowing & Production as Forms of Healing:
The Intersection(s) between the Land, Community, and Education***

**PRE-CONFERENCE EVENTS ~ IN-PERSON ONLY
(ALL TIMES ARE IN U.S. CENTRAL TIME ZONE)**

**Wednesday March 13, 2024
8:00 AM – 11:00 AM CST**

ETS Latinx Student Success Institute

Sponsored by



Creating a culture of evidence: Institutional responses to an Anti-Diversity, Equity, & Inclusion and Anti-Affirmative action landscape.

Presenters

Luis Ponjuán, PhD,

Institute Chair and Associate Professor, College of Education and Human Development, Texas A&M University.

Edith Fernández, PhD,

Institute Co-chair and Vice President of College and Community Engagement, Division of Culture, Planning, & Policy, Nevada State College.

CONFERENCE AT A GLANCE

Wednesday March 13, 2024

11:00 – 12:30 PM CST

AAHHE Board of Directors & AAHHE Fellows Brunch (by invitation only)

Room: Seigle Hall 301

White House Initiative

12:30 PM – 1:30 PM CST

Room: Seigle Hall 306

1:45 PM – 3:15 PM CST

Welcome Program & STEM Lecture – Simon Hall

Sponsored by



8th Annual Cigarroa Family Medical/STEM Distinguished Lecture

Denise Martinez, MD, Associate Dean, Diversity, Equity, and Inclusion Clinical Professor, Family Medicine, University of California Riverside.

“Cultivating Healers for the Latinx/a/o/e Community”

Sponsored by

Cigarroa Family

3:15 PM – 3:30 PM CST

Break

Room: Seigle Hall 204

3:30 PM – 4:30 PM CST

Concurrent Session 11 IPEX | Virtual Counterspaces: How Latina Graduate Students Utilize Instagram to Build Community Online.

Sponsored by



CONFERENCE AT A GLANCE

Wednesday March 13, 2024

Concurrent Session 12 IWBE | Examining Interlocking Systems of Oppression Hindering Undocumented Latinx Community College Students.

Room: Seigle Hall 205

Sponsored by



Concurrent Session 13 WPEX | Intersectional Chicana Feminist Analysis of Latina Undergraduate Researcher Experiences.

Room: Seigle Hall 206

Sponsored by



Concurrent Session 14 IPHE | Estudios Rebeldes as Relational Breaching for Change. Room: Seigle Hall 208

CANCELLED

Concurrent Session 15 | AAHHE Graduate Student Fellows Featured Sessions.

Room: Seigle Hall 306

Concurrent Session 16 IPHE | First-Generation and Low-Income Latinx/o/e Men in Community College: An Analysis of their Experience and Engagement with Community College Men of Color Initiatives.

Room: Seigle Hall 305

Sponsored by



4:30 PM – 4:45 PM CST

Break

Room: Seigle Hall 204

4:45 PM - 5:45 PM CST

Concurrent Session 17 NLA | Reframing Accountability: Utilizing a Shared Equity Leadership Approach to Campus Climate.

EVERYONE DESERVES REAL OPPORTUNITY



Unfortunately, opportunity isn't equal.

At Lumina Foundation, we're committed to removing the barriers that keep today's Black, Hispanic, Latino, and Native American students from the education and lives they seek.

Learn more about Lumina's commitment to equity:
www.luminafoundation.org/racialequity



luminafoundation.org

CONFERENCE AT A GLANCE

Wednesday March 13, 2024

Concurrent Session 18 IPEX | Immigration status assumptions are internalized by Latinx college students.

Room: Seigle Hall 205

CANCELLED

Concurrent Session 19 WPHU | Intersectional Chicana Feminist Analysis of Latina Undergraduate Researcher Experiences

Room: Seigle Hall 206

Concurrent Session 20 IWEX | Cultivating Resilience and Belonging at HSIs in Times of Hate.

Room: Seigle Hall 208

Concurrent Session 21 | AAHHE Graduate Student Fellows Featured Sessions

Room: Seigle Hall 306

Concurrent Session 22 IPEX | College is a Familia Occasion: Making Room for Latinx Families within the Higher Education Trajectory.

Room: Seigle Hall 305

5:45 PM – 6:15 PM CST

Break

6:15 PM – 8:00 PM CST

AAHHE Awards Dinner – Risa Commons

AAHHE Awards:

- Community College Award ~ Rafael Alvarez, MS, Director/Associate Professor, MESA Program, San Diego City College.
- Doctoral Student Award ~ Diana Cervantes, Doctoral Candidate, The University of Texas at Austin
- Early Career Award ~ Giselle Martinez Negrette, PhD, Assistant Professor, University of Illinois Urbana-Champaign.
- Mildred Garcia Founders' Award ~ David Fuentes, PhD, Associate Dean College of Education, William Paterson University.
- Sylvia Hurtado University Faculty Award ~ Cristobal Salinas Jr. PhD, Assistant Professor, Florida Atlantic University.
- William Aguilar Cultural Arts Award ~ Maria Esther Fernandez, BA, MA, Artistic Director, The Cheech Marin Center for Chicano Art & Culture of The Riverside Art Museum.

CONFERENCE AT A GLANCE

Thursday March 14, 2024

8:30 AM – 9:00 AM CST

Welcome Program Simon Hall

9:00 AM – 10:00 AM CST

40th Annual Tomás Rivera Lecture Simon Hall

Sponsored by



“Navigating Hispanic Racial Diversity Without Harm”

Dr. Tanya Kateri Hernandez, Archibald R. Murray Professor of Law, Fordham University

10:00 AM – 10:30 AM CST

ETS Outstanding Dissertation Competition Awards – Simon Hall

Sponsored by



10:30 AM – 10:45 AM CST

Break

Room: Seigle Hall 204

10:45 AM – 11:45 AM CST

Concurrent Session 3 OCD | “I Wish They Knew We Existed”: The Academic Experiences of Latinx College Students in Mixed-Status Families.

Sponsored by ETS



Concurrent Session 26 IWHE | Monarch Support Group: Providing a Validating and Supportive Space for Undocumented Students to Heal Collectively.

Room: Seigle Hall 205

Sponsored by



Concurrent Session 27 IPEX | How Cultural Upbringing Affects the College Experience: the Case of First-Generation, Mexican-American Students.

Room: Seigle Hall 206

CONFERENCE AT A GLANCE

Thursday March 14, 2024

Concurrent Session 28 WPHU | Racialized Institutions and Undocumented Latine College Students' Access to Higher Education: A Systematic Literature Review.

Room: Seigle Hall 208

Concurrent Session 29 IWHE | Una Tortillada: A Collective Experience of Narratives on the Topic of Reconstructed Self.

Room: Seigle Hall 306

Concurrent Session 30 IPHU | The Self-Interrogation and Institutionalization of One University's Journey Towards HSI 'Servingness.'

Room: Seigle Hall 305

11:45 AM – 12:15 PM CST

Break

12:15 PM – 1:00 PM CST

Networking Lunch – Risa Commons

Sponsored by



1:00 PM – 2:00 PM CST

AAHHE Book Awards – Risa Commons

- Early Career Category: 2023 Why you always so political?: The experiences and resiliencies of Mexican/Mexican American/Xicanx students in higher education. Martín Alberto Gonzalez, PhD, Assistant Professor, Chicano Latino Studies – Liberal Arts & Sciences, Portland State University.
- Mid-Career Category: 2022 Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth Century Borderlands. Bernadine Hernández, PhD, Associate Professor, American Literary Studies, University of New Mexico.
- Senior Scholar Category: 2022 A Place at the Nayarit: How a Mexican Restaurant in Los Angeles Nourished its Community. Natalia Molina, PhD, Distinguished Professor of American Studies and Ethnicity, Dean's Professor of American Studies and Ethnicity, University of Southern California.
- Edited Volume: 2022 Integrandos STEAM: A guide for elementary bilingual and dual language programs. Marialuisa Di Stefano, Assistant Professor, College of Education, University of Massachusetts-Amherst; Alberto Esquinca, PhD, Associate Professor, Dual Language and English Learner Education, San Diego State University; Idalis Villanueva Alarcón, Associate Chair and Associate Professor, University of Florida

CONFERENCE AT A GLANCE

Thursday March 14, 2024

2:00 PM – 2:30 PM CST Break

Room: Seigle Hall 204

2:30 PM – 3:30 PM CST

Concurrent Session 2 ODC | Soy de Aquí y de Allá/I'm from Here and There: Exploring how HBCUs' contribute to Afro-Latino (a,e,x) students' Ethnic/Racial Identity Development and Mental Health.

Sponsored by ETS



Concurrent Session 33 WPEX | Latinx preservice bilingual teachers utilizing their cultural wealth to reclaim their space in higher education.

Room: Seigle Hall 205

Concurrent Session 34 IWHE | Chingonas & Sex: Reclaiming Pleasure as a Form of Resistance.

Room: Seigle Hall 206

Concurrent Session 35 IPEX | Cultivando Comunidad: Surviving the PhD Program as Latinas in white Spaces. Room: Seigle Hall 208

Concurrent Session 36 IPHU | Humanizing educación in computer science: Learning from HSIs.

Room: Seigle Hall 306

Concurrent Session 37 IPHU | Student Multimodal Learning and Storytelling in an HSI to Elevate La Voz del Migrante.

Room: Seigle Hall 305

2:30 PM - 4:45 PM CST

USDA Caminos For Success Graduate Student Research Presentations

Room: Seigle Hall 304

3:30 PM – 3:45 PM CST

Break

Room: Seigle Hall 204

3:45 PM – 4:45 PM CST

Concurrent Session 1 ODC | Family Therapists' Lived Experiences of Discussing Ethnic-Racial Socialization with Latino

Sponsored by ETS



CONFERENCE AT A GLANCE

Thursday March 14, 2024

Concurrent Session 38 IPHU | First-generation Latine Students' Use of Community Cultural Wealth in the Transition to University Education.

Room: Seigle Hall 205

Concurrent Session 39 IPHE | Re-indigenizing and Rehumanizing Brown and Indigenous Men in Community and Higher Education Spaces.

Room: Seigle Hall 206

Concurrent Session 40 IWHE | Book Clubs for Healing: Creating a Culture of Care and Intergenerational Storytelling to Decredential Whiteness.

Room: Seigle Hall 208

Concurrent Session 41 IPEX | Employing a Platicando y Mapeando Methodology in Higher Education Research with Rural Latinx Students.

Room Seigle Hall 306

Concurrent Session 42 IPHU | Developing a culturally relevant approach to understanding the career development of Latino men in STEM.

Room: Seigle Hall 305

4:45 PM – 5:00 PM CST

Break

Room: Seigle Hall 204

5:00 PM – 6:00 PM CST

Concurrent Session 43 IWHU | Leveraging investments in HSIs to humanize community building, continuous organizational improvement, and knowledge creation.

Concurrent Session 44 IPHU | Beyond Learning Loss: Testimonios of a Pandemic Education/ Más Allá de la Pérdida: Testimonios de Una Educación Pandémica.

Room: Seigle Hall 205

CANCELLED

Concurrent Session 45 IPHE | Muxersita Interventions Against Academic Spirit Murder.

Room: Seigle Hall 206

CANCELLED

Concurrent Session 46 IPHU | Explorations with Teachers and Afro-descendent and Indigenous Learners: A Critical Intercultural Approach to Decolonize Foreign Language Teaching in Colombia.

Room: Seigle Hall 208

Concurrent Session 47 WPHU | HBCUs Were Made to Serve, So Hispanic-Serving HBCUs Deserve Doble Dinero.

Room: Seigle Hall 306

Concurrent Session 48 IPEX | Power in Solidarity: Chicana/o/x Latina/o/e/x Scholars Navigating Discriminatory Terrains and Intersectional Identities in Higher Education.

Room: Seigle Hall 305.

CONFERENCE AT A GLANCE

Thursday March 14, 2024

6:00 PM – 6:15 PM CST

Break

6:15 PM - 7:15 PM CST

Poster Session & Networking Mixer - Holmes Lounge

Poster Session 50 EX | *Breaking down the barriers of Latinx/a/o/e students' undergrad aspirations through a liberator framework*

Room: Holmes Lounge

Poster Session 50 HE | *Photovoice and community engagement: Heroes of Color in Richmond, VA*

Room: Holmes Lounge

Poster Session 50 BE | *The Impact of Cultural Taxation and Credits on the Psychology of Graduate Students of Color*

Room: Holmes Lounge

6:30 PM – 8:00 PM CST

Movie Screening 49IPHE | *Smile4Kime: A Spiritual Autoethnographic Film about Trauma, Loss, Transformation, and Healing.*

Room: Simon Hall

Friday March 15, 2024

8:30 AM – 10:00 AM CST

AAHHE Fellows Recognition Breakfast- Risa Commons

Sponsored by



THE OHIO STATE
UNIVERSITY

OFFICE OF DIVERSITY
AND INCLUSION

10:00 AM – 10:30 AM CST

Break

Room: Seigle Hall 204

10:30 AM – 11:30 AM CST

Concurrent Session 52 IPEX | *Providing a Space for ALL: The Impact Working at a Latina/o/x Cultural Center.*

Concurrent Session 53 IWHE | *"Drawing" on Intergenerational Mentoring for Collective Wisdom and Reflection.*

Room: Seigle Hall 205

Concurrent Session 54 WPEX | *Examining Institutional Capacity Building at Puerto Rican Hispanic-Serving Institutions through the Title V Program.*

Room: Seigle Hall 206

CONFERENCE AT A GLANCE

Friday March 15, 2024

Concurrent Session 55 IPHE | Indigenous Chicana/o/e/x Latina/o/e/x First-Generation-to-College Students Intersectional Identities: Creating Intergenerational Sacred Healing Spaces for Institutional Trauma.

Room: Seigle Hall 208

Concurrent Session 56 IPHU | HSI Lessons on Leadership in Times of Trauma and Beyond.

Room: Seigle Hall 306

Concurrent Session 57 IPHU | Research as Family: We want better from multiple methods research practices.

Room: Seigle Hall 305

11:30 AM – 11:45 AM CST

Break

11:45 AM – 1:15 PM CST

Plenary Session & Closing Remarks - Simon Hall

***Interrogating Ways of Knowing & Production as Forms of Healing:
The Intersection(s) between the Land, Community, and Education***

Moderator: Marie Mora, PhD, Treasurer-elect, AAHHE Board of Directors

Panelists:

Nancy Lopez, PhD,

Professor, University of New Mexico

Paul Joseph Lopez Oro, PhD,

Assistant Professor & Director of Africana Studies, Bryn Mawr College

Eileen Jimenez, PhD,

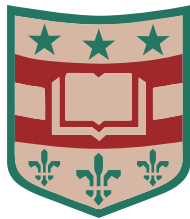
Dean of Arts, Humanities, and Social Sciences and Dean of Justice Involved Solutions, South Seattle College

Saray Argumedo,

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Knowledge. Tools. Courage.

ABOUT AAHHE

Nineteen Years of AAHHE in Review: 2005 – 2024

In its nineteenth anniversary, the American Association of Hispanics in Higher Education (AAHHE) celebrates its initiatives, accomplishments, and advancements with great pride, remaining steadfast in its commitment and acute awareness of the need for significant change in the representation of the Latinx community in higher education.

The education enrollment projections for the years 2000 – 2050 for Elementary, Secondary, Community College and Public University show a total enrollment net increase of 30, 553,163 individuals, with 86.36% of those identifying as Hispanic (U.S. Census Bureau, 2010 National Projections). According to the U.S. Census Bureau (2018), an estimated 14.2% percent of the U.S. Latinx population ages 18-64 lives in poverty and only 31% of the Latinx population 18 years and over have a high school diploma. Of the Latinx population 25 years and older, the report concludes that only:

- 13.0% attained a bachelor's degree
- 4.0% attained a master's degree
- 0.6% attained a professional degree and
- 0.5% attained a doctoral degree

If institutions of higher education are viewed as the pathway to an educated citizenry, critical to sustaining an economic and political democracy, it is imperative that pipeline issues for Hispanics in higher education are addressed at the highest levels nationwide. AAHHE is well-positioned to work with institutions of higher education, foundations, business partners, and other collaborative organizations to develop and implement broad, effective change to address these issues. AAHHE is committed to:
Addressing societal issues as they pertain to the growing population.

Convening 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.
* The terms Hispanic and Latinx are used interchangeably.

AAHHE's Contributions in Review

The following provides a summary of AAHHE's accomplishments, new initiatives/partnerships, and on-going programs. AAHHE continues to advance strategic alignment of its Fellows Programs to provide a pipeline of talented Latinx scholars and leaders for higher education institutions and industry sectors that serve and support Latinx/é communities.

Mentoring Future Scholars and Leaders

Undergraduate Fellows Program: In 2022, AAHHE launched the inaugural ETS/AAHHE Undergraduate Fellowship Program (UFP) to increase Latina/o/x undergraduate students' knowledge and understanding of post-baccalaureate options and career readiness through workshops and professionalization. The program provided strategies to assist fellows in achieving their academic and professional goals, exposed undergraduate student fellows to the importance of research, and built a community and network of Latina/o/x mentors and scholars.

Graduate Student Fellows Program (GSFP): Since 1997, 408 doctoral students from various disciplines have participated in the GSFP which focuses on guidance and mentorship to navigate the complexities of higher education and successfully complete their doctoral degree.

Faculty Fellows Program (FFP): Since 2008, 184 early career faculty from various disciplines have participated in the FFP which focuses on guidance and mentorship to help them navigate the tenure and promotion process, as well as and provide strategies for achieving career goals

Latinx STEM Fellows Program: 146 master's level students in the food and agricultural sciences participated in a nine-year (2012–2020) USDA \$500,000 funded program focused on increasing the doctoral program and workforce pipeline. All participants completed a master's program and 35% enrolled in a doctoral program in California, Colorado, Florida, Illinois, New Mexico, North Dakota, Puerto Rico, Texas, Wisconsin and Vermont. In 2024, the USDA Caminos to Success Grant program has been reestablished and will be participating in the AAHHE conference.

New Leadership Academy: More than 160 early career administrators from various disciplines have participated in year-long programs focused on developing administrative preparation skills from DEI perspectives. In 2021, the University of Utah partnered with AAHHE to deliver this programming. Previously, AAHHE partnered in this initiative with University of California Berkeley (2011– 2015) and the University of Michigan's National Center for Institutional Diversity (2015 – 2020).

Showcasing and Celebrating Excellence at the AAHHE Annual Conference

As AAHHE's longest standing lecture series, the Tomás Rivera Lecture highlights thought leaders on critical higher education issues. Featured speakers have included prolific authors, researchers, demographers, CEOs of philanthropic organizations, and activists.

Since 2017, the Cigarroa Family Medical/STEM Lecture

ABOUT AAHHE

highlights leaders addressing the advances of the Latinx population in the Science, Technology, Engineering and Mathematics (STEM) disciplines.

The AAHHE Annual Awards Program has recognized and celebrated dozens of faculty, artists, administrators, and Latinx/é advocates.

Through the AAHHE Book of the Year Award, forty-one authors have been recognized for their contributions focused on the Latinx community and the impact on higher education for Latinxs.

Promoting Research and Scholarly Leadership

The Latinx Student Success Institute, a pre-conference session in its 15-year partnership with Educational Testing Service (ETS), focuses on promising practices that address issues of access and success for the Latinx population.

The Community College Institute specifically targets promising practices and leadership strategies for faculty and administrators working in community colleges.

Over the past 16 years, the ETS-sponsored Outstanding Dissertations Competition has recognized 39 doctoral candidates for their outstanding dissertations. The top three winners showcase their dissertations as featured conference sessions.

AAHHE annually showcases AAHHE Scholarly Treatises to address pressing issues facing the Latinx community.

Continuing Partnerships

AMC Source became AAHHE's business partner July 2020. This association management company, based in Ft. Lauderdale, FL, continues to provide resources and guidance for AAHHE business operations and other management services that support the ongoing activities of the organization. Dr. Lucia Gutierrez, of AMC Source, is AAHHE Director of Operations.

Long-standing partnerships with the Hispanic Outlook in Higher Education and Educational Testing Services (ETS) have helped move AAHHE's mission forward. The Hispanic Outlook in Higher Education Magazine, a partner since 2007, has published article submissions written by AAHHE members. ETS has co-sponsored the Outstanding Dissertations Competition and Awards, as well as the Latinx Student Success Institute, hosted at the annual conference.

A New Era: 2024 and Beyond

We are proud of the many accomplishments noted. The association will continue to further its mission and impact. While many of our programs have existed since 2005, the AAHHE Board has focused on creating new initiatives and engaging

with membership in ways that are responsive to the changes occurring within the academy and the Latinx/é community. Highlights are:

Continuing to Forge New Partnerships

AAHHE continues to establish partnerships to advance its mission and to plan for the future. These partnerships include: Excelencia, Lumina Foundation and AABHE collaboration.

Strategic Planning

In 20203, AAHHE engaged in the first step of strategic planning process by revisiting the vision for the association, identifying areas of focus, and set goals and metrics. Three focus areas were identified (Source: Shannon, D. (2023). AAHHE Strategic Planning Report, Vista Cove, LLC. Page 5): Professional development - AAHHE is the lead creator of optimal conditions for life enrichment and learning across Latinidades via diverse educational caminos.

Financial expansion - AAHHE is a financially vital organization that responsibly utilizes its resources to enhance and expand its impact within the Latinx higher education community.

Organization of belonging - AAHHE is a welcoming, familial environment for the Latinx/a/o/é higher education community cultivating wellness in all the dimensions.

AAHHE's leadership will continue to refine the work in 2024 and 2025.

Advancing Inclusion and Diversity

The Board of Directors continues to advance its priority for inclusion and representation of diversity throughout the organization and all areas of programming. Addressing AfroLatinidad and non-binary individuals in Latinx/é higher education research and practice continue to be strategic priorities. Conference themes, strands, and research interrogate campus hiring, inclusion, and retention practices for Afro-Latinx/a/o/e, Asian-Latinx/a/o/e, Indigenous Latinx/é, Trans*, Gender Non-Conforming and other Latinxé diaspora communities.

Member Participation on AAHHE Committees

The Board of Directors continues outreach efforts to engage more member in new and existing initiatives.

AAHHE Leadership

The Board of Directors continues to give guidance to the evolution of AAHHE. Per the AAHHE Bylaws, there are 20 members, including one Faculty Member-at-Large, one Early Career and two Graduate student-at-large.

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS - OFFICERS



Azara Santiago-Rivera, PhD, AAHHE Chair
Professor Emerita
Merrimack College



Cristobal Rodríguez, PhD, AAHHE Chair-elect
Associate Provost for Equity-Centered Initiatives in Academic Affairs
Western Michigan University



Patrick L. Valdez, PhD, AAHHE Past-chair
Visiting Professor, Educational Policy Studies & Evaluation
Program Chair, Senior Diversity Officer Certificate
University of Kentucky, College of Education



Aurora Kamimura, PhD, AAHHE Treasurer
Assistant Provost for Inclusive Excellence
Lecturer in Education, Arts & Sciences
Washington University in St. Louis



Marie T. Mora, PhD, AAHHE Treasurer-elect
Deputy Provost and Professor of Economics
Office of the Provost
Metropolitan State University of Denver



James L. Rodríguez, PhD, AAHHE Past-Treasurer
Dean, School of Social Sciences and Education
California State University, Bakersfield

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS - DIRECTORS



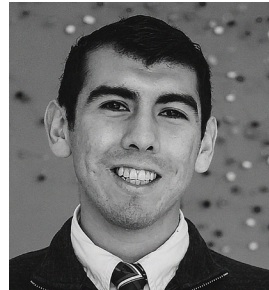
Edna Acosta-Belén, PhD
Distinguished Professor Emerita
Latin American, Caribbean, and US Latino Studies
University at Albany, SUNY



Jeanett Castellanos, PhD
Professor of Teaching, Social Sciences
Associate Dean, Undergraduate Studies, Social Sciences
Director, Social Policy and Public Service major
University of California, Irvine



Edward Delgado-Romero, PhD
Associate Dean, Professor & Georgia Licensed Psychologist
Mary Frances Early College of Education
University of Georgia



Antonio Durán, PhD, Early Career Member-at-Large
Assistant Professor
Arizona State University



Edith Fernández, PhD
Vice President
College and Community Engagement
Nevada State College



Julian Vasquez Heilig, PhD
Provost and Vice President for Academic Affairs
Office of Academic Affairs
Western Michigan University

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS - DIRECTORS



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



Monique Posadas, MA
Graduate Student Member-at-Large
ETS/AAHHE Undergraduate Student Fellows Program Chair
Graduate Student Mentorship Program Coordinator,
University of California Riverside



Gloria Martínez-Ramos, PhD
Professor of Sociology, Director of the Center for Diversity and
Gender Studies
Director of Latina/o Studies Program
Texas State University



Naomi Ramirez, MA
Graduate Student Member-at-Large
PhD student, Department of Education (in progress)
San Diego State University and Claremont Graduate University



Luis Ponjuán, PhD
Associate Professor
Educational Administration and Policy
Texas A&M University



Victor B. Saénz, PhD
Professor & Chair
Department of Educational Administration
University of Texas, Austin

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS - DIRECTORS



Marissa Vásquez, EdD
Faculty/Administrator Member-at-Large
Associate Professor
San Diego State University



Mary Ann Villareal, PhD
Vice President, Equity, Diversity, and Inclusion
University of Utah



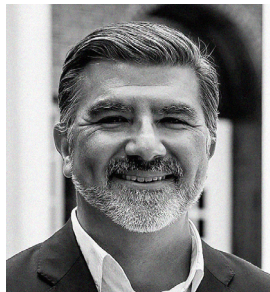
The Fulbright U.S.
Scholar Competition
Deadline:
September 16, 2024



For application
information, visit: fulbrightscholars.org

AAHHE LEADERSHIP

AAHHE OUTGOING BOARD MEMBERS



Patrick L. Valdez, PhD, AAHHE Past-chair
Visiting Professor, Educational Policy Studies & Evaluation
Program Chair, Senior Diversity Officer Certificate
University of Kentucky, College of Education



Victor B. Saénz, PhD
Professor & Chair
Department of Educational Administration
University of Texas, Austin

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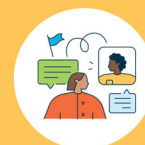


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2024 CONFERENCE PLANNING COMMITTEE

Audrey Baca Lopez, EdD
Conference Planning Committee Co-chair
Mt. San Jacinto College

Antonio Duran, PhD, Conference Planning
Committee Co-chair
Arizona State University

Azara Santiago, PhD, AAHHE Chair

Alonzo Campos, PhD
Butte College

Amanda Fierro, EdD
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University of Tennessee Knoxville

Roberto Orozco, PhD
University of Minnesota – Twin Cities

Ruby Batz, PhD
University of Nevada, Reno

Brandon Cruz, MEd
Texas State University

PRE-CONFERENCE AGENDA

In-person Only (all times are in U.S. Central Time Zone)

Wednesday March 13, 2024

8:00 AM – 11:00 AM

Room: Seigle Hall 205

AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE

Interrogating the new realities: Creating a culture of evidence to respond to the Anti-Diversity, Equity, & Inclusion and Anti-Affirmative action landscape

In 2023, higher education institutions, leaders, scholars, and students faced unprecedented challenges to the ideals of diversity, equity, inclusion, and affirmative action laws. As a result, the educational experiences of Latina/o students have created an arduous pathway to enrollment, persistence, and completing a postsecondary credential and/or degree. There is a critical need to highlight and understand how these recent state and federal laws shape how institutions meet the needs of these students. The theme of the AAHHE 2024 conference, *Interrogating Ways of Knowing & Production as Forms of Healing: The Intersection(s) between the Land, Community, and Education*, provides the lens on how higher education leaders and scholars must use their research acumen, advocacy, and collective strength to interrogate and challenge these new realities to create the safe and brave spaces build and support our comunidad.

Despite the political rancor, the AAHHE philosophical foundation compels educational leaders, faculty members, and professional staff to develop purposeful and intentional policies, programs, and practices to assist and support our diverse Latina/e/o/x student, scholar, and practitioner comunidad in community colleges and four-year institutions.

Purpose

The purpose of the AAHHE 2024 Latina/e/o/x Student Success Institute is to create a safe space for higher education leaders to learn about current research from national and prominent scholars, to ask important questions, and to develop professional connections. We will have a specific focus on the college enrollment and persistence of Latina/e/o/x students (e.g., defined by various identity-based dimensions). This highly interactive institute will inspire, educate, and empower leaders, faculty members, and professional staff to return to their campus with new questions, ideas, and action steps to move this agenda forward.

AGENDA

8:00 AM	Arrival & Coffee
8:15 AM	Summit Welcome, Dr. Luis Ponjuán & Dr. Edith Fernández Welcome and Institute participant introductions
8:45 AM	AAHHE Welcome, Dr. Azara Santiago Rivera, Introduction and opportunity to learn about the future of AAHHE
9:00 to 9:30 AM	Session I, Dr. Luis Ponjuán, Interrogating the new realities: Creating a culture of evidence to respond to the Anti-Diversity, Equity, & Inclusion and Anti-Affirmative action landscape
9:30 to 10:00 AM	Session I Breakout, Dr. Luis Ponjuán, Group breakout session
10:00 to 10:15 AM	Session I Break
10:45 to 11:15 AM	Session II, Dr. Edith Fernández, Administrator voice: Theory to Practice session
11:15 to 11:30 AM	Session II Break
11:30 to 12:00 PM	Session III, Dr. Luis Ponjuán, Lunch & Institutional breakout brainstorm session
12:00 PM	Action Plan Session, Dr. Luis Ponjuán & Dr. Edith Fernández Final thoughts, guiding questions, leveraging the AAHHE comunidad, and action plan for the Academic year 2024-2025

PRE-CONFERENCE AGENDA

AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE PRESENTERS



Luis Ponjuán, PhD,
Latinx Student Success Institute Chair
Associate Professor, College of Education and Human Development
Texas A&M University

Luis Ponjuán, PhD, is an associate professor of Higher Education Administration in the Department of Educational Administration and Human Resource Development in the School of Education and Human Development at Texas A&M University. His research agenda focuses on Latino students, Latino male students, community colleges, and faculty members of color. He is co-editor and author of the book, "Ensuring the Success of Latino males in Higher Education: A National Imperative". Ponjuán has spoken at the White House for the White House Initiative on Educational Excellence for Hispanics. He has earned research grant funding from the Greater Texas Foundation, The Trellis Foundation, National Science Foundation, UT Austin, and Texas A&M University. Ponjuán has been recognized as the 2020 Texas A&M Excellence in Teaching faculty award nominee, 2020 Distinguished Faculty Award for Black, Brown, and College Bound national conference, the 2016 CEHD Faculty Climate Award, the 2014 CEHD Outstanding New Faculty member, the 2014 CHED Commit to Transforming Lives Administrative Fellow, and the 2009 Faculty Fellow for the American Association of Hispanics in Higher Education. Ponjuán earned his doctorate in Higher Education from the University of Michigan and is a Cuban immigrant, naturalized U.S. citizen, and first-generation college graduate.



Edith Fernández, PhD
Vice President
Division of Culture, Planning, & Policy
Nevada State College

Edith Fernández, PhD, is a proven administrative professional skilled in building relationships with community leaders with substantial experience in higher education. She has been sought out to conceptualize, build, and open new offices across a variety of public institutions including a congressional district office in Nevada. She was promoted to assume the inaugural position of VP for Culture, Planning, & Policy at Nevada State. She has leadership experiences across institution types in the areas of policy development, marketing, events, emergency management, student life, academic services, financial aid, and admissions. Fernández is a quantitative and qualitative researcher. She has been a principal investigator for research projects focused on intercultural competence and civic engagement. Her most recent publications focus on Latinx leadership in higher education. Fernández has been sought out for numerous keynote engagements and is known for leading inspiring leadership trainings. Fernández has received recognition for excellence in diversity and for her dedication to social justice. She is an AAHHE board member and advisor to the Guinn Center for Policy Priorities. Fernández is a proud Nevada native with degrees from UNR and UNLV. She received her master's from Harvard University and PhD from the University of Michigan.

CONFERENCE AGENDA PLENARY SESSIONS

All Times are in U.S. Central Time Zone

AAHHE National Conference Washington University, St. Louis, MO Conference At-A-Glance

March 13-15, 2024

***Interrogating Ways of Knowing & Production as Forms of Healing:
The Intersection(s) between the Land, Community, and Education***

Wednesday March 13, 2024

1:45 PM – 3:15 PM CST

Presiding ~ Azara Santiago Rivera, PhD, Chair, AAHHE Board of Directors

1:45 PM – 2:15 PM CST ~ Simon Hall

Opening Plenary Session

Welcome & Introduction of Land Acknowledgment

Land Acknowledgment ~ Pamela Begay, Director of Kathryn M. Buder Center for American Indian Studies and Associate Professor of Practice, Washington University.

Introduction & Thank you to Partners and Sponsors

Host Institution Recognition

Welcome by Washington University: Chancellor Andrew Martin (Recorded message), Dr. Beverly Wendland, Provost and Executive Vice Chancellor for Academic Affairs (Recorded message), and Dr. Kia L. Caldwell, Vice Provost for Faculty Affairs and Diversity, Professor, African & African American Studies, Dean's Distinguished Professorial Scholar in Arts & Sciences.

Introduction of AAHHE Board of Directors

AAHHE Staff

Acknowledgment of AAHHE Fellows, NLA Fellows, USDA Caminos to Success Fellows Recognition, Excelencia and Diana Natalicio Institute (DNI)

Introduction of Conference Planning Committee co-chairs

Conference Theme & Thank you ~ AAHHE Conference Planning Committee Co-chairs Audrey Baca Lopez, EdD, and Antonio Durán, PhD

Opening Plenary Session Sponsored by our Esmeralda Sponsors:



CONFERENCE AGENDA PLENARY SESSIONS

Wednesday March 13, 2024

2:15 PM – 3:15 PM CST ~ Simon Hall

Introduction of 8th Annual Cigarroa Family STEM/Medical Lecture ~ Patrick Valdez, PhD, Immediate Past-chair, AAHHE Board of Directors.

8th Annual Cigarroa Family Medical/STEM Distinguished Lecture

Denise Martínez, MD, University of California Riverside, Associate Dean, Diversity, Equity, and Inclusion Clinical Professor, Family Medicine.

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6:15 PM – 8:00 PM CST ~ Risa Commons

AAHHE Awards Ceremony Dinner

Presiding James Rodriguez, PhD, Immediate Past-Treasurer, AAHHE Board of Directors; Edna Acosta-Belen, PhD, Chair, Awards Committee.

Presentation of AAHHE Awards

- Community College Award ~ Rafael Alvarez, MS, Director/Associate Professor, MESA Program, San Diego City College
- Doctoral Student Award ~ Diana Cervantes, Doctoral candidate, The University of Texas at Austin
- Early Career Award ~ Giselle Martinez Negrette, PhD, Assistant Professor, University of Illinois Urbana-Champaign
- Mildred Garcia Founders' Award ~ David Fuentes, PhD, Associate Dean/College of Education, William Paterson University
- Sylvia Hurtado University Faculty Award ~ Cristobal Salinas Jr., PhD, Assistant Professor, Florida Atlantic University
- William Aguilar Cultural Arts Award ~ Maria Esther Fernandez, MA, Artistic Director, The Cheech Marin Center for Chicano Art & Culture of The Riverside Art Museum (Virtual Attendance).

CONFERENCE AGENDA PLENARY SESSIONS

Thursday March 14, 2024

Breakfast on your own

8:30 AM – 10:30 AM CST ~ Simon Hall

Presiding ~ Azara Santiago Rivera, PhD, Chair, AAHHE Board of Directors

Welcome Program

Thank you to our partner ETS

AAHHE Year in Review Presentation

Sonia Sotomayor's Book Presentation, Dr. Anna Gonzalez, Vice Chancellor of Student Affairs; Dr. Mark Kamimura-Jimenez, Associate Vice Chancellor of Student Affairs & Dean of the Center for Diversity and Inclusion.

9:00 AM – 10:00 AM CST

Introduction of AAHHE - ETS 40th Annual Tomás Rivera Lecture ~ Simon Hall

(Virtual recording) Jamal Watson, PhD, Executive Director of the Center for Advocacy and Philanthropy, ETS.

40th Annual Tomás Rivera Lecture

Tanya Kateri Hernandez, PhD, Archibald R. Murray Professor of Law, Fordham University

Sponsored by



Book Raffle - 3 of Tanya Kateri Hernandez, PhD books to be raffled off – Title Racial Innocence: Unmasking Latino Anti-Black Bias and The Struggle for Equality.

10:00 AM – 10:30 AM CST

AAHHE & ETS Outstanding Dissertation Competition Awards Ceremony ~ Simon Hall

Maria Oropeza-Fujimoto, PhD, Co-Chair, Outstanding Dissertation Competition.

Jamal Watson, PhD, Executive Director of the Center for Advocacy and Philanthropy, ETS (not in attendance); David Garcia, PhD, Chair, Outstanding Dissertation Competition (not in attendance).

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CONFERENCE AGENDA PLENARY SESSIONS

12:15 PM – 1:00 PM CST ~ Risa Commons

Networking Lunch

1:00 PM – 2:00 PM CST ~ Risa Commons

Presiding ~ Cristobal Rodriguez, PhD, Chair-elect AAHHE Board of Directors

AAHHE Book Awards Ceremony

Sponsored by

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Books of the Year Awards ~

- Early Career Category: 2023 Why you always so political?: The experiences and resiliencies of Mexican/Mexican American/Xicanx students in higher education. Martín Alberto Gonzalez, PhD, Assistant Professor, Chicano Latino Studies – Liberal Arts & Sciences, Portland State University. (Virtual Attendance)
- Mid-Career Category: 2022 Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth Century Borderlands. Bernadine Hernández, PhD, Associate Professor, American Literary Studies, University of New Mexico. (Virtual Attendance)
- Senior Scholar Category: 2022 A Place at the Nayarit: How a Mexican Restaurant in Los Angeles Nourished its Community. Natalia Molina, PhD, Distinguished Professor of American Studies and Ethnicity, Dean's Professor of American Studies and Ethnicity, University of Southern California. (Virtual Attendance)
- Edited Volume: 2022 Integrandos STEAM: A guide for elementary bilingual and dual language programs. Marialuisa Di Stefano, PhD, Assistant Professor, College of Education, University of Massachusetts-Amherst; Alberto Esquinca, PhD, Associate Professor, Dual Language and English Learner Education, San Diego State University (Virtual Attendance) and Idalis Villanueva Alarcón, PhD, Associate Chair and Associate Professor, University of Florida.

6:30 PM – 8:00 PM CST ~ Simon Hall

Movie Screening

Presiding ~ Monique Posadas, AAHHE Graduate Student at Large, AAHHE Board of Directors; Azara Santiago Rivera, Chair, AAHHE Board of Directors.

Elena Guzman, PhD, Harvard Divinity School

Smile4Kime: A Spiritual Autoethnographic Film about Trauma, Loss, Transformation, and Healing.

CONFERENCE AGENDA PLENARY SESSIONS

Friday March 15, 2024

8:30 AM – 10:00 AM CST ~ Risa Commons

Presiding ~ Aurora Kamimura, PhD, Treasurer, AAHHE Board of Directors

AAHHE Fellow Recognition Breakfast

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AND INCLUSION

Welcome Program ~ Simon Hall

Welcome & Sponsors acknowledgement

AAHHE Fellows Program ~ Aurora Kamimura, PhD, AAHHE Board Liaison, Graduate Student Fellows Program; AAHHE Graduate Student Fellows Program Co-chairs Luz Lopez and Dominga Sánchez; AAHHE Faculty Fellows Program Co-chairs, Sarah Rodriguez, PhD and Ignacio Hernández, PhD.

Introduction of Incoming AAHHE Fellow Program co-chairs: AAHHE Graduate Student Fellows Program Co-chairs, Luz Burgos-Lopez, AAHHE Faculty Fellows Program Co-chairs, Magdalena Martinez, PhD, Hugo Garcia, PhD.

11:45 AM – 1:15 PM CST ~ Simon Hall

Presiding ~ Marie Mora, PhD, Treasurer-elect, AAHHE Board of Directors

Plenary Session Interrogating Ways of Knowing & Production as Forms of Healing: The Intersection(s) between the Land, Community, and Education

Moderator ~ Marie Mora, PhD, Treasurer-elect, AAHHE Board of Directors

Panelists

Nancy López, PhD, University of New Mexico

Paul Joseph López Oro, PhD, Bryan Mawr College

Eileen Jimenez, PhD, South Seattle College

Saray Argumedo, GUERRERXS SIN FRONTERAS

Book Raffle - 3 of Nancy Lopez, PhD, books to be raffled off – Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education

1:15 – 1:45 PM ~ Simon Hall

Presiding ~ Cristobal Rodriguez, PhD, Chair-elect, AAHHE Board of Directors; Marie Mora, PhD, Treasurer-elect, AAHHE Board of Directors

Closing Program - Town Hall ~ Simon Hall

Remarks on AAHHE Future Directions

Introduction of AAHHE 2025 ~ Antonio Durán, PhD, AAHHE Conference Planning Committee Co-chair, Lazaro Camacho, Jr. PhD, AAHHE Conference Planning Committee Co-chair

Presentation of award to Audrey Baca Lopez, EdE, 2024 Conference Planning Committee Chair.

See you at 2025 AAHHE at Metropolitan State University of Denver!

40TH ANNUAL TOMÁS RIVERA LECTURE

Sponsored by



For 40 years, AAHHE has selected a distinguished scholar or national leader to present the Tomás Rivera Lecture in honor of the late Dr. Tomás Rivera, professor, scholar, active author, poet, and former president of the University of California, Riverside.



Tomás Rivera, PhD

Tomás Rivera, PhD, born in Texas to Mexican farm laborers immigrants, with no formal education, received a bachelor of science and master of education in English and Administration from Southwest Texas State University, and a master of arts in Spanish literature and a doctorate in romance language and literature from University of Oklahoma. Rivera studied Spanish culture and civilization at the University of Texas, Austin and in Guadalajara, Mexico. He taught at Sam Houston State University and served on the planning team that built The University of Texas, San Antonio, where he served as chair of the Romance Language Department, associate dean, and vice president. Rivera became the chief executive officer at The University of Texas, El Paso (1978) and the chancellor of the University of California, Riverside (1979). He extensively wrote about Chicano topics and published poems, short prose pieces, and essays on literature and higher education. Rivera documented the struggles of migrant workers; he neither wrote about politics nor viewed his work as political. 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, and served on commissions on higher education under Presidents Carter and Reagan. He was a co-founder and president of the National Council of Chicanos in Higher Education. Rivera was active in a great number of charitable organizations and was the recipient of numerous honors, awards, and recognitions.

40TH ANNUAL TOMÁS RIVERA LECTURE

Thursday March 14, 2024

9:00 – 10:00 AM CST

Room: Simon Hall

NAVIGATING HISPANIC RACIAL DIVERSITY WITHOUT HARM

Tanya Kateri Hernandez, PhD

Archibald R. Murray Professor of Law, Fordham University



2024 AAHE CONFERENCE

Tanya Kateri Hernández, PhD is the Archibald R. Murray Professor of Law at Fordham University School of Law, where she teaches Anti-Discrimination Law, Comparative Employment Discrimination, Critical Race Theory, Writing/Righting Race in the Public Sphere, The Science of Implicit Bias and the Law: New Pathways to Social Justice, and Trusts & Wills. She received her AB from Brown University, and her JD from Yale Law School, where she served as Note Topics Editor of the Yale Law Journal.

Hernández is an internationally recognized comparative race law expert and Fulbright Scholar who has visited at the Université Paris Ouest Nanterre La Défense, in Paris and the University of the West Indies Law School, in Trinidad. She has previously served as a Law and Public Policy Affairs Fellow at Princeton University, a Faculty Fellow at the Institute for Research on Women at Rutgers University; a Faculty Fellow at the Fred T. Korematsu Center for Law and Equality, and as a Scholar in Residence at the Schomburg Center for Research in Black Culture. Hernández is a Fellow of the American Bar Foundation, the American Law Institute, and the Academia Puertorriqueña de Jurisprudencia y Legislación. Hispanic Business Magazine selected her as one of its annual 100 Most Influential Hispanics. Hernández serves on the editorial boards of the Revista Brasileira de Direito e Justiça/Brazilian Journal of Law and Justice, and the Latino Studies Journal published by Palgrave-Macmillan Press.

Hernández's scholarly interest is in the study of comparative race relations and anti-discrimination law, and her work in that area has been published in numerous university law reviews like Cornell, Harvard, N.Y.U., U.C. Berkeley, Yale and in news outlets like the New York Times, among other publications including her books *Racial Subordination in Latin America: The Role of the State, Customary Law and the New Civil Rights Response (including Spanish and Portuguese translation editions)*, *Brill Research Perspectives in Comparative Law: Racial Discrimination, and Multiracials and Civil Rights: Mixed-Race Stories of Discrimination*. Her most recent book from Beacon Press is *Racial Innocence: Unmasking Latino Anti-Black Bias and The Struggle for Equality*.

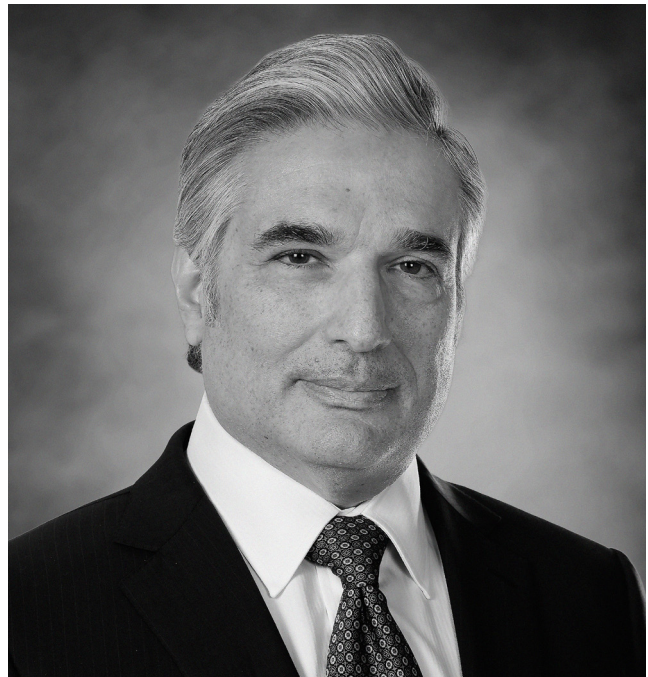
PAST PRESENTERS OF THE AAHHE TOMÁS RIVERA LECTURE:

- 2023 Daisy Gonzalez, PhD
- 2022 Norma Cantú, Professor of Education and Professor of Law, University of Texas at Austin
- 2021 John B. King, Jr., President and CEO of The Education Trust
- 2020 Honorable Wilma Martínez, former U.S. Ambassador to Argentina
- 2019 Abigail Golden-Vásquez, David E. Hayes-Bautista and Marta Tienda
- 2018 Eloy Ortiz Oakley
- 2017 Michele Siqueiros
- 2016 Antonia Hernández
- 2015 Manuel T. Pacheco
- 2014 Yvette Donado
- 2013 Francisco Cigarroa
- 2012 Luis A. Ubinas
- 2011 Rachel F. Morán
- 2010 Charles B. Reed and Jack Scott
- 2009 Marta Tienda
- 2008 Jaime Merisotis
- 2007 Sonia Nazario
- 2006 Michael A. Olivas
- 2005 Raúl 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. Kaufmann
- 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
- 1989 Arturo Madrid
- 1987 Ann Reynolds
- 1986 Alfredo G. de los Santos Jr.
- 1985 John Magu

AAHHE 8TH CIGARROA FAMILY MEDICAL/STEM DISTINGUISHED LECTURE

The AAHHE Cigarroa Family Medical/STEM Distinguished Lecture spotlights a prominent and established scholar or leader in the medical or science disciplines. 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.

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



Francisco Cigarroa, MD, born in Laredo, Texas and a third-generation physician, earned a bachelor's degree in biology from Yale University (1979) and a medical degree from The University of Texas Southwestern Medical Center at Dallas (1983). He joined the faculty of The University of Texas Health Science Center at San Antonio (1995), serving as director of pediatric surgery and university president (2000 – 2009). Cigarroa established a multidisciplinary pediatric transplant program focused on kidney, liver, and intestinal transplants with outstanding outcomes.

The first Hispanic to be named chancellor of The University of Texas System (2009), Cigarroa oversaw nine universities and six health institutions. His 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. A member of the American College of Surgery, the Institute of Medicine, the American Board of Surgery, and the American Academy of Arts and Sciences, Cigarroa 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. Cigarroa was named the director of Pediatric Transplantation at the University of Texas Health Science Center at San Antonio in 2015.

2024 CIGARROA FAMILY MEDICAL/ STEM DISTINGUISHED LECTURE PRESENTER

Wednesday, March 13, 2024
2:15 PM – 3:15 PM CST
Room Simon Hall

CULTIVATING HEALERS FOR THE LATINX/A/O/E COMMUNITY



Denise Martinez, MD
University of California at Riverside

Denise Martinez, MD currently holds the position of associate Dean of Diversity, Equity, and Inclusion, and serves as Professor of Family Medicine at UC Riverside School of Medicine since August 2023. Her journey has come full circle as she returned to the Inland Empire of California, where she spent her formative years, to continue her mission of promoting diversity and equity in healthcare education and practice. Before her tenure at UC Riverside, Martinez was recognized as the youngest medical school assistant/associate dean in the country, ultimately spending 12 years at the University of Iowa School of Medicine in leadership and serving as Interim Associate Vice President for Health Parity for the Iowa health system. Martinez's dedication to DEI and health disparities have garnered awards such including the 2023 Distinguished Alumni Award for Early Career Achievement at the University of Iowa, the institutions highest award. In 2022, she was also honored with the National Latino Medical Student Association's Faculty of the Year Award for her unwavering commitment to mentoring students, her tireless efforts to reduce health disparities, and her innovative work in creating pathway programs. She additionally has been named one of the 100 Inspiring Hispanic/Latinx Scientists in America by Cell Mentor.

Past presenters of the AAHHE Cigarroa Family Medical/STEM Distinguished Lecture:

- 2023 Bryan Leyva, MD
- 2022 Jessica Esquivel, PhD
- 2021 Alfredo Quiñonez-Hinojosa, MD
- 2020 Frances Colón
- 2019 Olivia A. Graeve
- 2018 Jose Hernández
- 2017 Francisco Cigarroa, MD

2024 AAHHE PLENARY SESSION

Friday, March 15, 2024
11:45 AM – 12:45 PM CST
Room Simon Hall

INTERROGATING WAYS OF KNOWING & PRODUCTION AS FORMS OF HEALING: THE INTERSECTION(S) BETWEEN THE LAND, COMMUNITY, AND EDUCATION.

Moderator:

Marie Mora, PhD, Treasurer-elect, AAHHE Board of Directors

Nancy Lopez, PhD, Professor, University of New Mexico

Paul Joseph Lopez Oro, PhD, Assistant Professor, Bryn Mawr College;

Eileen Jimenez, PhD, Dean of Arts, Humanities, and Social Sciences and Dean of Justice Involved Solutions, South Seattle College

Saray Argumedo, GUERRERXS SIN FRONTERAS



Nancy Lopez, PhD
University of New Mexico

Nancy López, PhD is professor of sociology at the University of New Mexico. She directs/co-founded the Institute for the Study of “Race” & Social Justice at the University of New Mexico (UNM). López’s scholarship, teaching and service is guided by the insights of intersectionality—the importance of examining race, gender, class, ethnicity together—for interrogating inequalities across a variety of social outcomes, including education, health, employment, housing, and developing contextualized solutions that advance social justice. She authored *Hopeful Girls, Troubled Boys: Race & Gender Disparity in Urban Education*, and co-edited: *Creating Alternative Discourses in the Education of Latinas and Latinos*, *Mapping “Race”: Critical Approaches to Health Disparities Research*, *QuantCrit: An Antiracist Approach to Education Equity*. López is the first woman of color tenured in the Sociology department and the first woman of the African Diaspora tenured in the College of Arts & Sciences and promoted to full professor. López is a Black Latina, US-born daughter of Dominican immigrants who never had the privilege of pursuing education beyond the second grade. Spanish is her first language. She participated in HeadStart, Upward Bound and graduated from a large urban de facto segregated public high school in New York City.



Paul Joseph Lopez Oro, PhD
Bryn Mawr College

Paul Joseph López Oro, PhD is a transdisciplinary Black studies scholar whose research and teaching interests are on Black Indigenous histories, cultures, and politics on Central America’s Caribbean Coasts, Black Queer Feminist theories & ethnographies, Black Latin American/U.S. Black Latinx social movements. He is currently working on his first book manuscript tentatively entitled *Indigenous Blackness: The Queer Politics of Self-Making Garifuna New York* a critical ethnography on how gender and sexuality inform the ways in which transgenerational Garifuna New Yorkers of Central American descent queerly negotiate, perform, articulate, and contradict at the intersections of their multiple subjectivities as Black/Indigenous/Central American Caribbean peoples. He is an assistant professor and Director of Africana Studies at Bryn Mawr College.

2024 AAHHE PLENARY SESSION

Friday, March 15, 2024
11:45 AM – 12:45 PM CST
Room Simon Hall



Eileen Jimenez, PhD
South Seattle College

Eileen Jimenez, PhD, is the dean of Arts, Humanities and Social Sciences and Dean of Justice Involved Solutions at South Seattle College. She is an Indigenous educator, leader, community member, and artist, everything she does and creates is influenced by her many intersecting identities and lived experiences. She creates the structures, the programming, the educational experiences, and the art she wishes she and her community would have seen and accessed. Her mother is Maria Cruz Jimenez, her grandmother is Eloisa Saavedra, and her great-grandmother is Isidora Saavedra, matriarchs of the Nãtho (Otomi peoples). Jimenez' leadership is grounded in community and she finds wholeness in her family's and community's stories, values, theories, and practices. Her equity philosophy is built on the bedrock of her experiences – navigating systems of colonialism, white supremacy, and racism at the institutions where she earned her bachelor's and master's degrees as an Indigenous, low-income, first-generation college student.

Jimenez' work addressing the chasms in equity began as a high school student when she developed a tutoring program designed to increase Math academic performance for students in remedial math classes. Over the last 12 years, she has built strong partnerships with K-12 schools, districts, and transfer institutions. Her work in college access has allowed her to demonstrate the importance of a holistic understanding of service, especially in communities with families and students furthest from educational justice. Jimenez holds a BA in French/Francophone Studies in Literature and Culture from the University of California, Los Angeles. She earned a MSc in Counseling: Student Development in Higher Education and a Certificate in Community College Leadership from California State University, Long Beach. Her research and thesis focused on community cultural wealth and Latine college student degree aspirations. Jimenez also earned her Doctorate of Education and a certificate in Indigenous Knowledge and Community-Centered Engagement from the Muckleshoot Tribal College and the University of Washington, Tacoma. Her dissertation, and current work in practice centers around reconciliation with Land and healing in education.



Saray Argumedo
GUERRERXS SIN FRONTERAS

Saray Argumedo (Chichimeca) was born in South Central Los Angeles and raised in the borderland of El Paso Texas and Ciudad Juarez Chihuahua Mexico. Argumedo is a member of Guerrerxs Sin Fronteras and the Director of the short documentary called "Vivas Nos Queremos (We Want Us Alive): Guerrerxs Sin Fronteras," that made its first debut in 2021 for the Frontera Femme Film Festival. Vivas Nos Queremos is a short documentary on the collaboration between the all femme hip-hop collective called Guerrerxs Sin Fronteras. The members of this collective are hip-hop artists from all over the Americas that have collaborated in creating music to unify the Missing and Murdered Indigenous Relatives Movement of Canada and the US with the Ni Una Más Movement of Mexico/Central and South America. In 2022, the documentary won the "Social Impact Award" for the Latino & Native American Film Festival and has been officially selected for over seven film

festivals both nationally, and internationally. Since 2021, the collective has also created 9 songs and since then has opened the doors for more hip-hop artists to collaborate. Today, the collective consists of over 13 members and continues to create music to bring awareness to missing and murdered relatives in the Americas.

CONFERENCE AGENDA > FEATURED GRADUATE STUDENT SESSIONS

All times are in U.S. Central Time Zone

Wednesday, March 13, 2024

3:30-4:30 PM CST

Seigle Hall, Room 306

CONCEPTUALIZATION OF LATINE/X/A/O EMERGING STUDENT AFFAIRS PROFESSIONALS MULTIETHNIC IDENTITY



Nancy Camarillo

University of Maryland, College Park

I seek to understand the personal, professional, and educational experiences lend themselves to the identity conceptualization, development, and expression for Latine/x/a/o emerging student affairs professionals who identify with two or more Latin American ethnicities. The study names and acknowledges how intra-generational anti-Blackness and anti-Indigeneity have been erased in racial and ethnic identity development research which perpetuates a white monolithic perception of Latine/x/a/o identity development process. I critically explore the U.S. contextual implications of terminology and identifiers for Latine/x/a/o communities to depict the nuances of racial and ethnic identity within Latine/x/a/o identification.

Wednesday, March 13, 2024

3:30-4:30 PM CST

Seigle Hall, Room 306

NEGATIVE APPEARANCE-RELATED MESSAGES AND LATINAS' BODY IMAGE SHAME: CAN SIBLING DYADIC COPING PROTECT LATINAS?



Avelina Rivero

University of Missouri

According to the risk and resilience theory, supportive relationships can help mitigate the effects of stressors and foster resiliency (Masten, 2018). In this context, sisters are especially significant, as they may help alleviate the impact of appearance-related messages from parents through dyadic coping. Latinx adolescent siblings are extremely close, communicate frequently, and spend significant time together (Killoren et al., 2014). Therefore, it is crucial to examine how Latina siblings may support each other when one receives negative eating and weight messages from their parents.

Using Amazon Mechanical Turk, we recruited a sample of 195 Latina young women living in the U.S. (Mage = 23.25, range = 18–25; SD = 1.93; 67.4% Mexican-origin) to examine the moderating role of sisters' supportive and negative dyadic coping on the associations between negative eating and weight messages from parents and Latinas' body image shame. Our hierarchical linear regression analyses revealed that supportive dyadic coping does not protect Latinas against the impact of negative messages from parents. Notably, when Latinas reported receiving negative messages from their fathers and experienced negative dyadic coping from their sisters, they reported the highest levels of body image shame.

CONFERENCE AGENDA > FEATURED GRADUATE STUDENT SESSIONS

All times are in U.S. Central Time Zone

Wednesday, March 13, 2024

3:30-4:30 PM CST

Seigle Hall, Room 306

DRAG ARTISTRY: RESISTING VIOLENCE & CONJURING EXPERIENCES OF JOY AT PWIS



Gabriel Pulido
Pennsylvania State University

This research study draws from the fields of higher education, gender studies, performance studies, and African American studies by filling a sizeable gap in centering the experiences of trans and queer individuals of color who regularly perform drag on predominately white institutions (PWI). The purpose of this study is to investigate how drag, in addition to being an artistic form of expression, may also serve as a necessary tool for altering, disrupting, and questioning the gender binary. Given that drag artistry exists virtually in every imaginable space, I seek to narrow the scope by focusing on trans and queer drag artists of color who regularly perform on campus environments. Presently, there is a plethora of research that focuses on the various experiences of trans and queer collegians and the experiences of drag

performers. However, less is known about the specific and complex experiences of trans and queer drag artists of color performing in predominately white institutions (PWI).

Wednesday, March 13, 2024

4:45-5:45 PM CST

Seigle Hall, Room 306

HEALING-CENTERED AND TRAMA-INFORMED CLINICAL INTERVENTIONS WITH CENTRAL AMERICAN MIGRANT YOUTH



Jasmin Natalie Tobar
USC Suzanne Dworak-Peck School of Social Work

Migration is a controversial topic that sparks debates in many sectors of American society. Historically, the United States is a nation that many refugees hope to reach. In the last three decades, forced migration from Central America has been an ongoing issue. Migrant youth continue to be one of the most vulnerable groups of people migrating. The most significant numbers of youth migrants are coming from the Northern Triangle countries of El Salvador, Honduras, and Guatemala. Many of these youth are fleeing violence and poverty that have plagued the regions for centuries. Central America is a region where genocide, US-backed civil wars, and gang violence have impacted the livelihood of many historically oppressed communities. Upon arrival into the United States, many Central American migrant youths will not receive the proper trauma-informed, linguistically appropriate, and culturally sensitive

services. For this reason, it is imperative that there is a culturally sensitive clinic approach to working with migrant youth from Central America. The Cultural Adjustment and Trauma Service (CATS) is a comprehensive mental health program that will be implemented at Clinica Monsenor Romero and will have adequate staffing to ensure the implementation of the CATS comprehensive mental health program is successful. Moreover, the CATS model has been used as a one-size-fits-all approach for all migrant youth; it is necessary to modify the intervention to fit migrant youth from Central America, as well as a strong focus on indigenous youth from Central America.

CONFERENCE AGENDA > FEATURED GRADUATE STUDENT SESSIONS

All times are in U.S. Central Time Zone

Wednesday, March 13, 2024

4:45 - 5:45 PM CST

Seigle Hall, Room 306

“WHAT DOES IT DO FOR THE TOWN?” UNDERSTANDING PERCEPTIONS OF RACE AND PLACE IN SCHOOL CHOICE DECISION-MAKING AMONG BLACK AND LATINO/A FAMILIES IN SUBURBAN NEW JERSEY



Olga Correa

University of Massachusetts Amherst

The number of families who send their child(ren) to public schools of choice, as opposed to their neighborhood schools, has increased over the years (Wang, Rathbun, & Musu, 2019). However, research shows that due to a number of factors, not all families have access to information and resources to successfully seek out these opportunities for their child(ren). Scholars have found that families who participate in the choice process tend to be more educated, of higher-income, and aware of the culture of choice in schooling (Bifulco, Ladd, & Ross, 2008; Makris, 2014; Orfield & Frankenberg, 2013). Consequently, there has been very little attention given to the experiences of Black and Latino/a families living in suburban communities. This presentation will highlight preliminary findings from a dissertation study surrounding Black and Latino/a families' experiences with public school choice in suburban

communities. Using ethnographic methods and Critical Race Theory as an analytic framework, this study aims to understand the experiences and knowledge base of a group of Black and Latino/a parents/guardians and youth living in a suburban New Jersey community, a critical juncture between race and education policy implementation.

Wednesday, March 13, 2024

4:45-5:45 PM CST

Seigle Hall, Room 306

NAVIGATING PATHWAYS TO ADULTHOOD IN AN ERA OF PRECARIETY: LATINO YOUNG ADULTS ON THE COMMUNITY COLLEGE PATHWAY



Jose Gutierrez

University of California, Irvine

Many Latino young adults enroll in community college with hopes of securing upward mobility and well-paid work. In 2019, 72% of California's Latino college enrollment was in community colleges. Most of these students expect to transfer to four-year colleges and earn a bachelor's degree. However, after the expected two years, they largely do not transfer. Compared to other groups, Latinos are particularly affected by low transfer rates, with only 17% transferring within four years, compared to 30% of Whites and 38% of Asians. These delayed or abandoned mobility pathways have important implications for understanding the Latino transition to adulthood. In this study, I use interviews with Latino community college students between the ages of 18-29 to explore how these young adults come to choose to attend community college and how they understand the role of college in their pathways toward social mobility and key

markers of adulthood such as marriage, family formation, and full-time work.

CONFERENCE AGENDA > CONCURRENT SESSIONS

All times are in U.S. Central Time Zone

The 2024 AAHHE National Conference theme Interrogating Ways of Knowing & Production as Forms of Healing prioritizes the idea of questioning what counts and what does not count as knowledge in academic spaces. An extension from last year's conference theme, La Lucha Sigue: Refusal, Resistance, and Praxis at Critical Junctures, this year's theme incites proposals to question the systems that cement the positional superiority of one way of knowing over another. We invite interrogation of these systems. The theme speaks to the reality that some of our comunidad are working in spaces where we have to interrogate existing systems. At the same time, we are interrogated because of our work/lens; we have to find a way forward to still create community, connection, and spaces to feel whole. It allows us to push back against colonizing practices of knowledge production and burnout, and create space to heal from the historical traumas through different ways of knowing.

You will find our conference programming thoroughly engaging in four different conference strands:

1. Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice.
2. Beyond Unity and the Monolith: Disrupting Intersectional, Anti-Black, and Anti-Indigenous Harm.
3. Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education.
4. Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times.

Enjoy any of our 53 conference sessions presented as Innovations in Practice and Scholarship, Interactive Workshops, Poster/Art as Activism Sessions, and Works in Progress.

WEDNESDAY | MARCH 13, 2024

3:30 PM – 4:30 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

TIPEX | *Virtual Counterspaces: How Latina Graduate Students Utilize Instagram to Build Community Online.*

Seigle Hall, Room 204

Sponsored by:



Valerie Gomez, PhD candidate
University of California, San Diego

Jennifer Cabrera, PhD candidate
University of California, Irving

In this article, we extend Yosso et al. (2009) and Solórzano et al.'s (2000) concept of counterspaces by theorizing an emerging form of counterspace - virtual counterspace. We employ Latine Critical Race Theory (LatCrit) and racial microaggressions to understand how Latina graduate students utilize Instagram to cultivate community online. We argue that virtual counterspaces are sites of cultural affirmation, community building, knowledge sharing, and empowerment that enable the academic success of Latina graduate students.

At the end of this presentation, the participant will be able to:

- 1.) Gain an understanding of virtual counterspaces.
- 2.) Develop an understanding of the utility of virtual counterspaces.
- 3.) Identify mechanisms to utilize virtual counterspaces within their own work.

3:30 PM – 4:30 PM

Beyond Unity and the Monolith: Disrupting Intersectional, Anti-Black, and Anti-Indigenous Harm

Session Type: Interactive Workshops.

12IWBE | *Examining Interlocking Systems of Oppression Hindering Undocumented Latinx Community College Students.*

Seigle Hall, Room 205

Sponsored by:



Cristina Nader, PhD
Texas A&M University

Cintha Salazar, PhD
Texas A&M University

Omar Romandía, PhD
University of Connecticut

Yomele Almeida Cordova, BA
Texas A&M University

Litzy Gloria, BA
Texas A&M University

Judith Briseno Ortiz, BA
Texas A&M University

The largest ethnic group of undocumented students in community colleges across the United States is Latinx (Higher Ed Immigration Portal, 2021). Using the theories of intersectionality and LatCrit and a qualitative case study methodology, we examined if and how intersecting power systems play a role in their experiences. We found that students experienced disruptions in their academic trajectory and poor health. To manage, participants engaged in altruistic endeavors.

At the end of this presentation, the participant will be able to:

- 1.) Identify various inequities that undocumented Latinx students at community colleges experience.
- 2.) Complicate the narrative of Latinx immigrants in the United States.
- 3.) Distinguish ways in which this study's findings can contribute to higher education scholarship and practice.

CONFERENCE AGENDA > CONCURRENT SESSIONS

WEDNESDAY | MARCH 13, 2024

3:30 PM – 4:30 PM

*Exploring Land and Space:
Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education*

Session Type: Works in Progress.

13WPEX | *Rethinking Resilience: Embracing Intersectional Feminism and Decolonization in Emergency Management Education.*

Seigle Hall, Room 206

Sponsored by:



Alyssa Provencio, PhD
University of Central Oklahoma

This presentation explores the transformative potential of integrating intersectional feminism and decolonization into emergency and disaster management education. It examines how Eurocentric knowledge perpetuates disparities during extreme events and in the face of climate change. Practical examples demonstrate diversified knowledge sources for improved disaster resilience. Centering marginalized voices and taking a feminista/mujerista approach can address vulnerabilities and empower underrepresented communities. This work-in-progress calls on the AAHHE community to contribute to knowledge system transformation for a more equitable, inclusive, and resilient relationship with our environment.

At the end of this presentation, the participant will be able to:

- 1.) Recognize the Impact of Eurocentric Knowledge in Emergency Management Education: Participants will gain an understanding of how Eurocentric knowledge, deeply ingrained in educational practices, can inadvertently perpetuate disparities and inequities among populations most vulnerable to extreme events and climate change.
- 2.) Apply Intersectional Feminism and Decolonization to Emergency Management Education: Attendees will learn practical strategies and approaches for integrating intersectional feminism/feminista/mujerista and decolonization principles into emergency and disaster management education, with a focus on enhancing the relevance and inclusivity of curricula.
- 3.) Engage in a Paradigm Shift: Participants will be challenged to contribute to and rethink existing approaches to emergency management education and embrace a more holistic and inclusive educational paradigm. They will explore how this shift can not only broaden our understanding of resilience but also better connect course content to the lived experiences of Latinx and underrepresented students.

3:30 PM – 4:30 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Innovations in Practice and Scholarship

14IPHE | *Estudios Rebeldes as Relational Breaching for Change*

Seigle Hall, Room 208

CANCELLED

Leandra Hernandez, PhD
University of Utah

Agustin Diaz, PhD
University of Utah

As students, practitioners, and faculty from the Latin American diaspora at a university in North Central Utah, we live realities where our community continues to grow but is never truly heard nor recognized. In this setting, we offer a counter-story or a type of narrative that defies dominant and hegemonic discourse in our local university settings (Solorzano & Yosso, 2001). We do this through the form of plática, or storytelling, that demonstrates the relational praxis of educators and students confronting their socio-historic positioning. This takes place in a Latin American Studies program with a neoliberal agenda and at a university that upholds the teacher-student contradiction theorized by Freire (Margonis, 2007).

At the end of this presentation, the participant will be able to:

- 1.) Discuss how faculty members and students can work together collaboratively to transform higher education.
- 2.) Analyze how plática can be utilized as a collaborative methodological tool in the pursuit for intergenerational knowledge justice.
- 3.) Discuss new ways of creating relational ethics in higher education.

CONFERENCE AGENDA > CONCURRENT SESSIONS

WEDNESDAY | MARCH 13, 2024

3:30 PM – 4:30 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: *Innovations in Practice and Scholarship*

16IPHE | *First-Generation and Low-Income Latinx/o/e Men in Community College: An Analysis of their Experience and Engagement with Community College Men of Color Initiatives*

Seigle Hall, Room 305

Sponsored by:



Joseph Romero-Reyes, PhD candidate
University of Wisconsin-Madison

This qualitative case study interrogates the engagement and experience of first-generation and low-income Latinx/o/e men with a community college Men of Color initiative. Ten participants share how the Men of Color Succeed (MoCS) initiative supports their transfer aspirations. Findings demonstrate that programming to reimagine Latinx/o/e men as successful scholars, leadership opportunities, mentorship, and spaces to engage in conversations about various identities are essential for demystifying and navigating the community college to four-year university transfer process.

At the end of this presentation, the participant will be able to:

- 1.) Learn about factors positively contributing to the participation and engagement of first-generation and low-income Latinx/o/e men with Men of Color initiatives.
- 2.) Learn about the programs and events first-generation and low-income Latinx/o/e men engaging with Men of Color initiatives have identified as supporting their holistic development and vertical transfer aspirations the most.
- 3.) Learn about Men of Color initiative programmatic strategies to promote the holistic development and transfer aspirations of first-generation and low-income Latinx/o/e men in community college.
- 4.) Learn about Men of Color initiative programmatic strategies to activate the assets of first-generation and low-income Latinx/o/e men in community college.

4:45 PM – 5:45 PM

17NLA | *Reframing Accountability: Utilizing a Shared Equity Leadership Approach to Campus Climate.*

Seigle Hall, Room 204

Amy Fulton, PhD
New Leadership Academy at the University of Utah

Eden Cortes-Lopez, PhD
University of Utah

The New Leadership Academy, in collaboration with leaders at the University of Utah, has implemented a Shared Equity Leadership (SEL) model to guide equity work at the institution. This session will highlight the climate work being done and how the university has reframed accountability using the SEL model, including developing a Self-Study Toolkit, meeting units/colleges where they are, and working collaboratively with campus stakeholders to increase engagement.

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CONFERENCE AGENDA > CONCURRENT SESSIONS

WEDNESDAY | MARCH 13, 2024

4:45 PM – 5:45 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education.

Session Type: *nnovations in Practice and Scholarship*

18IPEX | *Immigration status assumptions are internalized by Latinx college students.*

Seigle Hall, Room 205

CANCELLED

Aldo Barrita, MA
University of Nevada, Las Vegas

Using a sample (N = 436) collected in 2021, we unpack the relationships between immigration status microaggressions, psychological distress, and internalization among Latinx college students. Using moderated mediation model, we explore possible interactions. Results showed Latinx reported experiences of immigration status microaggressions and psychological distress. Internalizing coping strategies mediated the relationship between immigration status microaggressions and well-being. Finally, results showed that being Latinx moderated the relationship between immigration status microaggressions and psychological distress through internalization.

At the end of this presentation, the participant will be able to:

- 1.) Discuss the process of racialization Latinx people experience around assumptions of nationality and immigrant status.
- 2.) Address psychological implications associated with student engagement after experiencing immigration status microaggressions.
- 3.) Inform educators and school administrators how to support Latinx students' experiences of Latinx and underrepresented students.

4:45 PM – 5:45 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: *Works in Progress*

19WPHU | *Intersectional Chicana Feminist Analysis of Latina Undergraduate Researcher Experiences.*

Seigle Hall, Room 206

Mariana Carrola, PhD candidate
University of California, Davis

Using a qualitative and intersectional Chicana feminist approach (Delgado Bernal, 1998), this study examines the experiences of ten undergraduate research (UR) program participants at one public research university. While the benefits of undergraduate research have been established, there is currently no work on the impact of UR on first-generation Latinas' academic journeys and graduate school aspirations. Understanding these experiences can lead to strengthening culturally sustaining programming and growing graduate school pathways for Latinas.

At the end of this presentation, the participant will be able to:

- 1.) Learn about the benefits of undergraduate research based on existing literature.
- 2.) Identify a gap in the literature that accounts for the intersectional needs of first-generation Latina college students engaging in UR.
- 3.) Learn about a critical qualitative study design to examine first-gen Latina UR experiences.

CONFERENCE AGENDA > CONCURRENT SESSIONS

WEDNESDAY | MARCH 13, 2024

4:45 PM – 5:45 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Interactive Workshops

20IWEX | Cultivating Resilience and Belonging at HSIs in Times of Hate.

Seigle Hall, Room 208

Christian Bracho, PhD
California State University, Long Beach

Marylin Rodriguez, PhD
American University

While all higher education institutions must work to build responsive, resilient, and inclusive communities, Hispanic-Serving institutions offer unique contexts and opportunities to counter extremism and polarization. Participants in this workshop will explore a resource toolkit focused on the needs and assets of Hispanic-Serving Institutions responding to hate and bias on campus. The toolkit draws on the voices and experiences of over 30 students, staff, faculty, and administrators at HSIs nationwide.

At the end of this presentation, the participant will be able to:

- 1.) Identify personal, institutional, and community assets, especially in relation to Hispanic-Serving Institutions.
- 2.) Evaluate how administrators, faculty, staff, and students at HSIs each can contribute to a culture of belonging.
- 3.) Discuss community resilience and responses to incidents of hate and bias.
- 4.) Review conversation protocols for working with affected individuals or communities on campus.

4:45 PM – 5:45 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

22IPEX | College is a Familia Occasion: Making Room for Latinx Families within the Higher Education Trajectory.

Seigle Hall, Room 305

Leslie Patricia Luqueño, PhD candidate
Stanford University

I invite participants to consider how Latinx families inform students' college trajectories as well as how we can make room for families within postsecondary education. Qualitative study findings with children of Latinx immigrants applying to college demonstrate that students' higher education aspirations are largely informed by familial commitments. However, students experience dissonance when educators and institutions promote independence over family. The session examines students' testimonios of a reimagined higher education landscape with increased familial belonging.

At the end of this presentation, the participant will be able to:

- 1.) Understand the role families play in the construction of higher education aspirations and trajectories amongst children of Latinx immigrants.
- 2.) Think about practices and research that can increase familial belonging within higher education, both at the college preparation level and the college trajectory itself.
- 3.) Consider how participants' roles, identities, and institutions can help make room for Latinx students' families in their practice, research, and pedagogy.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

10:45 AM – 11:45 AM

ODC3 | *I Wish They Knew We Existed: The Academic Experiences of Latinx College Students in Mixed-Status Families*

Seigle Hall, Room 204

Amy Nuñez, PhD
Heritage University

This study aims to explore the academic experiences of Latinx college students in mixed-status families to find ways institutions can better support them on their higher education pathways. Thirty-one qualitative interviews oriented by Habermas' Theory of Communicative Action were utilized to center the voices of sixteen Latinx/a/o college students in mixed-status families. Findings suggest that students in mixed-status families experience multigenerational punishment when it comes to their academics.

10:45 AM – 11:45 AM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Interactive Workshops

26IWHE | *Monarch Support Group: Providing a Validating and Supportive Space for Undocumented Students to Heal Collectively.*

Seigle Hall, Room 205

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Alicia Moreno, PhD
The University of Texas at Austin

Vivian Cigarroa, BS
The University of Texas at Austin

The purpose of this session is to share how the Monarch Support Group provides undocumented students at UT Austin a space where they can feel validated and supported. With the many systemic challenges undocumented students face, the support group allows them to process their experiences and heal in community. The facilitators will discuss the importance of mental health support for undocumented students and share healing practices implemented in the support group.

At the end of this presentation, the participant will be able to:

- 1.) Learn about the Monarch Support Group at UT Austin, and how the group provides a space for undocumented students to receive support related to their mental well-being.
- 2.) Understand the systemic challenges that impact undocumented students' mental well-being. 3.) Explore various healing practices the Monarch Support Group uses to help undocumented students feel understood and validated.
- 3.) Leave this session with newfound knowledge and skills they can incorporate at their respective institutions to enhance mental health support for undocumented students.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

10:45 AM – 11:45 AM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

27IPEX | *How Cultural Upbringing Affects the College Experience: the Case of First-Generation, Mexican-American Students.*

Seigle Hall, Room 206

Noelia Rodriguez, MS
University of Tennessee

Marilyn Rodriguez Duenas, PhD
University of Tennessee

We explore how cultural upbringing plays a specific role in the collegiate experience and in an effort to assist, understand, and serve Latinx/a/o/e college students. Our research questions are:

- 1.) How does the cultural upbringing of first-generation Mexican-American students influence their college experience?
- 2.) What do they perceive their families' role in their college experiences? We speak to the realities of our communities and are working towards interrogating existing systems.

At the end of this presentation, the participant will be able to:

- 1.) Understand how the cultural upbringing of first-generation Latinx/a/o/e students influences their college experience.
- 2.) Speak to the reality that some of our communities work in spaces where we must interrogate existing systems.
- 3.) Identify ways to create community, connection, and spaces to feel whole within Latinx/a/o/e communities and higher education.

10:45 AM – 11:45 AM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Works in Progress

28WPHU | *Racialized Institutions and Undocumented Latine College Students' Access to Higher Education: A Systematic Literature Review*

Seigle Hall, Room 208

María Guadalupe Romo-González, MA
University of California, Santa Barbara

Fátima Andrade Martinez, MA
University of California, Santa Barbara

Undocumented students comprise 408,000 of the college student population; 47% identify as Latine. The Higher Education Act of 1965 excludes them from federal aid despite Title III and V aiming to increase access for low-income and minoritized students. Through Racialized Organizations and Racist Navitism, we conduct a literature review addressing how institutions support undocumented Latine students' basic needs access to:

- 1.) Higher education (through in-state tuition and financial aid).
- 2.) Food security resources.

At the end of this presentation, the participant will be able to:

- 1.) Bring awareness to the intersectionality between access to higher education and food security for undocumented Latine students.
- 2.) Open up conversation on how policies impact undocumented Latine students and how institutional leaders can be proactive at their respective campuses to address growing needs/demands.
- 3.) Synthesizing existing literature around HSI's serving-ness and the undocumented Latine student population.
- 4.) Raise further awareness of the importance of universal financial aid access and food resources.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

10:45 AM – 11:45 AM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Interactive Workshops

29IWHE | Title: *Una Tortillada: A Collective Experience of Narratives on the Topic of Reconstructed Self*

Seigle Hall, Room 306

Griselda Galindo-Vargas, PhD Student
Texas State University

This research proposal investigates the intersections between land, community, education, and the reconstructed self, as elucidated by Levine's theory, within the Latinx/a/o/e community. The process of making tortillas in a collective serve as a tangible and culturally rich example of decolonization. It embodies the principles of reclaiming traditional knowledge, centering indigenous practices, fostering community and collective learning, connecting to the land, empowering cultural identity, challenging dominant narratives, and promoting the intergenerational transmission of knowledge.

At the end of this presentation, the participant will be able to:

- 1.) Gain a comprehensive understanding of decolonization principles and their practical application, with a focus on how the process of making tortillas serves as an illustrative example of decolonization in the context of Latina heritage.
- 2.) Explore how the process of making tortillas embodies strategies for cultural preservation, community empowerment, and the transmission of intergenerational knowledge within Latina heritage.
- 3.) Apply decolonizing principles, as exemplified by the tortilla-making process, to educational and community engagement settings. They will explore ways to incorporate decolonization into educational curricula and community programs.

10:45 AM – 11:45 AM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

30IPHU | *The Self-Interrogation and Institutionalization of One University's Journey Towards HSI 'Servingness'*

Seigle Hall, Room 305

Marissa Vasquez, EdD
San Diego State University

Many HSIs struggle with defining their approach to institutionalizing the HSI designation to the campus identity in service of Hispanic/Latinx students. In this session, we describe the approach SDSU has taken in honoring its designation as a HSI through the creation of institutional structures of servingness; namely the creation of the Office of HSI Affairs and the positions of the associate chief diversity Officer and assistant director for HSI Affairs.

At the end of this presentation, the participant will be able to:

- 1.) Review historical and legislative background to Hispanic-Serving Institutions.
- 2.) Describe the institutional timeline that prompted self-interrogation and dialogue with campus communities.
- 3.) Describe the intentional approach to institutionalizing the HSI designation at a public 4-year, R2 (High Research Activity) university.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

10:45 AM – 11:45 AM

Editor Symposium – For 2024 AAHHE Graduate Student and Faculty Fellows Purpose, Politics, & Practice: Publishing in the Journal of Hispanic Higher Education

Seigle Hall, Room 304

Cristobal Salinas, Jr., PhD
Florida Atlantic University

This symposium is intended primarily for aspiring authors on how to publish in the Journal of Hispanic Higher Education, a peer-reviewed journal. More specifically, the audience will have the opportunity to engage and learn from the editor and editorial board members. This symposium will be a valuable resource to help faculty, graduate students, and scholars discuss with the editor the demystifying of the publication process in the Journal of Hispanic Higher Education.

2:30 PM – 3:30 PM

ODC2 | Soy de Aquí y de Allá/I'm from Here and There: Exploring how HBCUs' contribute to Afro-Latino (a,e,x) students' Ethnic/Racial Identity Development and Mental Health

Seigle Hall, Room 204

Natalie Munoz, PhD
Rutgers University

This qualitative study utilizes phenomenology to investigate the impact of Historically Black Colleges and Universities (HBCUs) on AfroLatine students' identity and mental health. The research addresses the lack of understanding and invisibility of AfroLatine students in higher education research, pedagogy, and policy. While HBCUs have a history of empowering African American students, it is unclear if these positive outcomes extend to AfroLatine students. The findings suggest that HBCUs have a unique opportunity to combat anti-Blackness and foster social bonds and civic engagement across the Black diaspora. This study fills a critical gap by shedding light on the positive aspects of the HBCU experience, healing spaces provided, as well as the challenges faced by AfroLatine students at HBCUs, emphasizing the need to move beyond diversity to foster more inclusivity and equity within higher education.

2024 AAHHE CONFERENCE



Celebrating our diversity!



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CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

2:30 PM – 3:30 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Works in Progress

33WPEX | Latinx preservice bilingual teachers utilizing their cultural wealth to reclaim their space in higher education.

Seigle Hall, Room 205

Liliana Grosso Richins, MS
Texas Woman's University

There is a paucity of research on how Latinx students reclaim their place in spaces not historically made for them. The purpose of this presentation is to discuss how Latinx preservice bilingual teachers at a north Texas university utilize their aspirational, cultural, linguistic, familial, social, navigational and resistant capitals to take ownership of their space in higher education and in their profession authentically.

At the end of this presentation, the participant will be able to:

- 1.) Critique and discuss the experiences of Latinx preservice bilingual teachers as they navigate college life.
- 2.) Examine the cultural wealth that Latinx students activate to reaffirm their belonging in higher education and in their profession.
- 3.) Apply the students' experiences in the context of this pilot study's finding to their own experiences as students, faculty and administrators.
- 4.) Make recommendations on the environments that universities need to provide to nurture and sustain the cultural wealth of Latinx students.

2:30 PM – 3:30 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Interactive Workshops

34IWHE | Chingonas & Sex: Reclaiming Pleasure as a Form of Resistance

Seigle Hall, Room 206

Jessica Sanchez, PhD, LMSW, MEd
University of Texas Arlington

This session will be a Storytelling Circle intentionally designed for Chingonas who are ready to feel empowered when discussing the taboo topics of sex & sexuality. This courageous space will allow Chingonas to share personal narratives & intergenerational scripts surrounding sex, while also discussing how the reclaiming of our bodies & pleasure is an act of resistance. Deep connections, the exchange of wisdom, and positive, yet gentle energy, is guaranteed.

At the end of this presentation, the participant will be able to:

- 1.) Expand their understanding of non-sexual pleasure.
- 2.) Recognize how they can be sex positive educators, administrators, and leaders by gaining knowledge on the term - sex positive.
- 3.) Identify one intergenerational sexual script that they want to stop practicing and/or edit to prevent passing on trauma to the next generation.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

2:30 PM – 3:30 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

35IPEX | *Cultivando Comunidad: Surviving the PhD Program as Latinas in white spaces*

Seigle Hall, Room 208

Monica Quezada Barrera, MS
The Ohio State University

Daisy Rodriguez, MS
The Pennsylvania State University

This critical study seeks to explore how two Latina postgraduate students engage with Anzaldúa's (1987) *Conocimiento* to make meaning of their graduate experience while co-constructing community to not just survive, but to thrive. Through the use of *platicas* the study aims to provide a living document as a resource for Latina/o/x/e graduate students to foster and co-create community while being their authentic selves at predominantly white high research intensive institutions.

At the end of this presentation, the participant will be able to:

- 1.) Discuss the ways Latina/o/x/e graduate students can foster and co-create community while being their authentic selves at predominantly white high research intensive institutions.
- 2.) Examine the ways two Latina graduate students make meaning of their experiences using *la conciencia de la mestiza*.
- 3.) Foster a space for radical hope when engaging with the living document and preliminary findings. They will explore ways to incorporate decolonization into educational curricula and community programs.

2:30 PM – 3:30 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

36IPHU | *Humanizing educación in computer science: Learning from HSI*

Seigle Hall, Room 306

Anne-Marie Núñez, PhD
The University of Texas at El Paso

Heather Thiry, PhD
University of Colorado Boulder

Edwin Perez, PhD
The University of Texas El Paso

Sarah Hug, PhD
Colorado Evaluation Research and Consulting

This session examines how the Computing Alliance of Hispanic Serving Institutions (CAHSI) of 80-plus HSIs offers critical lessons to advance more humanizing and culturally responsive computer science education. Drawing on the conceptual framework of HSI servingness, the presenters provide 15 years of empirical evidence illustrating how CAHSI's approaches offer a vision of a computer science education that incorporates ethical and cultural responsiveness. Participants will reflect on and generate strategies to advance such humanizing initiatives.

At the end of this presentation, the participant will be able to:

- 1.) Understanding of how the HSI framework of servingness applies to STEM fields.
- 2.) Knowledge of how to infuse STEM and computer science education with humanizing approaches.
- 3.) Strategies to build internal and external alliances and partnerships to promote culturally responsive education, especially in STEM fields.
- 4.) Recognition of HSIs' contributions to innovations in science education.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

2:30 PM – 3:30 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

371PHU | *Student Multimodal Learning and Storytelling in an HSI to Elevate La Voz del Migrante*

Seigle Hall, Room 305

Naomi Ramirez, PhD candidate
San Diego State University/Claremont Graduate University

Framed by critical multimodal literacy framework and validation theory, this paper highlights the work of three Latine students in a HSI community college. The fictional story books they created speak on the lived experiences and aspirations of undocumented migrants. Opening classroom spaces to less traditional forms of inquiry, communication and sense making, foster student validation and empowerment. Educators should incorporate multimodalities to create more meaningful spaces for students.

At the end of this presentation, the participant will be able to:

- 1.) Illustrate how multimodalities are incorporated in class.
- 2.) Explore creative approaches to connect students to the course material.
- 3.) Demonstrate how to be a validating agent for students.

3:45 PM – 4:45 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

381PHU | *First-generation Latine Students' Use of Community Cultural Wealth in the Transition to University Education.*

Seigle Hall, Room 205

Tess Cononelos, Med
Metropolitan State University of Denver

This study centers voices of first-generation Latine students as they describe how they used Community Cultural Wealth (CCW) to overcome barriers in transitioning from high school to the university. Results indicate the importance of relationships with faculty and intentional administrative policies in augmenting students' CCW. Participants will leave the session with strategies to better understand and value their own students' cultural wealth and how to help them leverage it for self and community empowerment.

At the end of this presentation, the participant will be able to:

- 1.) Recognize the kinds of community cultural wealth that first-generation Latine students possess and how they use it to navigate educational challenges rooted in inequity.
- 2.) Understand the critical role of university faculty and administration in helping Latine students' leverage their cultural capital for empowerment.
- 3.) Imagine ways in which faculty, staff, and administration can work with students to understand, value, and nurture students' cultural capital.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

3:45 PM – 4:45 PM

ODCI | Family therapists' lived experiences of discussing ethnic-racial socialization with Latino parents

Seigle Hall, Room 204

VIRTUAL PRESENTATION

Melissa Yzaguirre, PhD
University of San Diego

The purpose of this qualitative study was to investigate therapists' experiences in facilitating ethnic-racial socialization practices with Latino parents in therapy. A rigorous thematic analysis resulted in four primary themes: therapeutic relationship groundwork, shift from implicit messages to explicit conversations, unpack generational cultural expectations, and contextual practice influences and ongoing development. Results are applicable to family therapists seeking to promote conversations related to race, ethnicity, culture, ethnic-racial discrimination, and immigration with Latino parents in therapy.

3:45 PM – 4:45 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Innovations in Practice and Scholarship

39IPHE | Re-indigenizing and Rehumanizing Brown and Indigenous Men in Community and Higher Education Spaces.

Seigle Hall, Room 206

VIRTUAL PRESENTATION

Juvenal Caporale, PhD
California State University, Stanislaus

This paper examines how Chicano, Latino, and Indigenous males in higher education and community-based spaces negotiate and navigate their healing. Using ancestral knowledge rooted in a Maya-Nahua cosmology, I describe the restorative and transformative justice practices that two distinct *Círculo de Hombres* (Circle of Men) create through their participation in healing circles. I argue that these pathways provide a decolonizing non-patriarchal space for men (queer and straight) to reflect on their personal and collective experiences.

At the end of this presentation, the participant will be able to:

- 1.) Address how men navigate and negotiate ethnic identities.
- 2.) Identify healing practices and participation in ceremonies.
- 3.) Describe Indigenous approaches to re-humanization.



CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

3:45 PM – 4:45 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Interactive Workshops

40IWHE | *Book Clubs for Healing: Creating a Culture of Care and Intergenerational Storytelling to Decredential Whiteness.*

Seigle Hall, Room 208

Audrey Baca Lopez, EdD
Mt. San Jacinto College

Amanda Fierro, EdD
Mt. San Jacinto College

Bertha Barraza, EdD
Mt. San Jacinto College

Shelli Douglass, MA
Mt. San Jacinto College

This presentation highlights the experience of a virtual book club series based on the reading *Transforming Hispanic-Serving Institutions for Equity and Justice* (Garcia, 2023). In addition to being a form of professional development, this experience also engendered a culture of care and allowed space for intergenerational storytelling among faculty participants in response to “decredentialing whiteness.” Participants will leave the session with a collection of stories and discussions to implement in their own way.

At the end of this presentation, the participant will be able to:

- 1.) Reflect on lessons learned from the presenters’ experience (storytelling) around issues of “decredentialing whiteness” at an HSI community college.
- 2.) Engage in discussion questions from the text, *Transforming Hispanic-Serving Institutions for Equity and Justice*, to reflect on their own campus’ practices.
- 3.) Generate ways to apply lessons learned at their own institution.

3:45 PM – 4:45 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

41IPEX | *Employing a Platicando y Mapeando Methodology in Higher Education Research with Rural Latinx Students.*

Seigle Hall, Room 306

Mayra Puente, PhD
University of California, Santa Barbara

This presentation advances the Chicana/Latina feminist geographic information systems (GIS) methodology of *Platicando y Mapeando*. By drawing on critical raced-gendered epistemologies and Chicana/Latina feminist *platicas* methodology, the use of GIS is transformed into a collectivist endeavor that depicts embodied and situated knowledges. This presentation outlines five principles of a *Platicando y Mapeando* methodology and provides a case study of the college (in)opportunities available to rural Latinx youth from California’s San Joaquin Valley.

At the end of this presentation, the participant will be able to:

- 1.) Higher education researchers to learn about the significance of Chicana/Latina feminist *platicas* methodology and the difference between *platicas* and traditional qualitative research methods.
- 2.) Higher education researchers to learn about how geographic information systems (GIS) can be used in higher education research to pursue social and spatial justice for Latinx students and communities.
- 3.) Higher education researchers to learn about *Platicando y Mapeando* methodology and how it might apply to their research projects and research collaborators.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

3:45 PM – 4:45 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

42IPHU | *Developing a culturally relevant approach to understanding the career development of Latino men in STEM*

Seigle Hall, Room 305

Tracy Arambula Turner, PhD
University of Vermont

Guillermo Ortega, PhD
University of Idaho

Researchers have demonstrated the ways Latina/o/x students experience systemic racism in higher education STEM spaces, yet the proportion of Latina/o/x students graduating from STEM majors has increased modestly. Moreover, the general research base on Latino men has grown while the focus on Latino men in STEM remains relatively scant. This work seeks to critically apply and expand social cognitive career theory (SCCT) to investigate STEM career development for Latino students.

At the end of this presentation, the participant will be able to:

- 1.) Problematize and expand existing theories such as social cognitive career theory to better fit the Latinx/a/o experience.
- 2.) Utilize extant theory and scholarship on Latinx/a/o students to broaden our understanding of STEM career development for Latino students.
- 3.) Learn about research team efforts to develop a successful grant proposal aimed toward theoretical expansion and practical application.

5:00 PM – 6:00 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Interactive Workshops

43IWHU | *Leveraging investments in HSI's to humanize community building, continuous organizational improvement, and knowledge creation.*

Seigle Hall, Room 204

Anne-Marie Núñez, PhD
The University of Texas at El Paso

Azuri Gonzalez, PhD
The University of Texas at El Paso

Monica E. Cardella, PhD
Florida International University

NSF's investment in HSI's work led by HSI's for HSI's holds significant potential to humanize education for underrepresented students in STEM fields. Two HSI-led centers and their conceptual lenses will be introduced, and participants will be invited to share knowledge that will inform how these two centers work with a diversity of HSI's to co-create knowledge, and build communities of support, evaluation, and research.

At the end of this presentation, the participant will be able to:

- 1.) Examine how HSI's can recognize enact servingness and intersectionality in research and evaluation in STEM.
- 2.) Engage participants in informing two national resource centers for HSI's on the conceptualization of their efforts to support HSI's and Latine students in STEM.
- 3.) Build community among scholars and practitioners who seek to build knowledge and capacity to serve Latine students in STEM and related fields, especially in HSI's.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

5:00 PM – 6:00 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

44IPHU | *Beyond Learning Loss: Testimonios of a Pandemic Education/ Más Allá de la Pérdida: Testimonios de Una Educación Pandémica*

Seigle Hall, Room 205

CANCELLED

Leandra Hernandez, PhD
University of Utah

COVID-19 has disproportionately affected Latinx/a/o communities as people face interlocking global pandemics: “COVID-19, economic recession, global warming, and structural racism” (Solorzano 2021, xvi). This context has importantly highlighted how neoliberal universities that were never built for Latinx/a/o students create barriers to their learning (Flores Carmona 2021, 68-9; García de Müller et al. 2020; Yosso 2006). In this essay we ask, what have we, a group of working student-researchers of Peruvian, Mexican, and Bolivian heritage, learned during the ongoing pandemic? And how can this learning support structural change? To answer these questions, we engaged in a participatory project with faculty research mentors using digital testimonio (Benmayor 2012; Medina 2016; Delgado, Burciaga, Flores 2012) as methodology (Pérez Huber 2009; 2021). We found that, in addition to any learning losses and barriers we had experienced in our formal education, we also learned a great deal from our lived experience of the pandemic.

At the end of this presentation, the participant will be able to:

- 1.) Discuss digital testimonio as a methodology for topics in higher education.
- 2.) Reflect upon their own COVID-19 experiences in higher education.
- 3.) Learn more about how to develop undergraduate student-focused research studies that center the student learning experience.

5:00 PM – 6:00 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Innovations in Practice and Scholarship

45IPHE | *Muxerista Interventions Against Academic Spirit Murder.*

Seigle Hall, Room 206

CANCELLED

Diana Solis, MA
Cal State Los Angeles

Isabel Gurrola, PhD
Cal State Los Angeles

Anita Tijerina-Revilla, PhD
Cal State Los Angeles

We will provide a genealogy of the terms spirit murder (Williams, 1991) and muxerista (Revilla 2004, 2010, 2022). We will detail the connections between the research Isabel Gurrola, Diana Solis, and research mentor Dr. Anita has conducted. We will show that each of us has distinct yet connected approaches to intervening with academic spirit murder. We will discuss the theoretical foundations of the work that brings these three scholars together and to implement in academia and community spaces.

At the end of this presentation, the participant will be able to:

- 1.) Create safer spaces and inclusive spaces in and outside of the classroom.
- 2.) Introduce participants to the concepts of Muxerista pedagogy, spirit murder, and spirit restoration.
- 3.) Provide examples and strategies for spirit protection.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

5:00 PM – 6:00 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

46IPHU | *Explorations with Teachers and Afro-descendent and Indigenous Learners: A Critical Intercultural Approach to Decolonize Foreign Language Teaching in Colombia*

Seigle Hall, Room 208

Maure Aguirre Ortega, PhD
Penn State University

The Latin American educational system positions English as “the” language to learn across higher education. While the Colombian government reinforces such idea, a group of language educator and students from Indigenous and Afro backgrounds incorporates a decolonial approach to English teaching and learning in a public university. The study aims to participatorily design an English curriculum that promotes respect for students’ identities and sociolinguistic diversities and co-construct the path towards social justice in education.

At the end of this presentation, the participant will be able to:

- 1.) Recognize how students from different ethnic groups struggle to stay in universities, and how their needs, traditions, cosmogonies, epistemologies, and languages are not recognized in the official curriculum.
- 2.) Explore how language educators and students can challenge language policies and practices that respond to the job market due to globalization.
- 3.) Reflect and discuss ways in which an English curriculum can be collectively designed to promote and strengthen students’ identities, languages, and sociocultural practices in higher education.

5:00 PM – 6:00 PM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Works in Progress

47WPHU | *HBCUs Were Made to Serve, So Hispanic-Serving HBCUs Deserve Doble Dinero*

Seigle Hall, Room 306

Stacey Speller, PhD
Howard University

The number of Latiné/x/a/os enrolling at Historically Black Colleges and Universities (HBCUs) is rapidly increasing. This paper interrogates the constraints of concurrent federal funding policies for the dually racialized Hispanic-serving HBCU and addresses how the HBCU identity is uniquely positioned to assist America’s quest for a redefined multicultural, diverse reality.

At the end of this presentation, the participant will be able to:

- 1.) Gain an understanding of the significant shift in enrollment demographics at HBCUs, specifically the increasing presence of Latiné/x/a/os.
- 2.) Critically examine concurrent federal funding policies and their impact on HBCUs, especially those serving a dual racialized identity as Hispanic-serving institutions.
- 3.) Identify and comprehend the specific challenges and constraints faced by HBCUs with a dual racial identity, particularly in relation to federal funding policies.
- 4.) Analyze the intersectionality of racial identities, understanding the complexities and nuances of Latiné/x/a/o enrollment at institutions traditionally serving the Black community.
- 5.) Evaluate the policy implications of the concurrent federal funding policies on HBCUs and propose potential areas for policy reform.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

5:00 PM – 6:00 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

48IPEX | *Power in Solidarity: Chicana/o/x Latina/o/e/x Scholars Navigating Discriminatory Terrains and Intersectional Identities in Higher Education*

Seigle Hall, Room 305

Vanessa L. Martinez, EdD
California State University, Northridge

Chicana/o/x Latina/o/e/x scholars interrogating ways of knowing and production for healing while navigating discriminatory (land, community, educational) terrains and intersectional identities in higher education through the power in solidarity. Interweaving psychosociocultural, Critical Race Theory & TribalCrit frameworks, trauma-informed transformative healing space is built in community among Latina/o/e/x scholars in the U.S. engaging in resilient counter-storytelling, embracing Indigenous Latina/o/e/x knowledge, oral traditions, shifting individualistic narratives to collectivistic intergenerational wisdom for empowerment of Latina/o/e/x in higher education.

At the end of this presentation, the participant will be able to:

- 1.) Be in a safe space among conference participants who will be invited to share their lived experiences as Latina/o/e/x within institutions of higher ed across the U.S.
- 2.) Share best practices and creating community among Latina/o/e/x scholars intersecting the lands of academia and are thriving despite microaggressions, macroaggressions, microassaults, overt/covert acts of racism and discrimination within higher education in the U.S.
- 3.) Apply this experience of creating safe spaces and community building among Latina/o/e/x community across the lands in higher education.

6:15 PM – 7:15 PM

Beyond Unity and the Monolith: Disrupting Intersectional, Anti-Black, and Anti-Indigenous Harm

Session Type: Poster/Art as Activism Sessions

Poster BE | The Impact of Cultural Taxation and Credits on the Psychology of Graduate Students of Color

Holmes Lounge

Oswaldo Rosales, PhD
Stanford University

This study aims to contribute evidence to the literature on cultural taxation of graduate students and resultant stress and adverse mental health outcomes, but with a greater emphasis on exploring the positive side of performing racialized equity labor, cultural tax credits. An additional aim is to explore how credits can bolster freedom in choosing careers.

At the end of this presentation, the participant will be able to:

- 1.) Learn about cultural taxation and cultural tax credits in a higher education graduate context.
- 2.) Learn nuances of cultural taxation and cultural tax credits such as informal and informal ways taxation or credits manifest.
- 3.) Learn about how cultural taxation and cultural tax credits impact mental health (for better or for worse, respectively).
- 4.) Learn about how cultural taxation and credits impact career choice/trajectories.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

6:15 PM – 7:15 PM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Poster/Art as Activism Sessions
Poster EX | Breaking down the barriers of Latinx/a/o/e students' undergrad aspirations through a liberatory framework

Holmes Lounge

Cassandra Linares, PhD
Wright State University

Mariela Monzalvo, PhD
Wright State University

Many Latinx/a/o/e students strive for postsecondary studies but only 39% enroll (de Brey et al., 2019; Manzano-Sanchez et al., 2019). This enrollment is behind their Asian and White peers (de Brey et al., 2019; Manzano-Sanchez et al., 2019). The abundance of systemic barriers inhibit Latinx/a/o/e students from enrolling in college (Invincibles, 2017; Manzano-Sanchez et al., 2019). Recommendations can be developed through a liberatory framework to empower and increase admittance in college spaces.

At the end of this presentation, the participant will be able to:

- 1.) Embody elements of participatory action research fighting for and with our Latinx/a/o/e comunidades.
- 2.) Identify barriers pertinent to Latinx/a/o/e student population to entering higher education.
- 3.) Examine systemic limitations that cause education inequity between Latinx/a/o/e and non-Latinx/a/o/e students.
- 4.) Apply recommendations through a proposed liberatory and strength-based framework to aid in bridging the educational disparities in Latinx/a/o/e students.

6:15 PM – 7:15 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Poster/Art as Activism Sessions
Poster HE | Photovoice and community engagement: Heroes of Color in Richmond, Virginia

Holmes Lounge

Anita Nadal, MA
Virginia Commonwealth University

In 2021, a local public high school in Richmond, Virginia had the lowest graduation rate at 71.6% with only 33.1% of those graduating on-time identified as Latinx/a/o/e students (Epp, 2020). When children of color see college students that look like them, it inspires them and helps them to see that it is possible to achieve higher goals. In 46 studies, ethnic and health outcomes for youth of color, including positive psycho-social, academic and health outcomes for adolescents of color. Which also promotes well-being and combats the effects of discrimination.

At the end of this presentation, the participant will be able to:

- 1.) Have an adaptable framework for developing a Service-Learning course utilizing mentoring and Photovoice pedagogies to empower students of color.
- 2.) Shared reflection and Photovoice examples (photos and narrative).
- 3.) Adaptable pedagogical resources.

CONFERENCE AGENDA > CONCURRENT SESSIONS

THURSDAY | MARCH 14, 2024

6:30 PM – 8:00 PM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice.

Session Type: Innovations in Practice and Scholarship

49IPHE | *Smile4Kime: A Spiritual Autoethnographic Film about Trauma, Loss, Transformation, and Healing*

Simon Hall

Elena Guzman, PhD
Harvard Divinity School

A film screening with the director of Smile4Kime, an autoethnographic documentary that explores sexual violence, trauma, and mental health. The film is a conversation between Elena and Kime, best friends who commune through Elena's Afro-Puerto Rican spiritual practice after Kime's untimely death. The film transports viewers through Elena's altar and dream worlds and by the end, we arrive at a new beginning where friends continue to help each other grow stronger.

At the end of this presentation, the participant will be able to:

- 1.) Grasp the innovative practices and scholarship of anthropological and ethnographic film production for storytelling and spiritual practice.
- 2.) Learn about issues of mental health and healing as resistance through Afro-Latinx Diasporic Religions.
- 3.) Attendees will walk away with a better understanding of how experimental and autoethnographic documentaries can be used, alongside animation, to tell a story of friendship.

Designated a Fulbright HSI Leader for 2023

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Fresno State is one of the 2023 Fulbright HSI Leaders for the university's dedication to international exchange and global perspective as a Hispanic-Serving Institution.



CONFERENCE AGENDA > CONCURRENT SESSIONS

FRIDAY | MARCH 15, 2024

10:30 AM – 11:30 AM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Innovations in Practice and Scholarship

52IPEX | *Providing a Space for ALL: The Impact Working at a Latina/o/x Cultural Center*

Seigle Hall, Room 204

Berenice Sanchez, PhD
Idaho State University

This paper calls attention to the experiences of Latina/o/x students working at university Latina/o/x cultural centers. In particular, it highlights the impact that these centers have on their personal, academic, and professional development. Participants shared their stories through pláticas in which they were urged to reflect on their time as a Latina/o/x cultural center student worker. The findings shed light on these students' experiences and urge the need for further exploration of these student workers.

At the end of this presentation, the participant will be able to:

- 1.) Gain an understanding of the experiences of Latina/o/x students working at university Latina/o/x cultural centers.
- 2.) Discuss the challenges and benefits that Latina/o/x students working at university Latina/o/x cultural centers encounter.
- 3.) To engage in a conversation about the potential academic, professional, and personal impact (both short-term and long-term) of being a student worker at a university Latina/o/x cultural center.

10:30 AM – 11:30 AM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Interactive Workshops

53IWHE | *"Drawing" on Intergenerational Mentoring for Collective Wisdom and Reflection*

Seigle Hall, Room 205

Marissa Vasquez, EdD
San Diego State University

Melissa Abeyta, EdD
San Diego State University

Danielle Huddlestun, MA
San Diego State University/Claremont Graduate University

Brayan Astorga Astorga, BA
San Diego State University

Jahaziel Sanchez Sanchez, BA
San Diego State University

This círculo brings together generations of scholars who have cultivated love, compassion, and the essence of 'lifting as we climb' through our scholarship, teaching, and service. Our plática invites others to reflect on how their own identities and experiences guide their approaches to mentorship/femtorship. The session will include interactive dialogue and community building.

At the end of this presentation, the participant will be able to:

- 1.) Reflect on how do your own salient identities and experiences influence your mentoring style?
- 2.) Identify in what ways are you intentional in facilitating the development of students' scholar identities?
- 3.) Identify what ways have YOU grown by serving as a mentor/femtor?

CONFERENCE AGENDA > CONCURRENT SESSIONS

FRIDAY | MARCH 15, 2024

10:30 AM – 11:30 AM

Exploring Land and Space: Relationships of Belonging and Identity of Latinx/a/o/e in Higher Education

Session Type: Works in Progress

54WPEX | *Examining Institutional Capacity Building at Puerto Rican Hispanic-Serving Institutions through the Title V Program*

Seigle Hall, Room 206

Cassandra Arroyo, PhD candidate
University of Michigan

Hispanic-Serving Institutions (HSIs) in Puerto Rico have significantly lower levels of financial resources than HSIs in the states. This study examines the strategic practices Puerto Rican institutions employ to improve their institutional resources and the extent to which they do so through the Title V, Developing Hispanic-Serving Institutions (HSIs) grant program. I leverage decolonial scholarship to understand the ways in which coloniality the distribution of and access to resources at Puerto Rican HSIs.

At the end of this presentation, the participant will be able to:

- 1.) Gain familiarity with the postsecondary education system in Puerto Rico and understand how colonialism shapes their legitimacy in U.S. policy priorities.
- 2.) Learn the extent to which Puerto Rican institutions have been siloed from research on HSIs and its implications for informing the policies and practices that support HSIs.
- 3.) Understand how resources have and continue to be withheld or forcibly taken from Puerto Rican institutions.
- 4.) Ascertain whether the Title V program is accessible to Puerto Rican institutions and the extent to which it supports capacity building at these institutions.

10:30 AM – 11:30 AM

Healing as Resistance: Intergenerational Wisdom as a Pathway to Collective Justice

Session Type: Innovations in Practice and Scholarship

55IPHE | *Indigenous Chicana/o/e/x Latina/o/e/x First-Generation-to-College Students Intersectional Identities: Creating Intergenerational Sacred Healing Spaces for Institutional Trauma*

Seigle Hall, Room 208

Vanessa L. Martinez, EdD
California State University, Northridge

Interweaving intergenerational BIPOC wisdom: counter-storytelling pathways to collective justice and empowerment for Chicano/Latinx first-generation-to-college students' intersectional multiple marginalized identities. Implementing HSI healing spaces as resistance to dominant narratives overshadowing minoritized Latinx students interrogating individualistic ways of knowing & production. Trauma-informed transformative healing community spaces will be created across institutions of higher education to uplift resilient Indigenous Latinx first-generation college students'/S.A. professionals' stories excluded in higher education racialized campus climates. Frameworks: Psychosociocultural, Critical Race Theory, TribalCrit.

At the end of this presentation, the participant will be able to:

- 1.) Discuss racialized campus climate experiences, intergenerational and institutional trauma of Black Indigenous People of Color (BIPOC), particularly Indigenous Chicana/o/x Latina/o/x first-generation-to-college students/Student Affairs (SA) professionals in higher education institutions.
- 2.) Apply the concept of autoethnography, create safe spaces and engage in counter-storytelling circles for Indigenous, Chicana/o/x Latina/o/x, BIPOC participants to share experiences across higher education institutions and narratives of healing as resistance to racialized campus climate experiences (Solórzano & Yosso, 2002).
- 3.) Review systemic & institutional racism and issues concerning racial/ethnic discrimination encountered in racialized campus climates at Hispanic Serving Institutions (HSI).
- 4.) Understand recommendations for Student Affairs (SA) professionals (i.e. staff, faculty and administrators) to promote academic success and improve retention & graduation for Indigenous, Chicana/o/x Latina/o/x students.
- 5.) Discuss healing practices to uplift marginalized Indigenous Chicana/o/x Latina/o/x and other BIPOC through culturally congruent/inclusive and relevant supportive and safe trauma-informed healing spaces for college students and higher education professionals who identify as BIPOC, Indigenous Chicana/o/x Latina/o/x, Students of Color (SOC), and/or Women of Color (WOC).

CONFERENCE AGENDA > CONCURRENT SESSIONS

FRIDAY | MARCH 15, 2024

10:30 AM – 11:30 AM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

56IPHU | *HSI Lessons on Leadership in Times of Trauma and Beyond*

Seigle Hall, Room 306

Magdalena Martinez, PhD
Rowan University

Using qualitative methods and positive organizational frameworks I examine how Nevada HSI university and college presidents and HSI school district approached organizational learning and collaborative leadership partnerships. I discuss key findings: authentic communication, collective leadership, civic capacity, and humility in times of crisis. This work extends our understanding of what it means to humanize leadership, policy, and practices in a post-pandemic world.

At the end of this presentation, the participant will be able to:

- 1.) Learn about ongoing scholarly research that aims to understand how HSI presidents and a superintendent reconceptualize leadership during times of crisis and trauma.
- 2.) Provide feedback on an early conceptual framework of leadership humility.
- 3.) Discuss how leadership in other domains may have altered as part of a post-pandemic environment.

10:30 AM – 11:30 AM

Humanizing Education: Critical Approaches to Policies, Practices, and Leadership During Contentious Times

Session Type: Innovations in Practice and Scholarship

57IPHU | *Research as Family: We want better from multiple methods research practices*

Seigle Hall, Room 305

Daisy Rodriguez, MS
Pennsylvania State University

Ricardo Martinez, PhD
Pennsylvania State University

The metaphor of family as research is developed from testimonios, through platica, to interrogate how critical educators can erase the lines of separation and categorization in academia between qualitative and quantitative research methods. The metaphor represents and results in a reimagining of critical mixed/multi-methods research. Ultimately, the study aims to inform educational researchers to reimagine research socialization to account for a student's experiences, cultural and experiential knowledge, interdisciplinary approaches, and commitments to social justice.

At the end of this presentation, the participant will be able to:

- 1.) Critically reflect and critique their socialization with modes of research while engaging with the metaphor research as family.
- 2.) Discuss how to create humanizing, interdisciplinary, and holistic co-construction of knowledge when conducting research.
- 3.) Recognize the importance of addressing and disrupting the long-standing dehumanized and deficit modes of inquire embedded within research and practice.

2024 AAHHE BOOKS OF THE YEAR AWARDS

Presented at the national conference, the annual AAHHE Books of the Year Awards acknowledge and honor the power of the written word that shares the Hispanic experience, and to celebrate the Hispanic culture, history and research excellence. The authors' accomplishments are at the highest levels of literature and scholarship. No other higher education organization provides this significant award.

In 2024, AAHHE is celebrating authors in its Early Career, Mid-career, Senior Scholar and Edited Volumes categories.

2024 Book of the Year Award – Early Career Category Authors

2023 Why you always so political?:

The experiences and resiliencies of Mexican/Mexican American/Xicanx students in higher education

Martín Alberto Gonzalez, PhD, Assistant Professor, Chicano Latino Studies – Liberal Arts & Sciences, Portland State University

2024 Book of the Year Award – Mid-Career Category Authors

2022 Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth Century Borderlands

Bernadine Hernández, PhD, Associate Professor, American Literary Studies, University of New Mexico

2024 Book of the Year Award – Senior Scholar

2022 A Place at the Nayarit: How a Mexican Restaurant in Los Angeles Nourished its Community Natalia Molina, PhD, Distinguished Professor of American Studies and Ethnicity, Dean's Professor of American Studies and Ethnicity, University of Southern California

2024 Book of the Year Award – Edited Volume Category Authors

2022 Integrando STEAM: A guide for elementary bilingual and dual language programs

Marialuisa Di Stefano, Assistant Professor, College of Education, University of Massachusetts-Amherst Alberto Esquinca, PhD, Associate Professor, Dual Language and English Learner Education, San Diego State University

Idalis Villanueva Alarcón, Associate Chair and Associate Professor, University of Florida

List of past recipients of AAHHE Books of the Year Awards:

2023 - Stephany Cuevas, EdE, *Apoyo Sacrificial: How Undocumented Latinx Parents Get Their Children to College*, 2021, Early Career Category.

Francisco Galarte, PhD, *Brown Trans Figurations: Rethinking Race, Gender and Sexuality in Chicanx and Latinx Studies*, 2021, Mid-Career Category.

Jessica Lavariega Monfordi, PhD, and Adam McGlynn, PhD, *Proving Patriotismo Latino Military Recruitment, Service, and Belonging in the US*, 2021, Senior Scholar Category.

Roberto Brischetto, PhD and J. Richard Avena, PhD, *Mexican American Civil Rights in Texas*, 2021, Edited Volume Category.

2022 - Elsa Gonzalez, PhD, Frank Fernandez, PhD, and Miranda Wilson, *An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation, and Success*, Edited Volume Category

Nichole García, PhD, Cristobal Salinas, PhD, and Jesus Cisneros, PhD, *Studying Latinx/a/o Students in Higher Education: A Critical Analysis of Concepts, Theory, and Methodologies*, Edited Volume Category

Laura Enriquez, PhD, *Of Love and Papers: How Immigration Policy Affects Romance and Family*, Early Career Category

2021 - Emir Estrada, PhD, *Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles*, Early Career Category

Gilberto Conchas, PhD and Nancy Acevedo, PhD, *The Chicano/o/x Dream: Hope, Resistance, and Educational Success*, Senior Scholars Category

Vasti Torres, PhD, Ebelia Hernandez, PhD and Sylvia Martínez, PhD, *Understanding the LatinX Experience*, Senior Scholars Category

Susan Paik, PhD, Stacy Kula, PhD, Jeremiah González, PhD and Verónica González, PhD, *High Achieving Latino Students*, Edited Volume Category

2020 - Gina A. García, PhD, *Becoming Hispanic Serving Institutions: Opportunities for*

Colleges and Universities

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* 2010 Gustavo Arellano ¡Ask a Mexican!

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, Coyolxauhquiand Other Rebels with a Cause

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

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

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

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

2010 - Gustavo Arellano, ¡Ask a Mexican!

2009 - Sandra Cisneros, *The House on Mango Street*

2008 - Mirta Ojito, *Finding Mañana*

2007 - Sonia Nazario, *Enrique's Journey*

2006 - Jeanett Castellanos and Alberta M. Gloria, *The Latina/o Pathway to the PhD: Abriendo Caminos*

2023 BOOKS THE YEAR AWARDS SELECTION COMMITTEE

Marissa Vasquez, EdD

Committee Chair
San Diego State University

Amanda J. Corona

University of California San Diego

Ebelia Hernández, PhD

Rutgers University

Gilberto Q. Conchas

College of Education, The Pennsylvania State University

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EARLY CAREER CATEGORY AUTHOR

2023 *Why you always so political?:*

The experiences and resiliencies of Mexican/Mexican American/Xicanx students in higher education



Martín Alberto Gonzalez, PhD,

Assistant Professor, Chicano Latino Studies – Liberal Arts & Sciences, Portland State University

Martín Alberto Gonzalez, PhD, is a first-generation Xicano raised in Oxnard, California. He completed his undergraduate studies at California State University, Northridge, then earned his doctorate from the Cultural Foundations of Education Department at Syracuse University, where he became the first Ford Foundation Predoctoral Fellow in the university's history. Aside from being a university professor, he is regularly invited to K-12 schools as a guest speaker, and even has a TEDx talk titled, "Boxnard," which is available on YouTube. As an educator-scholar-activist, he takes pride in telling stories in all shapes and forms that challenge stereotypes and empower his community and communities alike. He is the author of *21 Miles of Scenic Beauty...* and then *Oxnard: Counterstories and Testimonies* and *The Key to the City | La Llave de la Ciudad*. His newest book, *Why*

You Always So Political? The Experiences and Resiliencies of Mexican/Mexican American/Xicanx Students in Higher Education, was published April 2023 and documents the various ways Mexican students navigate and challenge racism and white supremacy in higher education.

MID-CAREER CATEGORY AWARD RECIPIENT

2022 *Border Bodies:*

Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth Century Borderlands



Bernadine Hernández, PhD,

Associate Professor, American Literary Studies, University of New Mexico

Bernadine Hernández, PhD, is an associate professor in the Department of English at the University of New Mexico. She specializes in transnational feminism and sexual economies of the US-Mexico borderlands, along with American Literary Studies and Empire, border and migration history, and Chicana/Latina Literature and Sexualities. Hernández's 2022 book *Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth Century Borderlands* (UNC Press) has won the 2024 NACCS (National Association of Chicana and Chicano Studies) Book of the Year Award, the 2024 AAHHE (American Association of Hispanics in Higher Education) Book of the Year Award, and the 2024 Honorable Mention for the NWSA (National Women's Studies Association) Gloria Anzaldúa Book Award. She is also the co-editor of the first edited collection on Ana Castillo titled *New Transnational Chicana Perspectives on Ana Castillo*,

published with University of Pittsburg Press in Spring 2021. Her other publications appear in *Comparative Literature and Culture*, *Transgender Studies Quarterly*, *Women's Studies Quarterly*, among others.

She is also a public facing scholar and works with the artist and writer collective *fronteristxs*, a collective of artists and writers in New Mexico working to end migrant detention and abolish the prison industrial complex through creative activism. *Fronteristxs* provides free political education for community and youth throughout New Mexico on transformative justice and abolition. She sits on the City of Albuquerque Public Arts Board and the Working Classroom Board.

SENIOR SCHOLAR AUTHOR

2022 *A Place at the Nayarit:* How a Mexican Restaurant in Los Angeles Nourished its Community



Natalia Molina, PhD

Distinguished Professor of American Studies and Ethnicity, Dean's Professor of American Studies and Ethnicity, University of Southern California

Natalia Molina PhD researches and writes about the interconnected histories of race, place, gender, culture, and citizenship. She is the author of three award-winning books: *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*; *Fit to Be Citizens?: Public Health and Race in Los Angeles, 1879-1940*; and, most recently, *A Place at the Nayarit: How a Mexican Restaurant Nourished a Community*, which the Los Angeles Times includes on its "Ultimate L.A. Bookshelf." *A Place at the Nayarit* chronicles the lives of immigrant restaurant workers, including Molina's grandmother, who became placemakers, nurturing and feeding their communities. She is at work on a new book, *The Silent Hands that Shaped the Huntington: A History of Its Mexican Workers*, and has enjoyed writing for the LA Times, Washington Post, San

Diego Union-Tribune, and elsewhere. Molina is a Distinguished Professor of American Studies and Ethnicity and Dean's Professor of American Studies and Ethnicity at the University of Southern California, and a 2020 MacArthur Fellow.

EDITED VOLUME CATEGORY AUTHORS

2022 *Integrando STEAM:* A guide for elementary bilingual and dual language programs



Marialuisa Di Stefano, PhD

Assistant Professor, College of Education, University of Massachusetts-Amherst

Marialuisa Di Stefano, PhD, is an assistant professor in the Teacher Education and Curriculum Studies Department at the University of Massachusetts, Amherst. Her research focuses on enhancing STEAM identities, disciplinary biliteracy and content knowledge development in bilingual and dual language settings under an equity and social justice lens. She works with educators, leaders, and researchers on developing linguistically and culturally sustaining praxis, transformative apprenticeship, and ethical mentorship in integrated STEAM and bilingual and dual language settings.

EDITED VOLUME CATEGORY AUTHORS

2022 Integrando STEAM: A guide for elementary bilingual and dual language programs



Alberto Esquinca, PhD

Associate Professor, Dual Language and English Learner Education, San Diego State University

Alberto Esquinca, PhD, is an associate professor at San Diego State University in the Department of Dual Language & English Learner Education (DLE). He is involved in the credential program, as well as the Master's and doctoral programs. Alberto's research is focused on the language practices of emergent bilinguals in disciplinary contexts, with a particular emphasis on science and engineering. Recently, he secured funding from the National Science Foundation to lead a research-practice partnership. Through this partnership, DLE will work with local districts to support novice bilingual teachers while exploring their evolving identities and dispositions.



Idalis Villanueva Alarcón, PhD

Associate Chair and Associate Professor, University of Florida

Idalis Villanueva Alarcón, PhD, is an associate chair for Research & Graduate Studies and a tenured associate professor of Engineering Education in the University of Florida. In 2019, she received the White House Office of Science, Technology, and Policy's Presidential Early Career Award for Scientists and Engineers (PECASE) award for her 2017 National Science Foundation CAREER project on hidden curriculum in engineering. Her work has propelled her to be a prominent, national thought leader in diversifying the engineering education and workforce. She has a BS degree in Chemical Engineering from the University of Puerto Rico at Mayagüez and a MS and PhD degree in Chemical and Biological Engineering from the University of Colorado-Boulder. She completed her postdoctoral fellowship from the National Institutes of Health in Analytical Cell Biology in Bethesda, MD and worked as a lecturer for 2 years before transitioning to a tenure-track

in engineering education. Her experiences as a first-generation engineer, Latina, introvert, and mother have shaped the lens and approaches that she uses in her research and practice.

2024 AAHHE FACULTY FELLOWS PROGRAM

The AAHHE Faculty Fellows Program (FFP) prepares Latina/o/x faculty for successful careers in academia and beyond by increasing the number of tenured and promoted Latina/o/x faculty. The program aims to a) provide strategies to assist tenure-track faculty in achieving their scholarly and career goals; b) build community and network with other Latina/o/x faculty; and c) develop future leaders who are dedicated to uplifting their communities.



Sarah Rodriguez, PhD
AAHHE Faculty Fellowship Program,
Co-chair Associate Professor of Engineering Education Virginia Tech

Sarah L. Rodriguez, PhD is an associate professor of Engineering Education and an affiliate faculty member with the Higher Education Program at Virginia Tech. Her research interests focus on equity, access, and retention for engineering and computing students in higher education, with a focus on Latinx students, identity, and community colleges.



Ignacio Hernández, PhD
AAHHE Faculty Fellowship Program, Co-chair
Associate Professor
Director, Doctoral Program in Educational Leadership

Ignacio Hernández, PhD (he/him/his) is an associate professor and the EdD Program Director in the Department of Educational Leadership. Hernández engages in research that addresses three areas of the study of higher education: 1) Community college leadership, 2) Community college transfer students' experiences and community college transfer policies, and 3) Graduate education and preparation of student affairs professionals. Hernández's work advancing the study of higher education has been included in journals, edited books, and policy briefs. He has participated in multiple fellowship programs in several organizations such as the American Association of Hispanics in Higher Education, National Community College Hispanic Council, and the WSCUC Assessment Leadership Academy. He currently serves on the Editorial Board of the About Campus journal and previously served on the Board of Directors for the National Community College Hispanic Council.

In 2018, Hernández was recognized as a Promising New Faculty awardee by the Fresno State Office of the Provost and as an Outstanding Faculty awardee by the NASPA Latinx/a/o Knowledge Community

2024 AAHHE FACULTY FELLOWS PROGRAM



Hugo A. Garcia, PhD

AAHHE Faculty Fellowship Program, Co-chair
Associate Professor
Texas Tech University

Hugo A. Garcia, PhD is an associate professor at Texas Tech University. He obtained his BA in international relations from UC-San Diego, MEd in higher education administration and student affairs from the University of Southern California, and a PhD in Education with an emphasis in higher education from Claremont Graduate University. His research interests pertain to access in higher education, retention of underrepresented students at two- and four-year postsecondary institutions, international higher education, social issues in higher education, and P-20 education pipeline. Specifically, his work focuses on conducting research on community colleges and their impact on underrepresented students' academic success, student transition to community colleges and four-year institutions, institutional responses to globalization and the internationalization of higher education, and educational outcomes for students of color throughout the educational pipeline.



Magdalena Martinez, PhD

AAHHE Faculty Fellowship Program, Co-chair
Associate Professor
Rowan University

Magdalena Martinez, PhD is an associate professor and senior policy fellow at Rowan University in New Jersey. Her areas of expertise include public policy process, leadership, and access and equity for underrepresented student populations. Martinez holds a PhD from the University of Michigan, a master's degree from Harvard University and a bachelor's degree from the University of Nevada, Las Vegas.



2024 AAHHE FACULTY FELLOWS PROGRAM



Cristobal Rodriguez, PhD

AAHHE Board of Directors Liaison, Faculty Fellowship Program
Associate Provost, Equity-Centered Initiatives, Academic Affairs
Western Michigan University

Cristóbal Rodríguez, PhD is the associate provost for Equity-Centered Initiatives in Academic Affairs at Western Michigan University. Being born and raised in the Texas Borderlands of El Paso under hard-working immigrant parents from Mexico, and studying in Germany as a U.S. Congress-German Bundestag scholar has shaped the world views and research of Rodríguez, along with his PhD studies in Education Policy and Planning with a portfolio in Mexican American Studies at The University of Texas at Austin. Rodríguez' research highlights the need for systemic equity and culturally responsive leadership and policy across the education system. Rodríguez was recognized with the White House Initiative on Educational Excellence for Hispanic Faculty Honors and was honored as the 2019 José A. Cárdenas School Finance Fellow with the Intercultural Development

Research Association to collaborate on school finance, equity, and college readiness for Black and Latina/o/x students. Prior to his current role since 2021, Rodríguez spent 5 years as an assistant professor at New Mexico State University, his BA and MA alma mater and Hispanic Serving Institution; with an additional 7 blessed years thereafter at Howard University in Washington, DC, a top Historically Black College/University, as an associate professor and as the director of Graduate Studies of the School of Education. Rodríguez was appointed by President Biden to serve on the President's Advisory Commission on Advancing Educational Equity, Excellence and Economic Opportunity for Hispanics and Latinos.

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2024 AAHHE FACULTY FELLOWS



Sofia Bahena, EdD
Assistant Professor
Education Leadership and Policy Studies
University of Texas at San Antonio

Sofia Bahena, EdD is an assistant professor in the Department of Education Leadership and Policy Studies at the University of Texas at San Antonio (UTSA). Her overarching research agenda is to address structural educational inequities by strengthening the connection between education research and policy. Specifically, she aims to promote greater access to, and success in, higher education of under-represented youth in the United States. Bahena has experience working at advocacy organizations focusing on federal and state level policies; collaborating with English/Spanish bilingual communities, parents, and families; and conducting both quantitative and qualitative analyses. Most recently, she completed a visiting fellowship at the Center for Educational

Efficacy, Excellence, and Equity (E4 Center), a research-practice-provider partnership housed at Northwestern University's School of Education and Social Policy. She is also a past recipient of the American Association of Hispanics in Higher Education (AAHHE)'s graduate student fellowship and outstanding dissertation award. Bahena holds a BA in business administration and sociology from Trinity University (San Antonio, TX) and an EdM in human development and psychology and EdD in cultures, communities, and education from the Harvard Graduate School of Education.

2024 AAHHE CONFERENCE



Jorge Burmicky, PhD
Assistant Professor
Educational Leadership and Policy Studies
Howard University

Jorge Burmicky, PhD is an assistant professor of higher education leadership and policy studies at Howard University. One of his research lines examines presidential leadership in higher education, with an emphasis on equity-minded and socially just leadership at minority-serving institutions, community colleges, and broadly accessible institutions. His research also explores promising practices that support the educational outcomes of men of color, specifically the impact of men of color programs in student success and Latino men in community colleges.

Burmicky received his PhD in Educational Leadership and Policy from the University of Texas at Austin. Prior to becoming a professor, Burmicky worked as a student affairs professional for 12 years. His research can be found in the *Journal of College Student Development*, *Journal of Diversity*

in Higher Education, *Community College Review*, *International Journal of Qualitative Studies in Education*, *Journal of Negro Education*, *Community College Journal of Research and Practice*, and others.

Burmicky is a faculty affiliate with NC State's Belk Center for Community College Leadership and Research, UT Austin's Project MALES, the Center for HBCU Research, Leadership and Policy, and the University of Michigan's National Center for Institutional Diversity. His research has been featured in *USA Today*, *Higher Ed Dive*, *Hispanic Outlook on Education Magazine*, and the *NPR Education Symposium*.



2024 AAHHE FACULTY FELLOWS



Lazaro Camacho, PhD

Assistant Professor
College Student Personnel
Feinstein College of Education
University of Rhode Island

Lazaro Camacho, Jr., PhD is an assistant professor in the College Student Personnel program, Feinstein College of Education, at the University of Rhode Island. He believes that positive student success is driven by an intersectional and systemic approach to student-centered teaching, research, and service. Camacho’s scholarship centers the intersection of identity development and educational pathways through a focus on men and masculinities, men of color, intersectional socialization, leadership development, and mentorship. Camacho earned his PhD in Educational Leadership from Florida Atlantic University, and both his MS in College Student Personnel and BS in Kinesiology from the University of Rhode Island. Before transitioning to the role of faculty, he spent

13 years working in student affairs, in areas such as housing and residence life, wellness, student development, and academic advising. Camacho is a faculty affiliate with the University of Texas at Austin’s Project MALES. He serves as a member of the Journal of Student Affairs Research and Practice (JSARP) Editorial Board, and he is the NASPA Region I Faculty Liaison.



Juvenal Caporale, PhD

Assistant Professor
Ethnic Studies
California State University, Stanislaus

Juvenal Caporale, PhD is an assistant professor of Ethnic Studies (Chicano/a/x-Latino/a/x Studies) at California State University, Stanislaus. He completed his PhD in Mexican American Studies at the University of Arizona, an MA in Ethnic Studies at the University of California, San Diego, and another MA in Political Science at California State University, Northridge. Caporale’s research interests include healing, re-indigenization, and re-humanization, and his work centers on Chicanx, Latinx, and Indigenous men who participate in restorative justice and transformative justice practices. Caporale is a Ford, Fulbright, and Bilinski Fellow, and he has authored essays and chapters in *Aztlán: A Journal of Chicano Studies*, *Urban Education*, Routledge, Springer, Sage Publishing, and the University of Arizona Press.s.

2024 AAHHE FACULTY FELLOWS



Jose Del Real Viramontes, PhD
Assistant Professor
Higher Education Administration and Policy
School of Education
University of California, Riverside

José Del Real Viramontes, PhD is an assistant professor in the Higher Education Administration and Policy Program in the School of Education at the University of California, Riverside. He holds a PhD in Curriculum and Instruction, specializing in Cultural Studies in Education, from the University of Texas at Austin. As a former community college transfer student, his research explores three areas of the Latina/o/x transfer experience. First, his work examines the transfer policies, practices, and programming four-year colleges and universities apply to limit or eliminate institutional and structural barriers Latinx students face during the transfer process. Second, his work highlights how Latina/o/x community college students develop their agency and use aspects of their cultural and

social capitals to navigate and negotiate the ideological, material, and structural conditions within the community college to the four-year college or university transfer process. Third, his work explores the campus culture for Latina/o/x community college transfer students once they transfer to a four-year college or university by looking at the relationship between race and space and the intersectional identities with which Latina/o/x community college transfer students identify.

2024 AAHHE CONFERENCE



Leandra Hernandez, PhD
Assistant Professor
Department of Communication
University of Utah

Leandra H. Hernández, PhD is an assistant professor in the Department of Communication at the University of Utah. She uses critical, qualitative, and Chicana feminist approaches to study topics at the intersections of journalism ethics, health communication, and gender and ethnic studies, such as gender violence, reproductive injustice, and feminist activism. She has published one monograph and five co-edited books on these topics, and her current book project explores the impacts of transnational feminist news framing and activism, particularly with an eye to the ways in which news discourses frame gender violence and femicide in the US and Latin America. This year, she is the recipient of the UWHEN Emerging Professional Award, the NCA Activism & Social Justice Community Engagement Award, the NCA LGBTQ+ Caucus Lambda Award, and the OSCLG

Feminist-Teacher Mentor Award. Her recent article entitled "Construyendo conexiones para los niños: Environmental justice, reproductive femicidio, and coalitional possibility in the borderlands," published in the journal Health Communication, is the recipient of the 2023 OSCLG Anita Taylor Outstanding Journal Article Award. She is the current chair of the NCA Health Communication Division and the co-founder of the NCA La Raza Caucus Mentorship Initiative.



2024 AAHHE FACULTY FELLOWS



Pablo Montes, PhD
Assistant Professor
Curriculum Studies
Texas Christian University

Pablo Montes, PhD is a descendant of the Chichimeca Guamares and P'urépecha people from the valley of Huatzindeo (Salvatierra, Guanajuato, MX), specifically from a small rancho called La Luz at the foot of the Culiacán mountain. They are an assistant professor of Curriculum Studies at Texas Christian University and received their PhD in Cultural Studies in Education from the University of Texas at Austin (with an emphasis on Native American and Indigenous Studies and Mexican American and Latine Studies). Their main research interests are at the intersection of queer settler colonialism, Latinx Indigeneities, and Land education. Their current project emphasizes the transformational learning spaces that Two-Spirit, Queer, and Trans Indigenous educators create alongside their Indigenous community, Land, and other Queer Indigenous people. Dr. Montes is also a community-based scholar, serving as the Native Youth Director for the Indigenous Cultures Institute based in San Marcos, TX from 2017-2021. In this role, they developed Indigenous-based curriculum for a summer encounter dedicated to serving Indigenous and Latinx youth in the San Marcos area. They are also an active Danzante (Mexica Dancer) with Danza Ollinyolotl and Kalpulli Mitotiliztli Yaoyollohtli.



Guillermo Ortega, PhD
Assistant Professor
Higher Education
Idaho State University

Guillermo Ortega, PhD is an assistant professor of Higher Education at Idaho State University. His research uses critical qualitative and quantitative methods to examine how colleges/universities and the National Collegiate Athletic Association (NCAA) are reproducing systemic and racial inequalities that influence academic and athletic opportunities for Latina/o/e/x students. His current research projects have also aimed at understanding how racialized structures operate at Hispanic Serving Institutions (HSIs) and post-doctoral fellowship positions. Ortega serves as a policy fellow at the Center for Athletes' Rights and Equity (CARE), where he addresses structural inequalities in sport and to create better, more equitable experiences and outcomes for amateur, collegiate, and professional athletes. He serves as a faculty affiliate for Project MALES and The Center for Higher Education Linguistics and Translation (CHELT) where he focuses on policy and practice for improving Latina/o/e/x retention and graduation rates. Ortega is a first-generation college graduate and proud son of Mexican immigrants. He earned his PhD in Higher Education Leadership and Policy Studies from the University of Houston and holds an MEd in Higher Education and BAs in History/Sociology from the University of California, Riverside.

2024 AAHHE FACULTY FELLOWS



Brianna Posadas, PhD
Assistant Professor
School of Plant and Environmental Sciences
Virginia Tech

Brianna B. Posadas, PhD is an assistant professor at Virginia Tech's School of Plant and Environmental Sciences, specializing in the intersection of agriculture, technology, and user-centered design. She collaborates on projects such as aiding disabled growers through AgrAbility Virginia and researching precision agricultural technology adoption with the Department of Sociology in an NSF Future of Work project. Prior to her current role, she was a Computing Research Association (CRA) Computing Innovation Fellow in the Department of Agricultural, Leadership, and Community Education at VT. She earned her PhD from the University of Florida, becoming the first Latina to do so in the Department of Computer and Information Science and Engineering. Posadas is also a leader

in the Hispanics in Computing group and has advised undergraduates in the Data Science for Public Good summer research program at Virginia Tech. Posadas is originally from Murrieta, California and holds a Master of Science in Agricultural and Biological Engineering from UF and a Bachelor of Science in Engineering from Harvey Mudd College.



Alyssa Provencio, PhD
Assistant Professor
Political Science/Public Administration
University of Central Oklahoma

Alyssa L. Provencio, PhD is an assistant professor in the Department of Political Science's Master of Public Administration program at the University of Central Oklahoma (UCO). Her academic interests center gender, race/ethnicity, and place-based vulnerability in emergency and disaster management. Her scholarship and service has also focused on mentorship and inclusive pedagogy. Her goal is to ensure that the benefits of knowledge are accessible to all and empower individuals and communities to actively participate in their own resilience. Provencio attributes the passion for her discipline to the time she spent in New Orleans following Hurricane Katrina. At UCO, she serves as the Academic Affairs Equity Advocate, directs the leadership minor for the College of Liberal Arts, coordinates the Disaster Management Certificate in the MPA program, and has led

the Faculty Senate as President since May 2022. She is an unwavering advocate for Latino students, staff, and faculty, having contributed to UCO's Hispanic Success Initiative, Primeros Pasos program, and Dreamer Fund Gala. She is also the co-creator of the Dreamer Ally Training and was President of the Latino Faculty and Staff Association for two years. Originally from Derby, Kansas, she holds degrees from Oklahoma State University (PhD), the University of Arkansas Clinton School of Public Service (MPS), and Kansas State University (BS). Beyond academia, she's currently training for her first triathlon, recently became a PADI divemaster, and loves to bake. She resides in rural Oklahoma with her partner, Tom, and their rescue pets, Lou and Biggs.



2024 AAHHE FACULTY FELLOWS



Erica Redner-Vera, PhD

Assistant Professor
Criminal Justice
School of Public Affairs
San Diego State University

Erica Redner-Vera, PhD is an assistant professor of Criminal Justice in the School of Public Affairs at San Diego State University. Prior to joining SDSU, Redner-Vera was a Visiting Assistant Professor in the Sociology Department at the University of Montana, and a Faculty Associate in the School of Criminology and Criminal Justice at Arizona State University. Redner-Vera’s research interests include race, ethnicity, crime, and justice, especially issues concerning American Indians. She is a 2021 Fellow of the RDCJN, and a 2015 Graduate Research Fellow of BJS, where her dissertation examined the treatment of American Indian defendants in United States Federal Courts. Her research investigates how American Indian defendants are treated across multiple decision points, the cumulative disadvantage they endure, increased disparities over time, and whether social context affects how they are treated. She also explores discrimination, historical trauma, delinquency, and resiliency among American Indian youth in Southern California. Redner-Vera received her MS and PhD in Criminology and Criminal Justice from ASU in 2011 and 2019, respectively, and her BA in Criminal Justice from the University of Nevada, Reno in 2008. Her research has been published in *Justice Quarterly*, *Crime & Delinquency*, and *Journal of Ethnicity in Criminal Justice*.



Joan Roque Peña, PhD

Assistant Professor
Chemistry
Universidad de Puerto Rico en Cayey

Joan E. Roque Peña, PhD is an assistant professor of Chemistry at the University of Puerto Rico at Cayey. She earned her BS and PhD in chemistry and an MEd in adult education, leading her to develop an interdisciplinary research laboratory. In her research, she integrates inorganic chemistry and education to develop curricular materials that are student-centered. Because she is interested in making education more accessible to Hispanics and lowering attrition rates, she is exploring student engagement and language practices in the classroom. She is dedicated to diversity, equity, inclusion, and justice (DEIJ) so that she can create engaging classroom environments where students feel like they belong. Due to her efforts, she received the Unsung Hero Award in 2021 at Westminster College and the POGIL Peach Award in 2023. In 2023, she was a recipient of the

NSF LEAPS Award which will fund her efforts to expand her inorganic and chemistry education research laboratory where her Hispanic undergraduate students can have a place to participate in research and enhance their laboratory skills. Other research areas include organometallic chemistry and catalysis.



2024 AAHHE FACULTY FELLOWS



Natalia Villanueva-Nieves, PhD

Assistant Professor
Chicano and Latino Studies
Sonoma State University

Natalia Villanueva-Nieves, PhD is an assistant professor of Chicano and Latino Studies at Sonoma State University. Her area of study is Latinx literature and expressive cultures, specializing in Latina storytelling, Latina emotional geographies, transnational feminisms, and relational race studies. Her research explores how storytelling outlines complex understandings of space as an intersection of affect, domestic spaces, migratory routes, imaginary nations, and the geopolitical relationships between the U.S. and Latin America. Villanueva-Nieves is currently working on her first academic book, tentatively titled *The True Colors of Feeling Brown: Reading Affect and Hegemony in Latina Narratives*, which examines Latina narratives from the 1990s and 2000s as cartographies that map emotional landscapes as they are differently experienced by Mestiza, white, and Black Latinas in different historical periods. Villanueva-Nieves holds a PhD in Chicana and Chicano Studies from the University of California, Santa Barbara, an MA in Literary Studies from Utrecht University, and a BA in Literature from the Universidad del Claustro de Sor Juana. Her scholarship has been published in journals and edited volumes in the U.S., Europe, and Latin America. She was a recipient of the UC Mexus-Conacyt fellowship, the UCSB Chicano Institute Dissertation Award, and the Huygens Scholarship Program.

2024 AAHHE CONFERENCE



Cynthia Villarreal, PhD

Assistant Professor
Educational Leadership
Northern Arizona University

Cynthia D. Villarreal, PhD is an assistant professor at Northern Arizona University in Educational Leadership. She holds a PhD in Urban Education Policy from the Rossier School of Education at the University of Southern California. She is a fronteriza from El Paso, Texas studying the borderlands of higher education, Hispanic-serving institutions (HSIs), organizational culture, equity in decision-making, and Chicana feminisms in higher education. As a qualitative researcher and creative non-fiction writer, Villarreal believes in the importance of sharing counter testimonios to critique and transform higher education. She uses interdisciplinary theories and research to inform her approach to the study of HSIs and how they serve their Latine students by interrogating the policies, structures, and culture within colleges and universities. She is also a Racial Equity Coach for the

University of Southern California Race and Equity Center providing support to community colleges navigating racial equity change projects on campus. She is a mamischolar living in the Sonoran Desert (Phoenix, Arizona) with her two children and husband. She was a 2020 AAHHE Graduate Student Fellow.



2024 AAHHE FACULTY FELLOWS



Ruben Zecena, PhD

Assistant Professor
Department of English
University of California, Davis

Ruben Zecena, PhD is an interdisciplinary scholar specializing in contemporary Latinx Literature and Culture, which he engages through the lens of Queer of Color Critique, Border Studies, Affect Theory, and Transnational American Studies. He received his PhD in Gender & Women's Studies, with a minor in Social, Cultural, and Critical Theory, from the University of Arizona (2021). His work is animated by his experiences as a formerly undocumented queer migrant from El Salvador. He is completing his first monograph, *Impossible Possibilities: The Unruly Imaginaries of Queer and Trans Migrants*. The book explores the cultural productions of LGBTQ migrants as a blueprint from which to question, critique, and re-imagine the contours of national belonging. It is under advance contract with University of Texas Press. His scholarship appears in *WSQ: Women's Studies Quarterly*, *Prose Studies*, *Díálogo*, *Studies in Spanish & Latin American Cinemas*, among others.



2024 AAHHE GRADUATE STUDENT FELLOWS PROGRAM

The AAHHE Graduate Student Fellows Program (GSFP) prepares Latinx/a/o doctoral scholars for successful careers in academia and along the way provide support to Latinx/a/o scholars interested in pursuing careers within administration and policy in postsecondary education. The program provides strategies to assist scholars in achieving their educational and professional goals, provide constructive feedback on graduate student fellows' research, and build community and network with other Latinx/a/o scholars.



Dominga Sanchez

AAHHE Graduate Student Fellowship Program, Co-chair
Engineering
Oregon State University

Dominga Sanchez is a doctoral candidate in the School of Civil and Construction Engineering Department at Oregon State University (OSU). Her research interests include conceptual understanding and development in engineering education, exploring the experiences of engineering undergraduates in engineering societies and organizations, and efforts for inclusion and diversity within the engineering culture. She received her Civil Engineering MS degree at Oregon State University and her Structural Engineering BS degree at UC San Diego. For her MS thesis, she explored the differences in conceptual understanding of the strength of material concepts across engineering undergraduates and professional civil engineers to understand their knowledge and application of the content. During her undergraduate studies, she performed earthquake engineering research. She focused on Engineering Education and Outreach endeavors upon graduation, developing STEM educational opportunities for underserved and marginalized K-14 communities. In addition to her research, she served as the Earthquake Engineering Research Institute Student Chapter president at OSU and collaborated with faculty to implement modular learning materials introducing graduate engineering students to social justice discussions.



Luz Burgos-Lopez, PhD Candidate

AAHHE Graduate Student Fellowship Program, Co-chair
Education, Learning, and Ed Policy
University of Connecticut-Storrs

Luz Burgos-López is a Queer white-Puerto Rican who is passionate about racial justice and equity in education. Burgos-López is a scholar-practitioner in the Learning, Leadership, and Educational Policy doctoral program with a concentration in Higher Education, Racial Justice, and Decolonization. In addition, she is pursuing a certificate in Intersectional Indigeneity, Race, Ethnicity, and Politics at the University of Connecticut-Storrs. Burgos-López' research critically examines the role of knowledge production in the construction of the meta-narratives of Latinidad in higher education. Specifically, she examines how scholars operationalize and (mis)use racial classifications in the study of the experiences of racially minoritized communities. As a white-Puerto Rican, she is interested in unpacking how whiteness is (de)racialized within Latine/a/x/o and Puerto Rican identity and narratives. Burgos-López has an MS in Counselor Education from Central Connecticut State University and a BA in African American Studies from Wesleyan University. Burgos-López has over 13 years of experience in higher education and currently serves as an assistant dean of Students in the Dean of Students Office at UConn.

2024 AAHHE GRADUATE STUDENT FELLOWS PROGRAM



Sergio Gonzalez, PhD Candidate

AAHHE Graduate Student Fellows Program Social Media Co-chair
Educational Studies
Claremont Graduate University

Sergio A. Gonzalez is a PhD candidate in the School of Educational Studies Program at Claremont Graduate University (CGU). He received his MA in Applied Gender Studies at CGU, earned his MEd in Postsecondary Administration and Student Affairs from the University of Southern California (USC) and his BA in Communication Studies from Manhattanville College. Currently, his dissertation seeks to understand how Sense of Belonging informs the identity development of queer Latinx/a/o graduate students in higher education through a Jotería Identity and Consciousness framework. His interdisciplinary research is informed by Women of Color Feminisms, specifically Black and Queer feminist ideologies, Chicana/Latina feminisms, and Jotería Studies within higher education

scholarship. education scholarship.



Ariana L. Garcia

AAHHE Graduate Student Fellows Program Social Media Co-chair
Higher Education
University of Nevada, Las Vegas

Ariana L. Garcia is a doctoral candidate in Higher Education at the University of Las Vegas, Nevada. Through research, teaching, and as a higher education professional, Ariana is passionate about advocating for inclusive practices and institutional change. Her current research focuses on equity in graduate education. Her dissertation explores how Latinx graduate students experience basic needs and the resources they utilize to navigate graduate school.



2024 AAHHE GRADUATE STUDENT FELLOWS PROGRAM



Juanita K. Hinojosa, PhD candidate

AAHHE Graduate Student Fellows Program Alumni, Co-chair
Higher Education
University of Nevada, Las Vegas

Juanita K. Hinojosa is pursuing her PhD in Higher Education at the University of Nevada, Las Vegas (UNLV). Having immigrated from México as a child, Juanita identifies as a first-generation immigrant-scholar, among other salient identities. As an immigrant-scholar who was previously undocumented, her lived experiences inform her work and research. Juanita is passionate about researching, developing, and implementing inclusive practices and policies that advocate for and support students in higher education, particularly those from historically marginalized communities. Her dissertation focuses on the experiences of Latinx/a/os in rural higher education, in particular Hispanic-Serving Institutions and community colleges.

2024 AAHHE CONFERENCE



Claudia Chiang-Lopez, PhD Candidate

AAHHE Graduate Student Fellows Program Alumni, Co-chair
Cultural Studies, International Education, and Multicultural Education
University of Nevada, Las Vegas

Claudia Chiang-Lopez is a Queer disabled first-generation scholar and Asian-Latinx immigrant. They are a Multicultural Education PhD student at the University of Nevada, Las Vegas, researching the relationship between abolition and DisCrit. They are a Point Foundation scholar, and an Association of Colleges for Teacher Education Holmes Scholar.



2024 AAHHE GRADUATE STUDENT FELLOWS PROGRAM



Aurora Kamimura, PhD, AAHHE Treasurer-elect

AAHHE Board of Directors Liaison, Graduate Student Fellows Program
Assistant Provost for Inclusive Excellence
Lecturer
Washington University in St. Louis

Aurora Kamimura, PhD, works closely with campus leaders to further diversify the professoriate and to create more inclusive learning environments in the classroom. Her area of expertise lies in courses regarding higher education, organizational behavior, and access and equity. She has over twenty years of experience as an educator on college/university campuses working to broaden access for minoritized populations at the local, state, and national levels. Kamimura is alumnus of the Center for the Study of Higher and Postsecondary Education at the University of Michigan and alumnus of the AAHHE Graduate Student Fellowship Program (2016). Her research agenda focuses on broadening access and equity in the P-20/professoriate pathway. Her scholarship on strategies

for diversifying STEM graduate education can be found in journal articles and book chapters. Kamimura earned a bachelor's in Social Sciences from the University of California, Irvine; master's in education in Administration, Planning and Social Policy at Harvard University; and a master's in Higher Education Management and Organizations, and a doctorate in Higher Education and Organization Behavior at the University of Michigan. She currently serves as the Treasurer-elect for the AAHHE Board of Directors.



2024 AAHHE GRADUATE STUDENT FELLOWS



Nancy Camarillo

Higher Education, Student Affairs, and International Education Policy
University of Maryland, College Park

Nancy Camarillo is from Los Angeles, CA; currently residing in Tacoma, Washington. Nancy is the proud daughter of immigrants from El Salvador and Mexico and the youngest of six siblings. She was raised in a household that centered community uplift which has guided her professional journey. Nancy currently serves as assistant director for professional development with the Center for First-generation Student Success at NASPA. Additionally, she serves as a research assistant and editorial assistant for the Journal of Student Affairs Research and Practice through the University of Maryland, College Park (UMD). Her professional experiences include DEI programming, academic retention services, sorority and fraternity life, student organization advising, and first-year experience. Nancy

is currently working toward her PhD in higher education, student affairs, and international education policy from UMD. Her research agenda focuses on interrogating the monolithic assumptions within Latinx/o/s diaspora with a focus on multiethnic identity. Her research interests also include examining the experiences of first-generation Latinx/a/o student affairs early career professionals in their socialization process into the field. She earned a BA in political science from California Lutheran University and a MS in higher education administration from California State University, Fullerton. She is a proud first-generation college graduate.

2024 AAHHE CONFERENCE



Mitzi Ceballos

Writing and Rhetoric
University of Utah

Mitzi Ceballos was born and raised in Boise, Idaho, and is a daughter of Mexican immigrants. She is also a sister, comadre, former McNair Scholar, and proud Chicana. After completing a bachelor's degree from Boise State University, and a Master's from Washington State University, she now finds herself a PhD candidate in Writing and Rhetoric at the University of Utah. Her dissertation uses decolonial theory and archival methodology to examine the mutation of settler colonialism's structural logics to white supremacy, and the effects of those logics in Idahoan communities, land, and memory. As a writing instructor, Mitzi uses local settler archives and non-Western rhetorical tradition to uproot students' understandings of writing and identity in the hopes that her students of color can grow and learn on their terms. In the future, Mitzi hopes to expand her research to include

archival collections in Mexico, and to join the professoriate.



2024 AAHHE GRADUATE STUDENT FELLOWS



Olga Correa

Educational Policy, Research, and Administration
University of Massachusetts, Amherst

Olga M. Correa is a first-generation student, education scholar, and daughter of Colombian and Venezuelan immigrant parents. She has dedicated her career to improving college access, retention, and success for first-generation and students of color in secondary and post-secondary education. Correa is also a PhD Candidate in Educational Leadership at the University of Massachusetts Amherst where her community-engaged research focuses on contemporary school segregation in K-12 public schools. She is committed to working alongside families and youth to challenge and dismantle educational policies and practices that uphold racial discrimination. Correa holds a bachelor's degree in Sociology from William Paterson University ('12) and a Master's degree in

Higher Education Administration from UMass Amherst ('14).



Isaac Félix

Berkeley School of Education
University of California, Berkeley

Isaac Félix is a fourth-year doctoral student at UC Berkeley's School of Education. Originally from Tijuana, Baja California, México, he grew up crossing the border daily to attend public schools in San Diego. Félix attended UCLA and earned a bachelor's degree in Human Biology and Society and Chicana/o Studies. Prior to pursuing his doctoral studies, Isaac worked as a middle school after-school program educator; interned for the California Department of Education; and served as the Faculty Diversity Center Coordinator at UC Davis' Vice Chancellor's Office for Diversity, Equity, and Inclusion. Félix' research interests are concerned with the educational experiences and possibilities of transfronterizx youth: (most often) U.S. citizens living in Mexican border cities who cross the Mexico-U.S. border daily to attend U.S. schools. Particularly, how transfronterizx high school

students negotiate and make sense of highly dynamic and contested spatial ecologies across the Tijuana-San Diego border region. Félix work was recognized by the National Academies of Science, Engineering, and Medicine, where he was awarded the Ford Foundation's Pre-Doctoral Fellowship in 2022. Outside research, Félix is passionate about educational justice and intergenerational mentorship for the next generation of students from non-dominant communities.

2024 AAHHE GRADUATE STUDENT FELLOWS



Veronica Valencia Gonzalez

Social Ecology
University of California - Irvine

Veronica Valencia Gonzalez is a social ecology doctoral candidate at the University of California, Irvine. Valencia Gonzalez is the eldest of six children born to Liduvina and Salvador Gonzalez, who immigrated from Mexico and worked as agricultural laborers in the Central Coast of California. Valencia Gonzalez' background and a non-traditional path to higher education are part of why they are passionate advocates for inclusive pedagogy and policies in higher education. Veronica attended the University of California, Irvine (UCI) for undergraduate studies, graduating in 2017 with Criminology, Law & Society, and Psychology & Social Behavior degrees. Their interdisciplinary, qualitative, and community-engaged approach seeks to include the voices and opinions of

community members. Valencia Gonzalez' dissertation investigates the implications of colonial legacies and globalization on gender-based violence in rural communities of Michoacán.



Jose Gutierrez

Sociology
University of California, Irvine

Jose Gutierrez is a first-generation college graduate from Montebello, CA. He is currently a 4th PhD student in the Department of Sociology at the University of California, Irvine. He received his BA in Sociology at the University of California, Santa Barbara, where he was a McNair Scholar. Before transferring to UCSB, he attended East Los Angeles College and earned his IGETC transfer certification. As an undergraduate at UCSB, he worked in several student support positions, including as a peer mentor for the Undergraduate Research and Creative Activities Office, a residential assistant for the Educational Opportunity Program's summer transfer transition program, and a student mentor at the St. George Youth Center. His current research uses qualitative methods and an intersectional lens to explore how working-class and middle-class Latina/o community

college students' pathways to and through community college are shaped by the raced, classed, and gendered inequalities that define their broader transition to adulthood.



2024 AAHHE GRADUATE STUDENT FELLOWS



Armando Lizarraga
Educational Leadership and Policy
The University of Texas at Austin

Armando Lizarraga, a native of Inglewood, California, Lizarraga is a third-year higher education leadership and policy doctoral student at The University of Texas at Austin (UT). He is a graduate research assistant for Project MALES (Mentoring to Achieve Latino Educational Success), a policy fellow in higher education in prisons for Texas Appleseed, and the director of pedagogy and practice with Texas Prison Education Initiative. Lizarraga’s research focuses on understanding reentry effects of participating in prison education programs for minoritized students, also analyzing how students make sense of learning in a carceral setting. Through this work, he aims to improve and maintain the quality and equity of higher education for incarcerated students. Lizarraga earned an AA in general

studies from El Camino College, a BA in Chicana/o studies and sociology from the University of California, Los Angeles, and a MA in higher and postsecondary education from Teachers College, Columbia University.



Gabriel Pulido
Higher Education, African American and Diaspora Studies, Women, Gender, and Sexuality Studies
Pennsylvania State University

Gabriel Pulido was born and raised in Sacramento, California, and first became involved with creative writing in the youth poetry slam scene. While at UC Santa Cruz Pulido utilized classroom lessons to fuel his creative writing endeavors. He is a fifth-year doctoral candidate in Higher Education (with a double minor in African American and Diaspora Studies & Women’s, Gender, and Sexuality Studies) at the Pennsylvania State University. Pulido considers himself to be a transdisciplinary scholar whose work often travels across multiple fields. Pulido seeks to perform the work while honoring the rich histories and legacies that scholar activist has fought for. Pulido has three lines of research commitments: 1. Artistic Performance and Retention in Higher Education 2. Mentorship, Relationality, and Belonging and 3. Arts based methodologies and activism in social

science research. Pulido’s academic and creative writing often intersect and find a home at the center of healing. Pulido considers himself a conjurer of joy, love, and resilience, as he uses both creative and academic writing to work toward collective liberation. When not writing, Pulido can be found near a body of water dreaming of becoming just as free.

2024 AAHHE GRADUATE STUDENT FELLOWS



Stephanie Ramos
Science Education
Oregon State University

Stephanie Ramos, a native Texan and a first-generation college graduate, is driven by her dedication to promoting the success of underrepresented and marginalized students pursuing science degrees in higher education. Stephanie initially attended community college at South Plains College and received her BS in Chemistry from Texas Tech University. She holds an MS in Inorganic Chemistry from OSU and is currently pursuing a PhD in Science Education at OSU. Her research focus is centered on enhancing institutional support and best practices for historically excluded community college students in STEM engaging in undergraduate research. As the associate director of Undergraduate Research at Oregon State University (OSU), Ramos plays an active role

in supporting students at every level, adeptly guiding them through their initial experiences into undergraduate research. Having been mentored herself during her undergraduate journey, Stephanie now finds joy in mentoring and guiding students as they embark on their own educational paths. Ramos' commitment to academic excellence extends beyond her studies, as she is an Associate Member of the Younger Chemists Committee for the American Chemical Society and a lifelong member of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS).



Avelina Rivero
Human Development and Family Science
University of Missouri

Avelina Rivero is a first-generation Latina doctoral candidate in the Human Development and Family Science program at the University of Missouri. She is the daughter of a Mexican immigrant mother and a first-generation Mexican father. She is the oldest of five and is originally from Arizona. Her research focuses on Latinx families (parent-child and sibling relationships), culture, and health outcomes in Latina young women. Specifically, she examines how culture influences parent-adolescent and sibling relationships. She also explores how culture and family members (mothers, fathers, sisters) influence young women's body image and mental health outcomes. Through her research, she has gained a deeper understanding of her own lived experiences. She is committed to conducting innovative research that promotes optimal youth development and serving her

Latinx community. She hopes to develop programming that will promote positive body image, mental health outcomes, and healthy family relationships. At MU, she leads a weekly writing group for womxn of color and serves on the IDE committee to improve inclusivity for students of color at her predominately white institution. Outside of her research, Avelina enjoys hiking, listening to vinyl, and spending time with her dogs and sisters, Maudi, Gali, and Bridi.



2024 AAHHE GRADUATE STUDENT FELLOWS



Stacey Speller

Educational Leadership & Policy Studies/Higher Education Leadership & Policy Studies
Howard University

Stacey Speller, an “HBCU Nuyorican” scholar-practitioner, is committed to combatting anti-Black narratives impacting legislation for HBCUs and Black HSIs. Raised in The Bronx, she holds bachelor’s and master’s degrees from The Great Bethune-Cookman University. Her research is shaped by her Black and Brown solidarity upbringing and culturally affirming HBCU education. An Education Fellow for Congresswoman Frederica S. Wilson’s office and research graduate assistant in Howard University’s Educational & Leadership Policy Studies program, Speller is in her third year and embarking on her dissertation. Her research examines federal funding for dually designated HBCU HSIs, which is one of the first studies from an organizational perspective with the potential to

influence national policy discussions about MSI funding to HBCUs and Black HSIs. Speller is a staunch social justice and inclusion advocate. She is in the early stages of beginning her nonprofit, HBCUorgullo, which would operationalize enrollment, retention, graduation, and alumni conexión between the Latiné community and HBCUs. Speller is a wife to her college sweetheart – Ben, and a mother of three – Brice, Selina, and Blake.



Jasmin Tobar

Suzanne Dworak-Peck School of Social Work
University of Southern California

Jasmin Tobar was born in Los Angeles to a Salvadoran father and a Salvadoran and Honduran mother. She has a Bachelor of Arts in Sociology with an emphasis in Global Studies and Human Rights from Mount St. Mary’s University in Los Angeles. She received her Master of Science in Social Work from Columbia University, School of Social Work. She grounds her social work practices on anti-oppression, abolition practice, and trauma-informed principles. During her time in New York City, she worked at the Roberto Clemente Family Guidance Center, where she worked as a psychotherapist intern with recently arrived immigrant families and youth. Tobar’s research focuses on historical memory, oral history traditions, healing, and migration studies in the Central American community, which has a history of war, genocide, and forced displacement. Tobar has over ten

years of experience in nonprofit management, program evaluation, community organizing, and educational programs. She is also an adjunct Central American and Transborder Studies professor at California State University, Northridge. Jasmin is a doctoral candidate at the University of Southern California Suzanne Dworak-Peck School of Social Work.



2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM

Texas State University's CAMINOS for Success Fellowship is a groundbreaking partnership with the U.S. Department of Agriculture designed to enhance the educational and professional journeys of talented graduate students. The initiative offers expert mentoring, networking opportunities, specialized institutes, and competitive research experiences to help these students thrive. As a proud Hispanic-Serving Institution and Emerging Research University, CAMINOS for Success is vital in TXST's vision to become the nation's premier HSI-R1.



Gloria Martinez-Ramos, PhD

AAHHE Board of Directors
USDA Caminos to Success Fellows Program Chair Professor of Sociology, Director of the Center for Diversity and Gender Studies Director of Latina/o Studies Program
Texas State University

Gloria P. Martinez-Ramos, PhD is a professor in the Department of Sociology and the inaugural Director of the Latina/o Studies minor and Director of the Center for Diversity and Gender Studies at Texas State University. Martinez-Ramos earned her PhD and MA in Sociology from the University of Michigan, Ann Arbor, a BA in Child Development from San Jose State University, and an AA from Hartnell College, Salinas, California. As a scholar, teacher, mentor, and leader she has mentored many faculty and students who have achieved excellence and success in their career goals. Her current project involves increasing access to health care for low-income Latina and African American breast cancer survivors in Central Texas and the impact that COVID19 on First-Generation college

students' learning. Martinez-Ramos has received several awards: The Mariel Muir Mentoring Award, The Pardee Rand Faculty Leaders Program Fellow on Public Policy and Research, The New Leadership Academy Faculty Fellowship, The Center for Diversity and Gender Studies Women and Gender Research Collaborative Outstanding Faculty Scholar Award, the Excellence in Diversity Faculty Award, The Alpha Chi National College Honor Society Favorite Professor Award, and the American Association of Hispanics in Higher Education (AAHHE) Fellowship.



Bob E. Vásquez, PhD

USDA Caminos to Success Fellows Program Chair
Assistant Dean & Associate Professor School of Criminal Justice and Criminology
Texas State University

Bob E. Vásquez, PhD currently serves as assistant dean and is an associate professor in the School of Criminal Justice and Criminology and PI of Caminos to Success at Texas State University. A first-generation university graduate from San Antonio, Texas, his bachelor's degrees are from The University of Texas at Austin, and his master's and doctoral degrees are from the University at Albany, State University of New York. Vásquez has received several awards for his teaching, his scholarly work, and his service to the university. His research interests focus on measurement, quantitative research methods, and the statistical techniques involved in modeling causes of crime. Although he usually provides advanced courses in statistics, he also teaches a course that is part of

the curriculum for African American Studies and Latino Studies.

2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM



Dominique Alfaro

Texas State University

Dominique Alfaro is a current Graduate student of the Human Nutrition Master's program at Texas State University. After completing her graduate coursework in Nutrition, she plans to apply to the TXST Dietetic Internship to become a Registered Dietitian. Her research and other professional interests focus on community nutrition and public health. As a current Graduate Instructional Assistant, she has extensive experience in working with the Texas WIC program and Hays County community members through research and managing the student-led on-campus food pantry, Bobcat Bounty. Prior to enrollment in graduate school, Alfaro completed her Bachelor's of Nutrition and Foods: Dietetics Track through Texas State University.



Emma Baldobino

Texas State University

Emma M. Baldobino is in her second year as a graduate student in the Human Nutrition program in the School of Family and Consumer Sciences at Texas State University. She is preparing to seek a Dietetic Internship specializing in eating disorder recovery. She is also part of Dr. Lauren Butler's team where she is a graduate assistant and a co-leader for her study titled "Development of a Quantitative Food Frequency Questionnaire to Assess Pork and Traditional Food Intake among Persons of Mexican Heritage in Texas."



2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM



Scott Barrett
Texas State University

Scott Barrett is currently a second-year PhD student in the Material Science, Engineering, and Commercialization program at Texas State University. He joined the program after receiving his Master's of Science in Chemistry in Fall 2022. He wanted to join the PhD program to apply his knowledge of chemistry to material science for renewable energy applications. After earning his PhD, he plans to work in the renewable energy sector as a research scientist. His research interests focus on synthetic chemistry and the application of chemistry into renewable energy, such as chemical energy storage.

2024 AAHE CONFERENCE



Lizzeth Escalera
Texas State University

Lizzeth Escalera is currently a graduate student in the Human Nutrition program within the School of Family and Consumer Sciences of Texas State University in San Marcos, TX. After earning her master's degree and completing her Dietetic Internship, she plans to work within the USDA in the Food and Nutrition Service agency. Her research interests focus on community and public health nutrition. Prior to enrolling in graduate school, Escalera completed her bachelor's degree at Texas State University, and began her professional experience as Community Nutrition Grant Coordinator.



2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM



Richard Knox
Texas State University

Richard Knox is currently a first-year master's student studying human nutrition in the School of Family and Consumer Sciences at Texas State University. After earning his master's degree, he plans to become a registered dietitian. His research interests focus on community m-health initiatives. Prior to enrolling in graduate school, Knox completed a bachelor's degree in Restaurant, Hotel, and Institutional Management at Texas Tech University.



Julianne Lang
Texas State University

Julianne Lang is currently a second-year Human Nutrition master's student at Texas State University in San Marcos, Texas. After earning her master's degree, Julianne plans to become a Registered Dietitian after completing her Dietetic Internship and taking the RD exam. Her research interests focus on weight stigma, body image, and disordered eating behaviors. Julianne is currently working on her thesis regarding weight stigma in historically marginalized groups and plans to defend her thesis in April 2024.



2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM



Brianna Mena
Texas State University

Brianna Mena is currently pursuing a master's degree in Wildlife Ecology, focusing her research on soft tick disease ecology. Her academic journey began at Texas A&M University, where she completed her bachelor's degree in Wildlife and Fisheries Science. With an interest in continuing outdoor fieldwork, Mena aspires to continue research in some aspect in this field post-graduation, aiming to merge her expertise with veterinary epidemiology in the future.



Jessica Peterson
Texas State University

Jessica Peterson is a 'second-degree seeking' and early entry master's graduate student and biochemistry major at Texas State University. She also completed her bachelor's degree in anthropology at Texas State. As part of the Department of Anthropology, her research focused on the postmortem interval and decomposition processes for human remains at the Forensic Anthropology Research Facility in San Marcos. Currently, Jessica is a member of the Betancourt Research Group at Texas State University. The Betancourt lab focuses on pursuing emerging research in cancer immunotherapies. Previously, her research projects have focused on the synthesis/development of photothermal nanoparticles used to induce immunogenic cell death in breast cancer. The completion of this project led to a published peer-reviewed paper in the ACS Journal of Applied Polymer Materials. Her current research, under the supervision of Dr. Tania Betancourt, focuses primarily on the synthesis and characterization of hyaluronic acid cross-linked hydrogels to be used for the healing of chronic wounds.



2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM



Selena N. Ramirez
Texas State University

Selena N. Ramirez is a second-year graduate student in the School of Family and Consumer Sciences at Texas State University, located in San Marcos, Texas. She is currently pursuing a Master of Science in Human Nutrition, and she plans to become a Registered Dietician. In the future, Selena also plans to complete a PhD program. Her research interest includes policy, systems, and environmental approaches to build capacity in public health nutrition, while modernizing existing programs via technology, and improving equitable resources to enhance food and nutrition security.



Adriana Rojas
Texas State University

Adriana Rojas is a dedicated first-year graduate student in the Department of Agricultural Sciences at Texas State University. After earning her MS in Integrated Agricultural Sciences, she plans to contribute to the realm of animal reproduction and the advancement of food productivity. She aspires to make impactful progress with institutions like the U.S. Department of Agriculture. Her research interests are centered around animal reproduction and endocrinology. Prior to pursuing her graduate studies, Adriana achieved her bachelor's degree at Texas State University.



2024 USDA CAMINOS TO SUCCESS FELLOWS PROGRAM



Emily Stubblefield
Texas State University

Emily Stubblefield is a graduate student in the Human Nutrition program within the Family of Consumer Sciences School at Texas State University in San Marcos, Texas. After earning a master's degree and completion of the Dietetic Internship, Stubblefield plans to either pursue a career as a Registered Dietitian, focusing on eating disorders, or diving into a career in research. Her research interests are community, food insecurity, mothers, infants, and children, and epidemiology. Stubblefield completed her bachelor's degree at Stephen F. Austin State University in May 2021 and then worked as a dietary clerk and WIC nutritionist before enrolling in graduate school.



AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)



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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

2024 AAHHE CONFERENCE



Amit Sevak

President and CEO of ETS

As President and CEO of ETS, Amit Sevak leads the largest private educational assessment organization in the world, with 20,000 employees across 200 countries serving over 50 million people each year. Sevak has been a driving force in education, learning and workforce development around the globe. He has led the University of Europe in Madrid in Spain, INTI International University in Malaysia and Universidad Tecnológica de México (UNITEC) in Mexico. His transformational style of leadership consistently led to innovation, better learning and improved job prospects for hundreds of thousands of students and workers.

Sevak has long been a coach for edtech CEOs. He has served on numerous nonprofit boards, including Cambiar Education, CitiBridge and Education Design Lab. In 2017, he founded Mindset Global, an education investment firm. His early career included roles as a researcher, professor

and advisor. Sevak graduated with a bachelor’s and master’s degree from the University of Chicago and earned his master’s in business administration (MBA) from Harvard Business School. He is a regular speaker on the future of education and work, educational measurement and civic engagement. He is married with three kids and splits his time between Princeton, New Jersey and the Washington, D.C. area.



Kurt M. Landgraf

President and CEO of ETS, 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 and now serves on the organization’s board of trustees.



AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)



Jamal Watson, PhD

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 2022 conference.

Jamal Watson, PhD, is the Executive Director of the ETS Center for Advocacy and Philanthropy. In this role, he oversees all of the organization's philanthropic and advocacy efforts. An experienced educator and communication professional, Watson served for many years as the top editor at *Diverse: Issues In Higher Education* and holds a faculty appointment at Trinity Washington University. He is a graduate of Georgetown University and earned master's degrees from the Columbia University Graduate School of Journalism and the University of Delaware. He earned a PhD in Afro-American Studies from the University of Massachusetts Amherst. He can be reached at jwatson002@ets.org.



Transforming Learning Into Opportunity

ETS is proud to celebrate AAHHE's 19th 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.

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Melissa Yzaguirre, PhD, LMFT

Degree Discipline: Human Development

Degree Granting Institution: Michigan State University

Dissertation Title: Family Therapists' Lived Experiences of Discussing Ethnic-Racial Socialization with Latino Parents.

The purpose of this qualitative study was to investigate therapists' experiences in facilitating ethnic-racial socialization practices with Latino parents in therapy. A rigorous thematic analysis resulted in four primary themes: therapeutic relationship groundwork, shift from implicit messages to explicit conversations, unpack generational cultural expectations, and contextual practice influences and ongoing development. Results are applicable to family therapists seeking to promote conversations related to race, ethnicity, culture, ethnic-racial discrimination, and immigration with Latino parents in therapy.

Melissa Yzaguirre, PhD, LMFT, is an assistant professor in the Department of Counseling & Marital and Family Therapy at the University of San Diego. Yzaguirre received her B.A. in Psychology and M.S. in Couple and Family Therapy from the COAMFTE-accredited program at the University of Nevada, Las Vegas. She then received her PhD in Human Development and Family Studies with a concentration in Couple and Family Therapy from Michigan State University. Yzaguirre's primary research and clinical interests are to improve mental health outcomes and strengthen family relationships in systemically marginalized communities, especially Latino communities. As a systemically trained clinician-researcher, she aims to increase culturally relevant practices available for mental health professionals to improve how they conceptualize and operationalize ethnic-racial and cultural diversity in the therapeutic context. Her commitment to diversity, equity, and inclusion in the community, professional, and university settings drives these efforts. She is a three-time recipient of and current mentor for graduate students in the American Association for Marriage and Family Therapy Minority Fellowship Program funded by the Substance Abuse and Mental Health Services Administration. Yzaguirre is also a licensed marriage and family therapist in Michigan and an AAMFT-approved supervisor candidate.



Natalie Muñoz, PhD

Degree Discipline: Social Work

Degree granting Institution: Howard Institution

Dissertation Title: Soy de Aquí y de Allá/I'm from Here and There: Exploring how HBCUs' contribute to Afro-Latino (a,e,x) students' Ethnic/Racial Identity Development and Mental Health

This qualitative study utilizes phenomenology to investigate the impact of Historically Black Colleges and Universities (HBCUs) on AfroLatine students' identity and mental health. The research addresses the lack of understanding and invisibility of AfroLatine students in higher education research, pedagogy, and policy. While HBCUs have a history of empowering African American students, it is unclear if these positive outcomes extend to AfroLatine students. The findings suggest that HBCUs have a unique opportunity to combat anti-Blackness and foster social bonds and civic engagement across the Black diaspora. This study fills a critical gap by shedding light on the positive aspects of the HBCU experience, healing spaces provided, as well as the challenges faced by AfroLatine students at HBCUs, emphasizing the need to move beyond diversity to foster more inclusivity and equity within higher education.

Natalie Muñoz, PhD is a proud Afro-Latina and currently serves as an Assistant Professor of Social Work at Rutgers University-Newark. She recently completed her PhD at Howard University Social Work. Natalie has served as an advocate for underserved college students, building mentorship programs for Black and Latine students for the last 15 years. Her research interests focus on AfroLatine ethnic/racial identity, mental health and educational inequities. She finds joy spending quality time with her abuelos y familia, cocinando un sancocho y más que todo bailando bachata.



Amy Nuñez, PhD

Degree Discipline: Education

Degree Granting Institution: Indiana University, Bloomington

Dissertation Title: "I Wish They Knew We Existed": The Academic Experiences of Latinx College Students in Mixed-Status Families

This study aims to explore the academic experiences of Latinx college students in mixed-status families to find ways institutions can better support them on their higher education pathways. Thirty-one qualitative interviews oriented by Habermas' Theory of Communicative Action were utilized to center the voices of sixteen Latinx/a/o college students in mixed-status families. Findings suggest that students in mixed-status families experience multigenerational punishment when it comes to their academics.

Amy Nuñez, PhD is an assistant professor in the Teacher Preparation Program at Heritage University. She received her bachelor's in Elementary Education at Eastern Washington University where she was also a Ronald E. McNair Scholar. Her graduate studies led her to Indiana University, Bloomington where she received her PhD in Education Policy. Nuñez' research utilizes qualitative methods with Critical Race Theory (CRT) and Latino Critical Theory (LatCrit) to address barriers historically underrepresented students face in K-12 and higher education institutions, especially students who come from Latinx, low-income, first-generation, DACA, and/or undocumented backgrounds. Her dissertation titled, *Powerful Voices Emerging from the Shadows: The Academic Experiences of Latinx College Students in Mixed-Status Families*, identifies equitable strategies to better support students in mixed-status families achieve their educational goals. As a first-generation college student, Latina, and daughter of immigrants, Nuñez is happy to be back in her hometown learning and growing from students at Heritage. She is especially excited to support students on their journey to becoming teachers.

ODC Judges

David R. Garcia, PhD, Chair

Associate professor, Mary Lou Fulton Teachers College
Director, Arizona Education Policy Initiative (AEPI)
Arizona State University

Stephany Cuevas, EdD

Assistant Professor of Education, Donna Ford Attallah College of
Educational Studies
Chapman University, ODC Award Recipient (2019)

Antonio Durán, PhD

Assistant Professor, Higher and Postsecondary Education and Arizona State University

Doris Watson, PhD

Professor
Department of Education Psychology, Leadership and Higher Education
University Nevada Las Vegas

Maria Oropeza Fujimoto

Assistant Professor
California State University Los Angeles

Raquel Muñoz

Boston College

Juan Guardia

University of Cincinnati

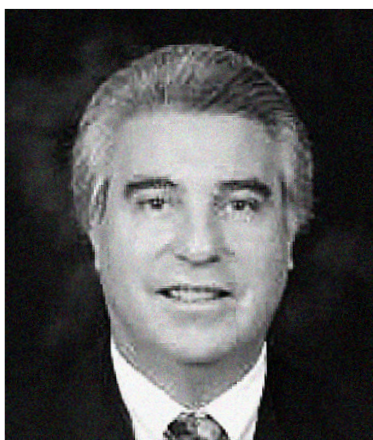
Michael Pretes

University of North Alabama

2024 AAHHE AWARDS

AAHHE WILLIAM AGUILAR CULTURAL ARTS AWARD

The AAHHE William Aguilar Cultural Arts 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. The award is named in honor of Dr. William Aguilar, one of AAHHE's founding Board Member.



William Aguilar, PhD

VP Emeritus
University Advancement
California State University, San Bernardino

William Aguilar, PhD, 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. Aguilar served as the founding vice president for Information Resources and Technology (IRT). He earned a doctorate degree in Library and Information Sciences (University of Illinois, Urbana). He held directorships of libraries at California

State University, San Bernardino; Central Connecticut State University; Pikeville College; and Lamar Community College. Areas of specific interest included increasing CSUSB's endowment, philanthropy to complete the building of the CSUSB Palm Desert Campus, and the general overall improvement of the Advancement Division. Aguilar was awarded several distinguished awards for outstanding performance, including the 1998 Diversity Award from CSU, San Bernardino; 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). He received several grants for work related to information and technology and holds membership in several professional organizations.

2024 AAHHE AWILLIAM AGUILAR CULTURAL ARTS AWARD RECIPIENT



Maria Esther Fernandez, MA

The Cheech Marin Center for Chicano Art & Culture of The Riverside Art Museum

María Esther Fernández, MA is the inaugural artistic director of the Cheech Marin Center for Chicano Art and Culture, which opened at the Riverside Art Museum, California, in June of 2022. Formerly the chief curator and deputy director of the Triton Museum of Art, in Santa Clara, California, Fernández has curated numerous group and solo exhibitions, including *Xicana: Spiritual Reflections/Reflexiones Espirituales* in 2010 and *Consuelo Jimenez Underwood: Welcome to Flower-Landia*, in 2013. In 2019, she co-curated *Xicanx Futurity* with Carlos Jackson and Dr. Susy Zepeda at the Jan Shrem and

Maria Manetti Shrem Museum of Art at the University of California, Davis. Most recently, she co-curated, *Amalia Mesa Bains: Archaeology of Memory* at BAMPFA with Dr. Laura E. Pérez. She is working on a major retrospective of Judith Hernández's work set to open at The Cheech in 2024. Fernández was included in the inaugural list of *LA Vanguardia* by the *LA Times* and the inaugural permanent collection, *Cheech Collects*, was voted one of the top 50 exhibitions in the world by *Hyperallergic* in 2022. The recipient of an American Association of Museums Standing Committee on Education Multicultural Fellowship and a Smithsonian Latino Museum Studies Program Fellowship, Fernández is a former member of Silicon Valley's Multicultural Arts Leadership Institute. She received her BA in Chicana/o and ethnic studies from the University of California, Berkeley, and her MA in visual and critical studies from California College of the Arts.

List of past recipients of the AAHHE William Aguilar Cultural Arts Award:

2023 Maria de Los Angeles
2022 Elizabeth Acevedo
2021 Javier Ávila
2020 Juan Felipe Herrera
2019 John A. López
2018 Laurie Ann Guerrero
2017 Ana Castillo
2016 Juan Felipe Herrera
2015 Rolando Hinojosa-Smith
2014 Octavio Roca
2013 Benjamin Saéñz
2012 Alma Flor Ada
2011 Chon Noriega
2010 Francisco Aragón
2009 Bessy Reyna
2008 Javier Ávila
2007 Helena Maria Viramontes
2006 Edward Gonzales

2005 Cordelia Chávez Candelaria
2004 Alberto Rios
2003 Rudolfo Anaya
2002 Juan Delgado
2001 Teófilo Jaime Chahín
1996 Nicholas Kanellos & Gary D. Keller

2024 AAHHE SYLVIA HURTADO UNIVERSITY FACULTY AWARD

The AAHHE Sylvia Hurtado University Faculty Award recognizes an individual who has demonstrated excellence in both research and teaching and has provided significant contributions to their respective academic disciplines. The AAHHE University Faculty is now named for Dr. Sylvia Hurtado.



Sylvia Hurtado, PhD
Professor of Education

Sylvia Hurtado, professor of Education at UCLA, has written extensively on diverse students' college experiences, the campus racial climate, and higher education equity and inclusion. She is co-editor of two books that each won International Latino Book Awards: "Hispanic Serving institutions: Advancing Research and Transformative Practice" (Routledge Press), and "The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond (University of Texas Press). Currently serving as a Special Advisor to the Chancellor at UCLA on Latinx issues, she was elected to the National

Academy of Education (2019) and received the 2018 Social Justice in Education Award from the American Educational Research Association (AERA). She is past President of the Association for the Study of Higher Education and directed multimillion dollar, NIH-funded projects to study the long-term effects of undergraduate education and diversification of the scientific workforce. She now engages in collaborative evaluations of STEM intervention programs, including research on culturally aware mentor training for graduate faculty in the biomedical sciences, and on how STEM student-centered interventions result in diversity, equity, and inclusion in science. Her early engagement as a first-generation college student led to roles in college admissions, graduate admissions and student support, and her developing interest in higher education as a field of study. Dr. Hurtado obtained a PhD (UCLA), MEd (Harvard Graduate School of Education), and AB in Sociology (Princeton University).

2024 AAHHE SYLVIA HURTADO UNIVERSITY FACULTY AWARD RECIPIENT



Cristobal Salinas, Jr., PhD
Florida Atlantic University

Cristóbal Salinas Jr., PhD, is an associate professor in the Educational Leadership and Research Methodology Department at Florida Atlantic University's College of Education. He is also the founder and former editor-in-chief of the Journal Committed to Social Change on Race and Ethnicity. And serves as the editor-in-chief of the Journal of Hispanic Higher Education. Dr. Salinas has published more than 79 manuscripts in print, including 6 books, and has delivered over 250 lectures. His prolific writing and research has illuminated the importance of understanding and addressing Latino/a/x student identity

and development, and made Salinas sought after by media outlets such as CNN, NBC News, NPR, Telemundo, National Review, Chemistry World, Good Morning America, and the Chronicle in Higher Education. The New York Times said his research is "futuristic," and *Diverse Issues in Higher Education* said, "Salinas' a rising star in academe, [and] An expert on Latinx students in college," in their special issue where he was named one of the top 15 scholars of the year. A distinguished scholar and advocate, Salinas has been awarded over 30 international and national awards for his commitment to social justice, diversity, equity, and inclusion.

List of past recipients of the AAHHE University Faculty Award:

2023 Gina Ann Garcia & Gilberto Rosas
2022 Gilberto Q. Conchas & Kristine Molina
2021 Veronica Terriquez
2020 Adriana Briscoe
2019 Antonio A. García
2018 Karen Lozano and Erika Camacho
2017 Armando Martínez -Cruz
2016 Frederick Luis Aldana
2015 Estela Bensimon
2014 Aida Hurtado
2013 Margarita Calderon
2012 Cynthia Feliciano
2011 Sylvia Hurtado
2010 George J. Sanchez
2009 Denise A. Segura
2008 Alberta M. Gloria
2007 John Alderete
2006 Jorge Chapa and Marta Tienda

2005 Patricia Gándara
2004 Raymond V. Padilla
2003 Rogelio Saenz
2002 Sergio Aguilar – Gaxiola
2001 Virginia Sánchez-Karroll
2000 Yvonne Enid González Rodriguez
1999 Kris Gutiérrez
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1997 Laura Rendón
1996 Gloria Bonilla-Santigao
1995 Rolando Hinojosa Smith
1994 Frank Bonilla
1993 Arturo Madrid
1992 Paul Roldán
1991 Sonia Nieto
1990 Mari-Luci Jaramillo
1989 Frank Talamantes
1988 Piedad Robertson
1987 Flora Mancuso Edwards

2024 AAHHE COMMUNITY COLLEGE AWARD RECIPIENT

The AAHHE Community College Award recognizes an individual who has demonstrated excellence in advocacy, teaching, or leadership and has provided significant contributions to the community college enterprise.



Rafael Alvarez, MS
San Diego City College

Rafael Alvarez, MS is the director of the San Diego City College (SDCC) Mathematics, Engineering, Science Achievement (MESA) Program, an academic support program for students transferring to four-year universities in STEM (Science, Technology, Engineering, and Mathematics) majors. He grew up in east San Diego. Like his MESA students, he was once a first-generation college student, economically disadvantaged, and underrepresented in a STEM major. His students know him as the Corner Man! Rafael founded the SDCC MESA Program in 2000, and he began transforming the MESA model in 2009 by using “learning culture” to increase student success. In 2021, Alvarez captured his learning culture praxis in *Turning on the Lights: Using Learning Culture to Increase Student Success*. In recognition of Rafael’s exemplary achievement in contributing to the success of MESA Program students at SDCC, a Hispanic Serving Institution, he was awarded the 2012 John & Suanne Roueche Excellence Award from the League for Innovation in the Community College. Alvarez is also the recipient of the 2021 Outstanding Engineering Educator Award from the San Diego County Engineering Council. He earned a bachelor’s degree in engineering from Harvey Mudd College and a master’s degree in electrical engineering from the University of Southern California.

List of past recipients of the AAHHE Community College Award::

2023 Lydia CdeBaca-Cruz
2022 Estela Gutierrez & Ángel Reyna
2021 William Serrata
2020 Mona Aldana-Ramirez
2019 Liz Ann Báez Aguilar
2018 Marissa Vasquez
2017 Cristina Alfaro
2016 Cristina Villalobos
2015 Louie F. Rodriguez
2014 Sandra Trejos
2013 Sylvia Garcia-Navarrete
2012 Amaury Nora
2011 Stephanie Alvarez
2010 Maria del Carmen Martínez

2009 José B. González
2008 Elba Maldonado-Colón
2007 Enrique Chavez
2006 Arturo Hernandez
2005 René Díaz Lefebvre
2004 Eduardo E. Aguilar
2003 Virginia González

2024 AAHHE EARLY CAREER AWARD RECIPIENTS

In its fourth year, AAHHHE Early Career Award recognizes faculty or staff members who demonstrate commitment and promise via their actions, research, and service to the Latinx higher education community.



Giselle Martinez-Negrette, PhD
University of Illinois Urbana-Champaign

Giselle Martinez-Negrette, PhD is an assistant professor in the Department of Curriculum & Instruction at the University of Illinois Urbana-Champaign. She holds an MA in Education with a concentration in Bilingual Education & TESOL from New Mexico State University and a PhD from the University of Wisconsin-Madison. As an English as a Second Language (ESL) and early childhood educator, she has worked in several different regions, including Latin America, North America, Europe, Asia, and the Middle East. Martinez Negrette's research brings attention to the interplay of ethnic/racial considerations

in language education while pointing to wider socio-political issues and representations of race in the U.S. Her work on language, mobility, and migration analyzes the impact that mobility, demographic changes, and ideologies have on the linguistic development, educational trajectories, and opportunities of linguistically diverse populations in American schools. Martinez Negrette's research has been instrumental to support school communities in the Midwest that have been impacted by the increase in their Spanish-speaking student population in recent years. Her work has been recognized nationally and locally by the National Academy of Education/Spencer Foundation, the National Council of Teachers of English, and the Morgridge Center for Public Service at the University of Wisconsin-Madison.

List of past recipients of the AAHHE Early Career Award:

2023 Cinthya Salazar, PhD

2022 Vanessa Fonseca Chávez, PhD

2021 Antonio Duran, PhD

2024 AAHHE DOCTORAL STUDENT AWARD RECIPIENT

In its fourth year, the AAHHE Graduate Student Award recognizes doctoral students who aspire to join the academy and demonstrate their academic accomplishments and servant leadership at their university.



Diana Cervantes
The University of Texas at Austin

Diana Cervantes is a PhD candidate in the Program for Higher Education Leadership and Policy (PHELP) at The University of Texas at Austin. Originally from Portland, Oregon, she is a product of college success programs that helped her navigate predominantly white institutions of higher education as a first-generation college student. Her experience working in the federal government in Washington D.C. and at Excelencia in Education inspired her academic research interests to inform research, policy, and practice to accelerate student success in higher education. Her dissertation research centers Latina/Latino/Hispanic community college students and their racialized experiences with free college policy design and implementation. Cervantes has conducted research for the Free College Equity Lab, the Center for Community College Student Engagement (CCCSE), and Project MALES. She also currently serves as the Managing Editor for the Journal Committed to Social Change on Race and Ethnicity (JCSCORE). Diana earned Bachelor's degrees from the University of Oregon and a Master of Arts in higher and postsecondary education with an emphasis in social/cultural and civic analysis from Teachers College, Columbia University.

List of past recipients of the AAHHE Doctoral Student Award:

- 2023 Merylou Rodriguez
- 2022 Roberto Orozco
- 2021 Angel Gonzalez, MA, PhD

AAHHE MILDRED GARCIA FOUNDERS' AWARD

The AAHHE Mildred García Founders' Award is given in the spirit of the extraordinary leadership, stewardship, and courage evidenced by the founding members of the American Association of Hispanics in Higher Education. This award honors an individual or organization demonstrating an exemplary commitment to advancing access and success of the Latinx population in higher education; evidencing a pioneering spirit in forging transformational avenues and inclusionary opportunities that support and promote Latinx issues; and achieving outstanding accomplishments aligned with AAHHE's mission. The AAHHE Founders' Award is now named after Dr. Mildred García.



Mildred García, EdD

President
American Association of State Colleges & Universities
Washington, DC

Mildred García, EdD, president of the American Association of State Colleges and Universities (AASCU), is an advocate for public higher education at the national level, working to influence federal policies and regulations; serving as a resource to presidents and chancellors as they address state policy and emerging campus issues; developing collaborative partnerships and initiatives that advance public higher education; directing a strategic agenda that focuses on public college and university leadership for the 21st century; and providing professional development opportunities for presidents, chancellors, and their spouses. She is the first Latina to lead one of the six presidentially based higher education associations in Washington, D.C. A much sought-after speaker, García served as president of California State University, Fullerton, the fourth largest university in the state, and president of CSU Dominguez Hills becoming the first Latina president in the largest system of public higher education in the country. García served as the CEO of

Berkeley College. She has held both academic and senior-level positions at many distinguished academic institutions. A recipient of myriad honors and awards, García served on President Barack Obama's Advisory Commission on Educational Excellence for Hispanics, on the Air University's Board of Visitors, and on the Committee on Measures of Student Success. She presently sits on the boards of ETS, National Center for Higher Education Management Systems (NCHEMS), and American Academic Leadership Institute (AALI). She served as the co-chair for the Bill and Melinda Gates Foundation's Postsecondary Value Commission. A first-generation college student, García earned a Doctor of Education and an MA in Higher Education Administration (Teachers College, Columbia University); an MA in Business Education/Higher Education (New York University); a BS in Business Education (Baruch College, City University of New York); and an AAS (New York City Community College).

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San Bernardino, CA

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Dr. Mildred García
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American Association of State Colleges & Universities
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Dr. Juan C. Gonzales
Professor of Practice
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Professor
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Bethlehem, PA

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2024 AAHHE MILDRED GARCIA FOUNDERS' AWARD RECIPIENT



David A. Fuentes, PhD
William Paterson University

David A. Fuentes, PhD is associate dean in the College of Education at William Paterson University where he began his career in higher education as an assistant professor of teacher education in 2012. As an education scholar, researcher, and leader Fuentes has had a profound impact in the lives of the students, faculty, and campus community where he serves. Through his scholarship, program development and several special projects that he has led, Fuentes has worked to create more equitable outcomes for students and faculty alike. He earned his PhD in Curriculum in Curriculum

and Instruction from the Pennsylvania State University and an MEd in Bilingual and Multicultural Education and BA from the University of Massachusetts-Amherst. He was born and raised in Amherst, Massachusetts. The youngest of seven children and born into a family of educators, he continues a legacy in pursuit of equity in public education that was began by parents, Luis and Dora Fuentes. His father was the first Puerto Rican Superintendent in the Lower East Side of Manhattan (1968-1973) having implemented some of first bilingual programs in the U.S. His mother served as principal in Holyoke, MA, a community represented by almost 50 percent Latinos.

List of past recipients of the Founders' Award:

- 2023 The Campaign for College Opportunity, Audrey Dow
- 2022 Adela de la Torre
- 2021 Joseph I. Castro

List of past recipients of the President's Award:

- 2020 Monica Lozano, President and CEO, College Futures Foundation
- 2019 The Honorable Mari-Luci Jaramillo, Former U.S. Ambassador to Argentina
- 2018 Gary Francisco Keller, Hispanic Research Center, Arizona State University

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