

The logo for AAHHE (American Association of Hispanics in Higher Education, Inc.) is displayed in a bold, orange, sans-serif font. The background of the entire page is a vibrant, abstract pattern of organic shapes in shades of yellow, green, and orange, outlined in dark blue, resembling stylized leaves and flowers.

# AAHHE

American Association of Hispanics in Higher Education, Inc.

2021 AAHHE NATIONAL CONFERENCE  
VIRTUAL EVENT

**SEMBRANDO**  
**SEMILLAS**

(RE)IMAGINING THE CONTOURS  
OF LATINX/A/O COMMUNITIES  
IN HIGHER EDUCATION

MARCH 1-4, 2021 | 12 PM TO 6 PM EST



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**Sabrina Cuadra '21**  
*Psychology*

*Members of Aggieland Mariachi, also known as "Mariachi Anillos De Oro," share their Aggie Spirit like no one else, blending Texas A&M traditions with Hispanic culture and music.*

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**THE AGGIES ARE WE**

*The Texas A&M Office of the President is proud to sponsor the  
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American Association of Hispanics in Higher Education, Inc.

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Social Entrepreneur  
Podcast Host at Latinx America
- Dr. Patrick L. Valdez, Chancellor  
Professor of Education  
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Welcome/Bienvenidas/os to the 2021 National Conference:

Despite the numerous uncertainties since March 2020, we endeavor to advance AAHHE's mission and vision as an agent of change for education access and success for the Latinx community. We appreciate your joining us knowing full well that many individual and institutional members have been affected by personal and professional upheavals that continue to affect "normalcy".

The 2021 conference theme *Sembrando Semillas: (Re)imagining the Contours of Latinx/a/o Communities within Higher Education* brings many inspiring talks, presentations, and poster sessions informed by our themes of *institutional leadership and transformation, (re) conceptualizing Latinidad, advocacy and activism, and campus and community ties*. Whether you are a graduate student, a university administrator, a faculty member, or a community member, the conference will engage you in culturally responsive knowledge-building from emerging and senior scholars.

Preceding the conference week are Institutes on Friday, February 26<sup>th</sup>. These include the ETS Student Success, Community College, Publications, and Leadership Institutes. The Leadership Institute features sitting university presidents—Dr. Ana Mari Cauce, University of Washington and Dr. Thomas Parham, California State University, Dominguez Hills.

Awards are central to all conferences. You will be introduced to the recipients of the ETS Outstanding Dissertation Competition, Book of the Year, and annual awards in different categories. We will recognize California State Chancellor Joe Castro for the President's Award.

AAHHE is indebted to individuals, institutions, and conference sponsors who support the association. I express special appreciation to conference Co-chairs, Drs. **David Perez III and Nancy Acevedo-Gil**, and Drs. Victor Saenz, Chair-elect and Loui Olivas, President, and Dr. Lucia Gutierrez, AAHHE's Executive Director.

In closing, please join me in recognizing Dr. Loui Olivas, founding member and President of AAHHE for his stewardship of the association for the past 15 years. In collaboration with former and current board members, as well as other members of AAHHE he established a network of thought leaders and higher education activists. The Board of Directors and I celebrate him.

Adelante siempre,

Patricia Arredondo, EdD, NCC  
AAHHE Board Chair

## CONFERENCE AT A GLANCE

FEBRUARY 26 & MARCH 1 – 4, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

### 2021 AAHHE NATIONAL CONFERENCE | VIRTUAL EVENT

# SEMBRANDO SEMILLAS

(RE)IMAGINING THE CONTOURS OF LATINX/A/O  
COMMUNITIES IN HIGHER EDUCATION

#### PRE-CONFERENCE INSTITUTES & WORKSHOP

##### FRIDAY, FEBRUARY 26TH, 2021

11:00 a.m. – 4:00 p.m.

AAHHE – Educational Testing Services (ETS) Latinx Student Success Institute:  
*Policy, Pandemic and Promise: Promoting Latinx Student Success in Urban Communities*  
Sponsored by ETS



1:00 – 3:00 p.m.

Latinx Leadership Institute: *Leading with Inspiration During the Era of Pandemics*

1:00 – 4:00 p.m.

Community College Institute: *How to Lead Community Colleges during Uncertain Times*

1:00 – 4:00 p.m.

Workshop: *Nuts & Bolts of Writing*

#### ANNUAL CONFERENCE

##### MONDAY, MARCH 1, 2021

12:00 – 1:00 p.m.

Welcome Program

1:00 – 1:45 p.m.

*37th Annual Tomás Rivera Lecture*

John King, JD, President and CEO, The Education Trust  
Sponsored by ETS



1:45 – 1:50 p.m.

Conference at a Glance Overview

2:00 – 2:45 p.m.

Concurrent Sessions

Research Paper 8C: *Plantando Raices en el Sur: First-Generation Mexican-Origin College Students' Transformational Impetus in New Destination States*  
*Virtual Room sponsored by Cal State LA Foundation*



Research Paper 6D: *Developing Latinx-Enhancing Online Pandemic Teaching Best Practices*

Research Paper 6B: *The Semillas That Grew from Concrete: The Strength of Formerly Incarcerated Latinx/a/o Students*  
Skill-Building Workshop 5B: *Using QuantCrit to Engage in Scholarship of Teaching and Learning as a Reflective Practice*

# CONFERENCE AT A GLANCE

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FEBRUARY 26 & MARCH 1 – 4, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

2:45 – 3:00 p.m.

Brief social activity – Mindfulness Session

3:00 – 3:45 p.m.

Concurrent Sessions

Outstanding Dissertations Competition, Third Place Winner Dissertation: *Uncovering Typologies of Civically Engaged Latinx/a/o College Graduates*

Research Paper 9A: Chicana/Latina Undergraduate Mujeres Cultivating Esperanza, Conocimiento, y Resistencia en Sus Familias  
*Virtual Room Sponsored by Texas A&M University*



Interactive Symposium 10A: Resisting Marginalization, Dismantling Oppression: The Need to Understand Latinx/a/o Student Identities Across the STEM Pipeline

Interactive Symposium 10B: Latinx/a/o College Choice during COVID-19: Institutional, Student, and Parent Perspectives at an Emerging Hispanic Serving Institutions

3:45 – 4:00 p.m.

Brief social activity – Chair Self Massage Session

4:00 – 4:45 p.m.

Concurrent Sessions

AHHE Commissioned Scholarly Paper: *Suficiente [Enough]: Reckoning with the Complexities of Anti-Blackness in Higher Education for Latinx/a/o Communities*

Research Paper 9D: What Does It Mean to be an HSI? Listening to the Voices of Latinx and Non-Latinx Faculty and Administrators of Color

Research Paper 9E: Empowering Latino Men in Higher Education: A Focus on Psychological, Social, and Cultural Factors

Interactive Symposium 9F: Futurity of Queer and Trans Latinx/a/o Possibilities in Higher Education

Performance, Visual, and Digital Scholarship 1A: The Influences of Mother-Daughter Relationship on Latina Undergraduates' Persistence

5:00 – 6:00 p.m.

Networking Café & Social Hour: Meet & Greet with AAHHE Board of Directors & Trivia Night

## TUESDAY, MARCH 2, 2021

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12:00 – 12:10 p.m.

Welcome Program

12:10 – 1:10 p.m.

Plenary Session: *Ya es Hora! Addressing Colorism in Latinx Higher Education*

# CONFERENCE AT A GLANCE

FEBRUARY 26 & MARCH 1 – 4, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

1:15 – 1:45 p.m.

AAHHE Awards: Founders', Alfredo G. de los Santos, Jr. Distinguished Leadership, University Faculty and Books of the Year

2:00 – 2:45 p.m.

Concurrent Sessions

Outstanding Dissertations Competition, Second Place Winner Dissertation: *Bilingual Ways with Words: An Ethnographic Study of Language and Social Constructions in a Kindergarten Dual Language Class*

Research Paper 7B: Making it Work: Career Success for Latino Men at Texas Community Colleges  
*Virtual Room Sponsored by Texas State University*



Research Paper 6C: Borders of Perceptual Horizons: How Latinidad Is Usurped Within The Neoliberal Higher Education Agenda

Skill-Based Workshop 5C: Navigating New Waters: Elevating the Virtual Work of the Texas Education Consortium for Male Students of Color

2:45 – 3:00 pm

Brief social activity – Chair Yoga Session

3:00 – 3:45 p.m.

Concurrent Sessions

AAHHE Commissioned Scholarly Paper: *From Testimonios [Testimonies] to Theorizing: Advancing a Higher Education Research Agenda for Queer and Trans Latinx/a/o Communities*

Research Paper 8A: Developing a Transfer Pipeline to a Research University for Latinx Students using Transfer Receptive Culture  
*Virtual Room Sponsored by California State University - Northridge*



Interactive Symposium 10C: Latinx-enhancing While Online: Best Practices for HSIs in a Pandemic World

Interactive Symposium 10D: Latina Women in STEM: An Asset-Based Approach to Increasing Resilience

3:45 – 4:00 p.m.

Brief social activity – Mindfulness Session

4:00 – 4:45 p.m.

Concurrent Sessions

Poster Session 2D: Advancing Collaboration with Institutions Abroad Through the Fulbright Specialist Program

Poster Session 2B: The Learning Assistant Model: Creating Community, Supporting Minoritized Learners' STEM Identity Development and Identity Integration

Poster Session 2A: The Role of Identity Formation on the Undocumented Young Immigrant Student Experience Through Anti-Immigration Federal Policies

Poster Session 1C: Understanding the Impact of COVID-19 on Immigrant Families: Mexican-Immigrant Mothers Reflejando A Través Las Letras

Poster Session 1B: Latino Male Undergraduates' Relationship with their Mothers and Academic Persistence (Canceled)

5:00 – 6:00 p.m.

Networking Café & Social Hour: Pursuing a Doctorate, Loteria Game & Exercise Class.



# CONFERENCE AT A GLANCE

FEBRUARY 26 & MARCH 1 – 4, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

## WEDNESDAY, MARCH 3, 2021

12:00 – 12:15 p.m.

Welcome Program

12:15 – 1:15 p.m.

*5th Annual Cigarroa Family Medical/STEM Lecture, Alfredo Quiñones-Hinojosa, MD*

1:15 – 1:45 p.m.

AAHHE & ETS Outstanding Dissertations Competitions Awards – 1st, 2nd and 3rd place winners.

*Sponsored by ETS.*



2:00 – 2:45 p.m.

Concurrent Sessions

Outstanding Dissertations Competition, First Place Winner Dissertation: *The Impact of Detention Proceedings and Solitary Confinement on Latinx, Transgender, Undocumented and Asylum-Seeking Immigrants*

Research Paper 8B: Cosechando Esperanza: Rural Latino/a/x Students Access and Success in Postsecondary Education

*Virtual Room Sponsored by Fielding University*



Research Paper 7C: Rethinking Institutional Partnerships and Structures to Expand Student Social Capital for Success  
Skill-Based Workshop 5D: Project MALES: Mentoring Boys and Young Men of Color through a Global Pandemic

2:45 – 3:00 p.m.

Brief social activity – Chair Self Massage Session

3:00 – 3:45 p.m.

Concurrent Sessions

AAHHE Commissioned Scholarly Paper: *Curando La Comunidad [Curing the Community]: Using Community-Based Practices to Develop the Next Generation of Latinx/a/o Scientists*

Interactive Symposium 9C: Re-imagining an HSI Community College System through PUENTE

*Virtual Room Sponsored by California State University – San Bernardino*



Research Paper 8D: Associations Between Learning Assistants, Passing Introductory Physics, and Equity: A Quantitative Critical Race Theory Investigation

Interactive Symposium 4D: Chicana/Latina Spiritual Activism: Engaging in Advocacy and Activism via Interpersonal, Virtual, and Institutional Spaces

3:45 – 4:00 p.m.

Brief social activity – Chair Yoga Session

4:00 – 4:45 p.m.

Concurrent Sessions

Round Table 4B: (Re)imagining Higher Education for Latina Undergraduates by Sembrando Leadership Semillas through Student Development Practices

Round Table 4A: Put Your Funding Where Your Mouth Is: Using Title V Funding to Support Latinx Students

Round Table 3C: Hear My Voice: Supporting Success for Parenting and Unhoused Women of Color

Round Table 3A: STEM Conceptual Framing

Round Table 3B: First Across Educational Borders: Resilient First-generation-to-college Latina/o/x Students Overcoming Intersectional Challenges at Hispanic Serving Institutions

5:00 – 6:00 p.m.

Networking Café & Social Hour: Digital Networking & Branding, Presente Poetry Slam, Salsa Social

# CONFERENCE AT A GLANCE

FEBRUARY 26 & MARCH 1 – 4, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

## THURSDAY, MARCH 4, 2021

12:00 – 12:15 p.m.

Welcome Program

12:15 – 1:15 p.m.

Plenary Session: COVID-19: *Its Impact on the Latina/o/x community and Academia*

1:15 – 1:45 p.m.

AAHHE Awards: Outstanding Support of Hispanic Issues, William Aguilar Cultural Arts, Community College, Early Career, Graduate Student and Distinguished Authors.

2:00 – 2:45 p.m.

Concurrent Sessions

AAHHE Commissioned Scholarly Paper: *La Lucha por Libertad y Sobrevivencia: Afro-Cuban Higher Education and Economic Mobility in Havana*

Research Paper 7A: COVID-19 and Its Impact on Latinx Communities and Higher Education  
*Virtual Room Sponsored by University of Utah – Medical School*



Round Table 4C: Dual Pandemic Intersection: COVID-19 and Latinas' Persistence in STEM in the Borderlands

Round Table 3D: Implementing a Culturally Responsive Evaluation in Assessing the Needs of First Generation Students' Remote Learning Experiences Due to the COVID-19 Pandemic at a Hispanic Serving Institution

2:45 – 3:15 p.m.

Concluding Program: Javier Ávila, PhD, *The Trouble With My Name*



The University of Texas at Austin

Division of Diversity and  
Community Engagement

THE UNIVERSITY OF TEXAS AT AUSTIN  
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## AAHHE FEATURED SPONSORS & PARTNERS

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### AAHHE PARTNERS



## ABOUT AAHHE



American Association of Hispanics in Higher Education, Inc.

### First Fifteen Years of AAHHE in Review: 2005 - 2020

In its Sixteenth Anniversary, the American Association of Hispanics in Higher Education (AAHHE) is celebrating 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 Hispanics in higher education.

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

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).

If institutions of higher education have been viewed as the pathway to an educated citizenry critical to sustaining an economic and political democracy, the call to action should be obvious. It is imperative that pipeline issues for Hispanics in higher education are addressed at the highest levels nationwide, and that broad, effective change is made. AAHHE is well-positioned to work with institutions of higher education, foundations, business partners, and other collaborative organizations that seek to address these issues. AAHHE is committed to:

- Addressing societal issues as they pertain to the growing population.
- Convening 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.

\* We use the terms Hispanic and Latinx interchangeably.

### AAHHE's ACCOMPLISHMENTS TO DATE

#### Mentoring Future Scholars and Leaders

▶ **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.

▶ **Graduate Fellows Program:** Since 2007, 261 doctoral students from various disciplines have participated in a program, held in conjunction with AAHHE's national conference, focused on guidance and mentorship to navigate the complexities of higher education and to successfully complete their doctoral degree.

▶ **Faculty Fellows Program:** Since 2008, 149 early career faculty from various disciplines participated in a program, held in conjunction with AAHHE's national conference, focused on guidance and mentorship to help them navigate the nuances of attaining tenure.

▶ **Executive Leadership Academy (New Leadership Academy):** More than 140 early career administrators from various disciplines have participated in year-long programs focused on developing administrative preparation skills from DEI perspectives. Two Research 1 Universities partnered with AAHHE in consecutive years to deliver this programming, University of California Berkeley (2011–2015) and the University of Michigan's National Center for Institutional Diversity (2015–2020). The University of Utah will be AAHHE's partner in this initiative beginning in 2021.

#### Showcasing and Celebrating Excellence

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

▶ Since 2017, the **Cigarroa Family Medical/STEM Lecture Series** highlights thought leaders addressing the advances of the Latinx population in the Science, Technology, Engineering and Mathematics (STEM) disciplines.

## ABOUT AAHHE

► Over the years, the [AAHHE Annual Awards Program](#) has recognized and celebrated dozens of faculty, artists, administrators, and Latinx advocates.

► Through the [AAHHE Book of the Year Award](#), sixteen authors have been recognized for their contributions focused on the Latinx community and the impact on higher education for Latinxs.

### Research and Scholarly Leadership

► The **Latinx Student Success Institute**, a pre-conference session in its 13-year partnership with Educational Testing Service (ETS), focuses on promising practices that address issues of access and success for the Latinx population.

► In its third year as a preconference session, the **Community College Institute** specifically targets promising practices and leadership strategies for faculty and administrators working in community colleges.

► Over the past 13 years, the ETS sponsored **Outstanding Dissertations Competition** has recognized 30 doctoral candidates for their outstanding dissertations. The top three winners have showcased their dissertations as featured conference sessions.

► AAHHE annually commissions four to five Latinx scholars to write the prestigious [AAHHE Commissioned Scholarly Treatises](#) to address pressing issues facing the Latinx community and to be showcased the annual conference.

### AAHHE's New Era: 2021 and Beyond

2020 and 2021 are important transition years in the AAHHE history. We are proud of the many accomplishments noted and are positioning to further our mission and impact for Latinx higher education. Here are some of our changes and priorities.

#### Fellows Programs - Realigned

AAHHE is advancing a strategic alignment of our Graduate Fellows, Faculty Fellows, and Administrative Leadership Fellows (NLA) Programs. This re-alignment will continue to provide a pipeline of talented Latinx scholars and leaders for our higher education institutions and other industry sectors with individuals and organizations that serve and support Latinx communities. With this alignment are new curricula, mentorship, and resources that will directly benefit the Fellows in these programs.

#### New Partnerships

In 2020, AAHHE entered into several strategic partnerships to advance its mission and to plan for the future. These partnerships include:

AMC Source became AAHHE's business partner July 2020. This association management company, based in Ft. Lauderdale, FL, provides 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 the AAHHE Executive Director.

The **University of Utah** is AAHHE's new partner for the Administrative Leadership Fellows Program, also known as the New Leadership Academy; most recently a collaboration with the University of Michigan. A new cohort of Fellows will commence their program July 2021.

#### Continuing Partnerships

Long-standing partnerships with the **Hispanic Outlook in Higher Education** and **Educational Testing Services (ETS)** have helped move its mission forward. *The Hispanic Outlook in Higher Education Magazine* has been a partner since 2007, publishing article submissions "Finding My Way, A Latinx Self-Reflection" and "Faculty Voices" written by AAHHE Graduate Students and Faculty Fellows, respectively. ETS will continue to co-sponsor the Outstanding Dissertations Competition and Awards, as well as the Latinx Student Success Institute, hosted at the annual conference.

#### Advancing Inclusion and Diversity

The Board of Directors is advancing its priority for inclusion and representation of diversity throughout the organization and all areas of programming. Addressing AfroLatinidad and non-binary individuals in Latinx higher education research and practice are strategic priorities. In November 2020, Former Faculty Fellow Dr. Claudia Garcia-Louis, was our inaugural author with an Academic Research Brief titled, *Hey Hispano: Forget the Celebration, Address Your Internal Prejudice*. Through this Brief, Dr. Garcia-Louis addressed both AfroLatinidad and Latinx intersectionality. She is a former AAHHE Faculty Fellow.

#### Member Participation on AAHHE Committees

In 2021, the Board of Directors announced an open invitation to members to serve on one of the association standing committees. This outreach effort is meant to involve more members on an on-going basis with the on-going strategic development and priority strategies of AAHHE.

#### AAHHE Leadership

The Board of Directors continues to give guidance to the evolution of AAHHE through its strategic plan and priorities. Per the AAHHE Bylaws, there are 16 members, including two members at large. In 2021, the membership elected the first Faculty Member-at-Large and Graduate Student at-Large. AAHHE is incorporated in the State of Delaware.



# AAHHE LEADERSHIP

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Coordinator, H&SS Collective for  
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# AAHHE LEADERSHIP

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Doctoral Student/GTA  
University of Vermont

**Elsa Gonzalez, PhD**

Assistant Professor of Higher Education, PhD Program  
Director  
University of Houston

**Ignacio Hernández, PhD**

Associate Professor of Educational Leadership  
California State University, Fresno

# 2021 CONFERENCE PLANNING COMMITTEE

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Chair and Associate Professor, Department of Educational Leadership

California State University, Fresno

## **Adrian Huerta, PhD**

Assistant Professor of Education

University of Southern California

## **Vanessa L. Martínez, MS, EdD**

Graduation & Retention Advising Specialist

California State University, Northridge

## **Nancy Mendoza**

Assistant Professor of Social Work

Ohio State University

## **Roberto C. Orozco, MS**

Doctoral Candidate

Rutgers University – New Brunswick

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Assistant Professor of Sociology

California State University, Dominguez Hills

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Master's Student in Department of Counseling

California State University, Long Beach

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Office of Diversity and Outreach

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## **Marissa Vasquez, EdD**

Assistant Professor of Administration, Rehabilitation, and Postsecondary Education

San Diego State University

## **Angel L. Velez**

Doctoral Candidate

University of Illinois at Urbana–Champaign

## **Kristan Venegas, PhD**

Associate Dean of Educational Transformation and Faculty Affairs

University of LaVerne

## **Yolanda Zepeda, MS**

Assistant Vice Provost

Ohio State University

# 2021 BOOKS THE YEAR AWARDS SELECTION COMMITTEE

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Professor Emeritus  
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President  
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Professor of Social Psychology  
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Professor of Higher Education  
University of Texas at San Antonio

**Carmen Tafolla, PhD**

Professor of Transformative Children's Literature  
University of Texas at San Antonio



**17<sup>th</sup>** ANNUAL

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**SAVE**

**THESE DATES**

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**MARCH 1-6**

**2022**

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**Join AAHHE for  
the 2021 National  
Conference**

**Hotel Irvine  
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# PRE-CONFERENCE AGENDA (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

FRIDAY, FEBRUARY 26TH, 2021  
11:00 A.M. – 4:00 P.M.

## AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE

### Policy, Pandemic, and Promise: Promoting Latinx Student Success in Urban Communities

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

Edith Fernández, PhD, ETS Latinx Student Success Institute Co-chair; Vice-president of College and Community Engagement, Nevada State College

Magdalena Martínez, PhD, Assistant Professor, School of Public Policy & Leadership, Greenspun College of Urban Affairs and Director, Education Programs, The Lincy Institute, University of Nevada, Las Vegas

The Latinx Student Success Institute features nationally recognized higher education researchers and practitioners who will present empirical evidence and best policies and practices focused on Latina/o academic success at two- and four-year institutions in urban communities. This highly interactive format will inspire, educate, and empower leaders to return to their campus with new questions, ideas, and action steps to move this agenda forward.

FRIDAY, FEBRUARY 26TH, 2021  
1:00 – 3:00 P.M.

## LATINX LEADERSHIP INSTITUTE

### Leading with Inspiration During the Era of Pandemics

Ana Mari Cauce, PhD, President  
University of Washington

Thomas Parham, PhD, President  
California State University, Dominguez Hills

Moderator, Patricia Arredondo, EdD  
AAHHE Chair, Board of Directors

The Latinx Leadership Institute is designed for administrators, faculty, and decision-makers considering career advancement in higher education. Graduate students are also invited. Contemporary academic leaders have faced and managed multiple challenges on their college campuses during the 2020–21 academic years. These include decisions about keeping the campus and residence halls open, teaching hybrid or in large spaces with fewer students, and cancelling important events such as graduation and sporting events. Two university presidents will address how their intersecting identities inform their leadership, scholarship, and role in campus and community partnerships, and will share what inspires their worldview as a university leader—what values and hopes motivate their endeavors.

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**“I appreciate the professional space the Graduate Fellows Program provided where I was able to receive feedback and gain new perspectives on not only my research, but my future career trajectory... Personally, the community I build with other graduate fellows helps me reenergize and stay motivated to continue with my research as I move forward in my professional career.”**

Susana Hernandez, PhD  
2020 AAHHE Graduate Student Fellow

# PRE-CONFERENCE AGENDA (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

FRIDAY, FEBRUARY 26TH, 2021  
1:00 – 4:00 P.M.

## 3RD ANNUAL COMMUNITY COLLEGE INSTITUTE (CCI)

### How to Lead Community Colleges during Uncertain Times

Linda L. García, Executive Director  
Center for Community College Student Engagement,  
The University of Texas at Austin

Steven R. Gonzales, EdD, Interim Chancellor,  
Maricopa Colleges

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

Patrick L. Valdez, PhD  
CCI Co-chair

In its third year, the Community College Institute (CCI) provides learning opportunities to Latinx community college leaders. Research shows that leaders of community colleges need to be aware of issues related to student success and access, institutional transformation during uncertain times, and need to develop competencies in balancing institutional history with the mission and vision of the community college. Leaders should use data to improve student success, create a student-centered culture, and establish an institutional infrastructure that builds talent and institutional capacity to have a sustainable organization. The goal of this session is for participants to apply the concepts learned to their own professional careers.

FRIDAY, FEBRUARY 26TH, 2021  
1:00 – 4:00 P.M.

## PRE-CONFERENCE WORKSHOP

### Nuts & Bolts of Writing

Melissa A. Martínez, PhD  
Associate Professor, Texas State University

The Nuts & Bolts of Writing workshop highlights the steps in the academic writing and publication process to turn research findings into conference presentations and published works such as peer-reviewed journal articles and book chapters. Useful tips, tools, templates, and examples applicable to graduate students in all fields of study will be shared to help make the implicit aspects of the process explicit and manageable. Participants will engage with and personalize the resources to meet their scholarly goals and needs.



We are committed to honoring  
and uplifting the richness and power  
of diversity through our Latinx faculty,  
staff, and students.

# AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE

FRIDAY, FEBRUARY 26TH, 2021 ▶ 11:00 A.M. – 4:00 P.M. EST

## *Policy, Pandemic, and Promise: Promoting Latinx Student Success in Urban Communities*

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

Edith Fernández, PhD, ETS Latinx Student Success Institute Co-chair; Vice-president of College and Community Engagement, Nevada State College

Magdalena Martínez, PhD, Assistant Professor, School of Public Policy & Leadership, Greenspun College of Urban Affairs and Director, Education Programs, The Lincy Institute, University of Nevada, Las Vegas

The AAHHE & ETS Latinx Student Success Institute features nationally recognized higher education researchers and practitioners who will present empirical evidence and best policies and practices focused on Latina/o academic success at two- and four-year institutions in urban communities. This highly interactive format will inspire, educate, and empower leaders to return to their campus with new questions, ideas, and action steps to move this agenda forward.

### **Reframing Education Policies to Advance Latinx Student Success**

The educational landscape has dramatically changed due to the ongoing COVID-19 pandemic. As a result, educational experiences and outcomes has vividly revealed disparities between marginalized Latinx families and their counterparts. Recent reports highlight that community colleges are facing declines in enrollment in fall 2020, Latinx students who do attend local colleges struggle with consistent and reliable internet access to their courses, and others simple struggle with food, housing, and health care insecurities. These alarming trends compel educational leaders to advocate to local, state, and regional policy leaders to address this dire situation for Latinx students and their families. Unfortunately, these disparities reflect a complex portrait that requires administrators, faculty members, and local, state, and national policy leaders to work collaboratively to develop policies, programs, and practices to reverse these trends in urban communities.

11:00 – 11:15 a.m.

**Virtual Welcome and Introduction to Institute:** Dr. Víctor Sáenz

11:15 – 11:30 a.m.

**Introduction and Virtual Session Guidelines and Participation:** Dr. Luis Ponjuán, Texas A&M University

11:30 a.m. – 12:00 p.m.

**First session: Understanding the Landscape.** Facilitator: Dr. Luis Ponjuán

12:00 – 12:30 p.m.

**Virtual Session Breakout Room Session.** Facilitator: Dr. Luis Ponjuán

12:30 – 12:45 p.m.

**Session Break**

12:45 – 1:15 p.m.

**Main Keynote Address:** Dr. Magdalena Martínez, University of Las Vegas Nevada, 2020 Former AAHHE Faculty Fellow

1:15 – 1:45 p.m.

**Virtual Breakout Rooms Session.** Facilitator: Dr. Magdalena Martínez

1:45 – 2:00 p.m.

**Checking In: Participant Voices**

2:00 – 2:15 p.m.

**Session Break**

2:15 – 2:45 p.m.

**Theory to Practice Session.** Dr. Edith Fernández, Vice President of College and Community Engagement, Nevada State College

2:45 – 3:15 p.m.

**Virtual Breakout Rooms Session.** Facilitator: Dr. Edith Fernández

3:15 – 3:45 p.m.

**Final Thoughts and Participant Check-in:** Dr. Luis Ponjuán, Dr. Edith Fernández & Dr. Magdalena Martínez



# 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 and the executive director of the Investing in Diversity, Equity, Access, and Learning (IDEAL) research project at Texas A&M University, College Station, Texas. He has 20 years of professional higher education work experience by also working at the University of Florida, University of Michigan, and Florida State University. He earned his PhD in Higher Education from the University of Michigan, master's degree from Florida State University, and a bachelor's degree in psychology from the University of New Orleans. He is a first-generation Cuban immigrant and college graduate.

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

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

### Edith Fernández, PhD

Latinx Student Success Institute Co-chair  
Vice president, College and Community Engagement, Nevada State College



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

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

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

# AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE

## PRESENTERS

### Magdalena Martínez, PhD

Assistant Professor, School of Public Policy & Leadership, Greenspun College of Urban Affairs  
Director, Education Programs, The Lincy Institute,  
University of Nevada, Las Vegas



**Magdalena Martínez, PhD** is an assistant professor in the department of Public Policy and Leadership, College of Urban Affairs, and director of Education Programs with The Lincy Institute. Her areas of expertise include education policy, leadership, access and equity for underrepresented student populations and the role of higher education in

a diverse society. She regularly provides expert testimony (k-12 and postsecondary) on education policy issues and is involved in numerous efforts to build capacity through education research and policy. ▶

**“I am filled with hope that organizations like AAHHE will continue to gather all brilliant, promising, and established Latinx scholars that will pace us toward a future that honors our necessary acts of authentic courage and conciencia. It is in this vision of the future that I, and many more like me, must be at the metaphorical table to contribute the community AAHHE programming provides.”**

**A. Longoria, PhD**  
2020 AAHHE Faculty Fellow



# LATINX LEADERSHIP INSTITUTE

FRIDAY, FEBRUARY 26TH, 2021 ▶ 1:00 – 3:00 P.M. EST

## *Leading with Inspiration During the Era of Pandemics*

**Ana Mari Cauce, PhD, President, University of Washington**

**Thomas Parham, PhD, President, California State University, Dominguez Hills**

**Moderator, Patricia Arredondo, EdD, AAHHE Chair, Board of Directors**

Preparing the next generation of Latinx/a/o leaders is embedded in the AAHHE mission. This session is designed for administrators, faculty, and decision-makers considering career advancement in higher education. Graduate Students are also invited.

Contemporary academic leaders have faced and managed multiple challenges on their college campuses during the 2020–21 academic years. These include decisions about keeping the campus and residence halls open, delivering teaching hybrid or in large spaces with fewer students, and cancelling important events such as graduation and sporting events. There is no textbook for how to approach these decisions, yet they have had to be made.

In our session, we will invite our presenters, two university presidents, to address how their intersecting identities inform their leadership, scholarship, and role in campus and community partnerships. We want to learn what inspires their worldview as a university leader—what values and hopes motivate their endeavors.

We are joined by National Leadership Academy (NLA), a collaboration with the University of Utah.

# Montana State University

BOZEMAN

## Meet Austin ▶

*Graduate Assistant Athletic Trainer,  
pursuing a graduate degree in Adult  
and Higher Education*



“At Montana State University, the one thing that stands out is openness. Though every person may come from a variety of a different backgrounds, they are open to different views. The resources provided through the Diversity and Inclusion Student Commons have allowed me to connect with the Hispanic/Latinx student community and have a good sense of cultural identity. I feel a strong sense of pride to be a part of this university.”



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# LATINX LEADERSHIP INSTITUTE

## PRESENTERS

### Ana Mari Cauce, PhD

President  
University of Washington



**Ana Mari Cauce, PhD** is the 33rd president of the University of Washington where she has been a member of the faculty since 1986. A graduate of the University of Miami and Yale University, she is a noted scholar on risk and resilience among adolescents and has received numerous awards for her research as

well as the university's Distinguished Teaching Award. Before becoming president in 2015, she served as chair of the Departments of American Ethnic Studies and Psychology, as dean of the College of Arts and Sciences and as provost, the University's chief academic officer. In 2008, she played a key role in establishing the Husky Promise, a program that has helped more than 40,000 low-income students attend the UW.

Since becoming president, Cauce has put a spotlight on the UW's work in Population Health across the university, launched the university's Race & Equity Initiative and been a champion for ensuring the UW and public higher education across the country remain accessible and affordable for all students. As president, and throughout her tenure, she has worked to advance the university's mission of serving the public good by focusing on the UW's impact on the lives of the people in Washington and throughout the world. ▶

### Thomas A. Parham, PhD

President  
California State University, Dominguez Hills



**Thomas A. Parham, PhD**, is a family man who resides in the Southern California area with his wife, Davida. Parham is the 11th president of California State University, Dominguez Hills (CSUDH), a highly diverse, metropolitan university primarily serving the South Central and South Bay areas of Los Angeles County. Established in 1960,

CSUDH is one of the 23 campuses that comprise the California State University system, the largest system of public higher education in the nation. He previously served as vice chancellor of student affairs and an adjunct faculty member at the University of California, Irvine, where he had been since 1985.

For the past 38-plus years, Parham has focused his research efforts in the area of psychological nigrescence and has authored or co-authored six books and nearly 50 journal articles and book chapters. He has sustained a scholarly focus in the areas of racial identity development, African psychology, and multicultural counseling. Parham grew up in Southern California and received his bachelor's degree in social ecology from the University of California, Irvine, his master's degree in counseling psychology at Washington University in St. Louis, and received his PhD in counseling psychology at Southern Illinois University at Carbondale. He is licensed to practice psychology in California. In addition to his duties as president, Parham remains an active member of the community contributing his talents in the areas of social advocacy, community uplift and youth empowerment. ▶



# LATINX LEADERSHIP INSTITUTE

## MODERATOR

### Patricia Arredondo, EdD

Chair  
AAHHE Board of Directors



**Patricia Arredondo, EdD** is president of the Arredondo Advisory Committee, Faculty Fellow, Fielding Graduate University, licensed psychologist, and executive coach. She has authored/co-authored eight books and more than 100 refereed journal articles and book chapters. Her books include *Successful Diversity Management Initiatives*, *Counseling Latinas/os*, and her newest book is *Women and the Challenge of STEM Professions: Thriving in the Chilly Climate*.

A professor with Arizona State University (ASU) and the University of Wisconsin Milwaukee (UWM), Arredondo served president of The Chicago School of Professional Psychology, Chicago campus. She is a Fellow of the American Counseling Association (ACA) and American Psychological Association (APA) and was designated a Living Legend by ACA for her multicultural competency scholarship. For her leadership and scholarship in psychology, she was recognized as an APA Changemaker: Top 25 Psychologists of Color.

A long-term servant leader, Arredondo chaired the first AAHHE Outstanding Dissertation Competition and is in her second term as Chair of the BOD. She was the first Latinx president of the American Counseling Association (ACA) and the founding president of the National Latinx Psychological Association. Currently, she is on the boards of Diversity MBA, the Marie Fielder Social Justice Center, and Gay Sons and Mothers. Arredondo holds a doctoral degree in counseling psychology from Boston University. She is originally from Lorain, Ohio. ▶

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**“The several days I spent at the AAHHE conference, in community with Faculty Fellows and Grad Fellows, with AAHHE elders, with Latinx professionals and practitioners, provided an answer to the question, Y ahora qué? In my post-tenure life, I aspire to uplift other gente in the academy. With the help of mentors and friends, I ran a long race and made it through the finish line. Now it’s time for me to go back and run alongside others as well, guide them on the path, and cheer them on. AAHHE made me realize that my tenure and promotion was a gift that, when opened, needed to be shared with other.”**

**Christian Bracho, PhD**  
2020 AAHHE Faculty Fellow

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# 3RD ANNUAL COMMUNITY COLLEGE INSTITUTE (CCI)

FRIDAY, FEBRUARY 26TH, 2021 ▶ 1:00 – 4 P.M. EST

## *How to Lead Community Colleges During Uncertain Times*

**Linda L. García, Executive Director, Center for Community College Student Engagement, The University of Texas at Austin**

**Steven R. Gonzales, EdD, Interim Chancellor, Maricopa Colleges**

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

**Patrick L. Valdez, PhD, CCI Co-chair, Vice president, Program Strategy, 2u.com**

AAHHE's 3rd Community College Institute (CCI) is designed to provide learning opportunities to LatinX community college leaders. Research shows that leaders of community colleges need to be aware of issues related to student success and access and institutional transformation during uncertain times. Patrick L. Valdez, Chancellor, The University of New Mexico-Taos; Steve R. Gonzales, Interim Chancellor, Maricopa Community College; and Linda L. García, Executive Director, Center for Community College Student Engagement, The University of Texas at Austin will share their experiences on overcoming challenges throughout their tenure, during COVID-19, and the successful outcomes that they have achieved.

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

**1:00 – 1:15 P.M.**

### *Welcome and Introductions*

Carmen Martínez-López, PhD, CCI Chair & AAHHE BOD Member

**1:16 – 1:30 P.M.**

### *Participant Introductions*

**1:30 – 2:45 P.M.**

### *Presenters*

Patrick L. Valdez, PhD, Chancellor, The University of New Mexico-Taos

Linda L. García, Executive Director, Center for Community College Student Engagement, The University of Texas at Austin

Steven R. Gonzales, EdD, Interim Chancellor, Maricopa Community Colleges

**2:45 – 3:00 P.M.**

### *Q&A*

**3:01 – 3:25 P.M.**

### *Breakout Session*

- 1) Participant reactions to the presentations
- 2) Discussions from the participants' perspectives

**3:26 – 3:46 P.M.**

### *Debriefing and Conclusions*

**3:47 – 4:00 P.M.**

### *Closing and Evaluation*

# 3RD ANNUAL COMMUNITY COLLEGE INSTITUTE (CCI)

## PRESENTERS

### Carmen Martínez-López, PhD

Community College Institute Chair  
Dean, School of Business and Professional Careers  
Westchester Community College, State University of New York



**Carmen Leonor Martínez-López, PhD** earned her doctorate degree in international business in the area of management from the University of Texas–Pan American (renamed University of Texas–Rio Grande Valley). She is currently the dean of the School of Business and Professional Careers at

SUNY/Westchester Community College. Also, she was previously the dean of the Division of Business, Arts, and Social Sciences at Bergen Community College.

From 2004 to 2014, she held a tenure-track position at the City University of New York (CUNY), Borough of Manhattan Community College (BMCC). She served as the deputy chair of the Business Management Department at BMCC. Martínez-López has been characterized as an active participant in issues related to Middle States and Achieving the Dream, not only at Westchester Community College but also at Bergen Community College. During her tenure at BMCC, Martínez-López was a member of the Middle States committee responsible for reviewing the assessment of student learning. Martínez-López has published in *The Journal of International Management Studies*, *The Review of Business Research*, *The International Journal of Business Research*, and *The International Journal of Knowledge, Culture and Change Management*. Her career also includes extensive experience as a manager and consultant, where she designed and led the implementation of strategic management processes at Colombian companies. ▶

### Patrick L. Valdez, PhD

Community College Institute Co-chair  
Vice president, Program Strategy  
2u.com



**Patrick L. Valdez, PhD** is an accomplished higher education executive with over 20 years of experience in developing and executing academic and student success programs. Valdez is currently chancellor and professor of education at the University of New Mexico – Taos. He is a graduate of St. Edward's University with a bachelor's

degree in International Studies, a master's degree in student personnel administration from Teachers College, Columbia University, and a doctorate in higher education administration from The University of Texas at Austin.

He has held senior level positions at the College of Mount St. Vincent in New York City, the University of Texas at San Antonio (UTSA), the Hispanic Association of Colleges and Universities (HACU), the Association of Public and Land-grant Universities (APLU) and CUNY-Lehman College—developing and executing academic and student success programs—and is a recipient of the Rackham Merit Fellowship from the Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan.

Valdez has conducted research and practice on the challenges and obstacles facing first-generation college students, given presentations on executive leadership, African American faculty experience at a tier one university, increasing the number of underrepresented students in STEM, and bridging the gap between higher education and the community. His current research focuses on the policy formation of Hispanic Serving Institution legislation and the role that HSIs will play in educating the nation's fastest growing student population. ▶

# 3RD ANNUAL COMMUNITY COLLEGE INSTITUTE (CCI)

## PRESENTERS

### Linda L. García

Executive Director  
Center for Community College Student Engagement  
The University of Texas at Austin



**Linda García** is the executive director of the Center for Community College Student Engagement (the Center) at The University of Texas at Austin (UT). Prior to this role, she served as the assistant director of College Relations at the Center. Previously, Linda was vice president of Community College Relations at the Roueche

Graduate Center at National American University, and she has worked at Lone Star College, Maricopa Community Colleges, and The University of Texas at Brownsville and Texas Southmost College. Linda's experience includes student development, instructional support, grant writing, and teaching. She serves as a coach for the American Association of Community Colleges Pathways 2.0 and Texas Pathways Project.

García earned a bachelor's in journalism with a concentration in broadcast and a doctorate in higher education administration with a specialization in community college leadership from The University of Texas at Austin. Her Master of Arts in interdisciplinary studies degree is from The University of Texas at Brownsville. ▶

### Steven R. Gonzales, EdD

Interim Chancellor  
Maricopa County Community Colleges District  
(MCCCD)



**Steven R. Gonzales, EdD**, with nearly 25 years of instructional and administrative experience in higher education, has proven his commitment to education and established himself as an industry leader. Gonzales is responsible for one of the largest community college systems in the nation, serving nearly 200,000 students with

the support of 10,000 faculty and staff members across 10 regionally-accredited colleges.

Gonzales served as the eighth president of GateWay Community College, a Maricopa Community College that serves more than 10,000 students annually across four locations and one extended site. He also served as the acting associate vice president of academic affairs and chief academic officer for the Pinal County Community College District that operates as Central Arizona College, a multi-campus college serving more than 15,000 students, employing 350 faculty and staff, and annually contracting with an estimated 600 adjunct faculty. Gonzales has served with several past and present professional memberships, committees and affiliations including the National Community College Hispanic Council Executive Board, Community College Survey of Student Engagement Board of Directors, and Hispanic Association of Colleges and Universities just to name a few. Equally committed to community involvement, Gonzales has previously or currently serving on several committees and boards.

Gonzales has published scholarly work in the *New Directions for Community Colleges* journal and a chapter in *Generation X Presidents Leading Community Colleges: New Challenges, New Leaders*. He earned his doctorate in educational administration in the top-ranked Community College Leadership Program from the University of Texas at Austin. He holds a master's degree in teaching mathematics and bachelor's degree in secondary education – mathematics from Northern Arizona University. ▶



# PRE-CONFERENCE WORKSHOP

FRIDAY, FEBRUARY 26TH, 2021 ▶ 1:00 – 4:00 P.M. EST

## *Nuts & Bolts of Writing*

**Melissa A. Martínez, PhD, Associate Professor, Texas State University**

This workshop highlights the steps in the academic writing and publication process to turn research findings into conference presentations and published works such as peer-reviewed journal articles and book chapters. Useful tips, tools, templates, and examples applicable to graduate students in all fields of study will be shared to help make the implicit aspects of the process explicit and manageable. Participants will engage with and personalize the resources to meet their scholarly goals and needs.



## California State University, Monterey Bay proudly supports AAHHE

- Hispanic-serving institution since our founding in 1994
- 44% Latinx
- 51% First-generation undergraduate students
- Residential campus
- Just one mile from the Pacific Ocean



## PRE-CONFERENCE WORKSHOP

### PRESENTER

#### Melissa A. Martínez, PhD

Associate Professor, Department of Counseling,  
Leadership, Adult Education, and School Psychology  
Texas State University, San Marcos



**Melissa A. Martínez**, PhD is a native of Brownsville, Texas and is a former bilingual school teacher and counselor. She is currently an associate professor in the Educational and Community Leadership master's and PhD in School Improvement programs in the Department of Counseling, Leadership, Adult Education, and

School Psychology at Texas State University. In this role, she is passionate about preparing and supporting school and district leaders who are critical practitioner scholars that can meet the needs of culturally and linguistically diverse communities. This commitment is also reflected in her research, which focuses on three primary strands of inquiry: 1) college access, college readiness, and college-going cultures for underserved communities; 2) social justice and equity-oriented leadership preparation and Latinx leadership/leaders; and 3) the experiences of faculty of color in academia.

Martínez's scholarship can be found in various outlets including *Teachers College Record*, *Educational Administration Quarterly*, *Race Ethnicity and Education*, *Urban Review*, *Journal of Hispanic Higher Education*, and *Journal of Latinos and Education*. She is also active in national organizations in the field of educational leadership including AERA's Division A, where she has served on the Equity, Inclusion, and Action Committee and Chaired the Outstanding Dissertation Award Committee, and UCEA, where she has served as a Barbara Jackson Scholar mentor. She has also served on various editorial boards for high impact journals including the *Journal of School Leadership* and *Journal of Cases in Educational Leadership*. She is a former Greater Texas Foundation Faculty Fellow (2013–2016) and the recipient of the AERA Division A Early Career Award (2016) and Texas State University's Presidential Award for Excellence in Scholarly and Creative Activities at the Assistant Professor level (2016). ▶

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**“... I participated in the AAHHE Faculty Fellows Program and was once again inspired by the commitment of AAHHE and the organizers to create a space for Latinx professionals. In my experience, AAHHE is one of the few places that honors and celebrates the work of Latinx scholars and communities... I hope new and emerging scholars can also accept the challenge to consider how each village, such as AAHHE, has a role to play in our diverse democracy and reimagining a new America.”**

**Magdalena Martínez PhD**  
2020 AAHHE Faculty Fellow

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# *Eastern Salutes AAHHE!*



*Alejandro Tobon earned his doctorate in physical therapy at the University of Hartford and is a physical therapist at Hartford Hospital. “My experience with the health sciences program at Eastern was exceptional. The well-organized curriculum, which consisted of classes such as Anatomy & Physiology, Medical Terminology and Healthcare Informatics, allowed me to attain the knowledge to be accepted into my doctorate program. I will be forever thankful for the great education and all the support I received at Eastern.”*

*Alejandro Tobon '17  
Health Science Major*



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# CONFERENCE AGENDA ► PLENARY SESSIONS

(ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

## PLENARY SESSION #1

MONDAY, MARCH 1, 2021

12:00 – 1:45 P.M.

Presiding: Victor B. Sáenz, PhD, Chair-elect, AAHHE Board of Directors

12:00 – 12:15 P.M.

Welcome and Land Acknowledgment: Patricia Arredondo, EdD, Chair, AAHHE Board of Directors  
Introduction of Board of Directors

12:15 – 12:30 P.M.

Introduction of Sponsors, Special Guests, Conference  
Co-chairs: Victor B. Sáenz, PhD, Chair-elect, AAHHE Board of Directors

12:30 – 12:35 P.M.

Conference Co-chairs present Conference Theme,  
Thank you: David Pérez II, PhD, AAHHE Conference Chair and Nancy Acevedo-Gil, PhD, AAHHE Conference Co-chair

12:35 – 12:50 P.M.

Introduction of Graduate Fellows: Graduate Student Fellows Program, Natalia Toscano, AAHHE Graduate Student Fellows Program, Chair and Luis F. Avilés González, AAHHE Graduate Student Fellows Program Co-chair

12:50 – 12:55 P.M.

Introduction of 37th Annual Tomás Rivera Lecturer: Victor Sáenz, PhD, Chair-elect, AAHHE Board of Directors

1:00 – 1:45 P.M.

*37th Annual Tomás Rivera Lecture*  
John King, JD, President and CEO, The Education Trust

1:45 – 1:50 P.M.

Conference at a Glance Overview (Dr. Sáenz)

## PLENARY SESSION #2

TUESDAY MARCH 2, 2021

12:00 – 1:45 P.M.

Presiding: Patricia Arredondo, EdD, Chair, AAHHE Board of Directors

12:00 – 12:10 P.M.

Welcome & Introduction: Azara Santiago, PhD  
Treasurer-elect, AAHHE Board of Directors

12:10 – 1:10 P.M.

Plenary Session: *Ya es Hora! Addressing Colorism in Latinx Higher Education*

Presenters:

Hector Y. Adames, PsyD, Professor, Department of Counseling Psychology

Nayeli Y. Chavez-Dueñas, PhD, Professor, Department of Counseling Psychology  
The Chicago Professional School of Psychology

1:15 – 1:45 P.M.

AAHHE Awards – JoAnn Canales, PhD, Immediate Past-Chair, AAHHE Board of Directors

- Founders' Award: Chancellor Joe Castro, California State University
- Alfredo G. de los Santos, Jr. Distinguished Leadership Award: Ann Quiroz Gates, PhD, University of Texas, El Paso
- University Faculty Award, Veronica Terriquez, PhD, University of California, Santa Cruz
- Books of the Year Awards; Arturo Madrid, PhD, Chair, Book of the Year Award Committee

- 2021 Book of the Year Award – Edited Volume Category

Susan J. Paik, Stacy M. Kula, Jeremiah J. Gonzalez and Veronica V. Gonzalez, *High-achieving Latino Students: Successful Pathways Toward College and Beyond*

- 2021 Book of the Year Award – Senior Scholar Category

Gilberto Q. Conchas and Nancy Acevedo, *The Chicana/o/x Dream: Hope, Resistance, and Educational Success*

Vasti Torres, Ebelia Hernández and Sylvia Martinez, *Understanding the LatinX Experience*

- 2021 Book of the Year Award – Early Career Category

Emir Estrada, PhD, *Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles*

# CONFERENCE AGENDA ► PLENARY SESSIONS

(ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

## PLENARY SESSION #3

WEDNESDAY MARCH 3, 2021

12:00 – 1:45 P.M.

Presiding: JoAnn Canales, PhD, Immediate Past-Chair, AAHHE Board of Directors

12:00 – 12:15 P.M.

Welcome & Introductions: Patricia Pérez, PhD and Aurora Kamimura, PhD, AAHHE Board of Directors

12:15 – 1:15 P.M.

*5th Annual Cigarroa Family Medical/STEM Lecture*

Alfredo Quiñones-Hinojosa, MD, Chair of Neurosurgery and the William J. and Charles H. Mayo Partnership, Mayo Clinic, Jacksonville, FL and author of *Becoming Dr. Q.: My Journey from Migrant Worker to Brain Surgeon*

1:15 – 1:45 P.M.

AAHHE Awards – Lenora Green, Executive Director, Center for Advocacy and Philanthropy, ETS; and David Garcia, PhD, Chair, AAHHE Outstanding Dissertation Committee

AAHHE & ETS Outstanding Dissertations Competition Awards – sponsored by ETS

## PLENARY SESSION #4

THURSDAY, MARCH 4, 2021

12:00 – 1:45 P.M.

Presiding: Patricia Arredondo, EdD, Chair, AAHHE Board of Directors

12:00 – 12:15 P.M.

Welcome & Introductions: Tomás Leal, AAHHE Board of Directors

12:15 – 1:15 P.M.

Plenary Session: *COVID-19: Its Impact on the Latina/o/x Community and Academia*

Panelists: Alicia Fernandez, MD, Professor of Medicine, University of California, San Francisco; Amelie Ramirez, MPH, DPH, University of Texas Health Center San Antonio, Texas. Moderator: Maggie Rivas-Rodriguez, PhD, Professor, School of Journalism, University of Texas-Austin

1:15 – 1:45 P.M.

AAHHE Awards – Edith Fernández, PhD, AAHHE Board of Directors

- Outstanding Support of Hispanic Issues Award: Esther Elena Mulnix, PhD, Journal of Hispanic Higher Education
- William Aguilar Cultural Arts Award: Javier Ávila, PhD, Northampton Community College
- Community College Award: William Serrata, PhD, El Paso Community College
- Early Career Award: Sarah Rodriguez, PhD, Texas A&M University – Commerce
- Graduate Student Award: Angel Gonzalez, San Diego State University
- Distinguished Authors Awards: Aida Hurtado, PhD University of California Santa Barbara; Michael A. Olivas, PhD, The University of Houston Law Center; and Carlos Vélez-Ibañez, PhD, Arizona State University.

2:45 – 3:15 P.M.

Featured Speaker: Javier Avila, PhD, The Trouble With My Name

Closing Remarks: Introduction: Victor Sáenz, PhD, Chair-elect, AAHHE and Nancy Acevedo-Gil, PhD, 2022 AAHHE Conference Chair.



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# AAHHE 37TH ANNUAL TOMÁS RIVERA LECTURE

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For 37 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** was born in Texas to farm laborers who were Mexican immigrants. Neither of his parents had a formal education. Having attended Southwest Texas State University, he received a Bachelor of Science and Master of Education in English and Administration, and later at the University of Oklahoma, he earned

his Master of Arts in Spanish literature and a doctorate in romance language and literature. Rivera also studied Spanish culture and civilization at the University of Texas, Austin and studies in Guadalajara, Mexico. Rivera taught at Sam Houston State University and served on the planning team that built The University of Texas, San Antonio, where he also served as chair of the Romance Language Department, associate dean, and vice president.

He became the chief executive officer at The University of Texas, El Paso in 1978, and a year later, the chancellor of the University of California, Riverside. Having started his creative writing at a young age, he extensively wrote about Chicano topics, themes, and feelings and published several poems, short prose pieces, and essay son literature and higher education. Rivera began documenting the struggles of migrant workers, although he did not write about politics and did not view 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. As one of the founders and presidents of the National Council of Chicanos in Higher Education and having served, he was active in a great number of charitable organizations and was the recipient of numerous honors, awards, and recognitions. ▶

# AAHHE 37TH ANNUAL TOMÁS RIVERA LECTURE PRESENTER

MONDAY MARCH 1 ▶ 1:00 – 1:45 P.M. ET

## John B. King, JD

President and CEO, The Education Trust



**John B. King, Jr. JD** is the president and CEO of The Education Trust, a national nonprofit organization that seeks to identify and close educational opportunity and achievement gaps. King served as U.S. Secretary of Education in the Obama administration. Prior to that role, King carried out the duties of Deputy Secretary,

overseeing policies and programs related to P-12 education, English learners, special education, innovation and agency operations. King joined the department following his post as New York State Education Commissioner. King began his career as a high school social studies teacher and middle school principal. ▶

### Past presenters of the AAHHE Tomás Rivera Lecture:

- |  |  |
|--|--|
| <b>2020</b> The Honorable Vilma Martinez,<br>Former U.S. Ambassador to Argentina               | <b>2002</b> Harold L. Hodgkinson         |
| <b>2019</b> Abigail Golden-Vásquez, David E. Hayes-Bautista,<br>Rogelio Sáenz and Marta Tienda | <b>2001</b> Félix Gutiérrez              |
| <b>2018</b> Eloy Ortiz Oakley  | <b>2000</b> David Hayes-Bautista         |
| <b>2017</b> Michele Siqueiros  | <b>1999</b> Jim Cummins                  |
| <b>2016</b> Antonia Hernández  | <b>1998</b> Samuel Betances              |
| <b>2015</b> Manuel T. Pacheco  | <b>1997</b> Albert H. Kaufmann           |
| <b>2014</b> Yvette Donado  | <b>1996</b> Rolando Hinojosa Smith       |
| <b>2013</b> Francisco Cigarroa   | <b>1995</b> Ronald Takai                 |
| <b>2012</b> Luis A. Ubinas   | <b>1994</b> Norma Cantú                  |
| <b>2011</b> Rachel F. Morán  | <b>1993</b> Gregory R. Anrig             |
| <b>2010</b> Charles B. Reed and Jack Scott   | <b>1992</b> Henry Cisneros               |
| <b>2009</b> Marta Tienda   | <b>1991</b> Toni Morrison                |
| <b>2008</b> Jaime Merisotis  | <b>1990</b> Tomás Arciniega              |
| <b>2007</b> Sonia Nazario  | <b>1989</b> David Hamburg                |
| <b>2006</b> Michael A. Olivas  | <b>1989</b> Arturo Madrid                |
| <b>2005</b> Raúl Yzaguirre   | <b>1987</b> Ann Reynolds                 |
| <b>2004</b> Angela Oh  | <b>1986</b> Alfredo G. de los Santos Jr. |
| <b>2003</b> Piedad Robertson   | <b>1985</b> John Magu                    |

# 2021 AAHHE KEYNOTE ADDRESS

TUESDAY MARCH 2 ▶ 12:10 – 1:10 P.M. ET

## *Ya es Hora! Addressing Colorism in Latinx Higher Education*

**Hector Y. Adames, PsyD**

**Professor**

**Department of Counseling Psychology**

**The Chicago Professional School of Psychology**

**Nayeli Chavez-Dueñas, PhD**

**Professor**

**Department of Counseling Psychology**

**The Chicago Professional School of Psychology**

### **Hector Y. Adames, PsyD**

**Professor**

**Department of Counseling Psychology**

**The Chicago Professional School of Psychology**



Héctor Y. Adames, PsyD received his doctorate in Clinical Psychology from the APA accredited program at Wright State University in Ohio and completed his APA pre-doctoral internship at the Boston University School of Medicine's Center for Multicultural Training in psychology. Currently, he is a professor at The Chicago

School of Professional Psychology, Chicago Campus and the co-founder and co-director of the IC-RACE Lab (Immigration Critical Race And Cultural Equity Lab). Adames has published several books including *Cultural Foundations and Interventions in Latinx Mental Health: History, Theory and within Group Differences* published by Routledge Press and *Caring for Latinxs with Dementia in a Globalized World* published by Springer. He is co-authoring a new book scheduled to be published in 2021 titled, *Race and Colorism: Towards a Racially Conscious Understanding of Latinxs*. His research focuses on how socio-race, skin-color, colorism, and ethnic and racial group membership influence wellness. He has earned several awards including the 2018 Distinguished Emerging Professional Research Award from The Society for the Psychological Study of Culture, Ethnicity, and Race, a Division of the American Psychological Association (APA) and the 2020 Distinguished Star Vega Award from the National Latinx Psychological Association (NLPA). ▶

### **Nayeli Chavez-Dueñas, PhD**

**Professor**

**Department of Counseling Psychology**

**The Chicago Professional School of Psychology**



Nayeli Y. Chavez-Dueñas, PhD received her doctorate in clinical psychology from the APA accredited program at Southern Illinois University at Carbondale. She is an associate professor at The Chicago School of Professional Psychology (TCSPP) where she serves as the faculty coordinator for the concentration in Latina/o

Mental Health in the Counseling Psychology Department. She is the co-director of the IC-RACE Lab (Immigration Critical Race And Cultural Equity Lab). She is the associate editor of *Latinx Psychology Today* (LPT) and the co-author of a textbook that focuses on skin-color and within group differences among Latino/as in the U.S. titled, *Cultural Foundations and Interventions in Latinola Mental Health: History, Theory and within Group Differences* (Routledge Press). She is the co-author of an upcoming book titled, *Race and Colorism in Latino Communities: Towards a Racially Conscious Understanding of Latinxs* published by Rowman & Littlefield. Her research focuses on colorism, skin-color differences, parenting styles, immigration, unaccompanied minors, multiculturalism, and race relations. She has earned a number of awards including the 2018 American Psychological Association (APA) Distinguished Citizen Psychologist Award. ▶

## 5TH ANNUAL CIGARROA FAMILY MEDICAL/STEM LECTURE

Established in 2017, the Cigarroa 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



A third-generation physician, **Francisco Gonzalez Cigarroa, MD** was born in Laredo, Texas as one of ten children. Cigarroa earned bachelor's degree in biology (Yale University, 1979) and a medical degree from The University of Texas Southwestern Medical Center at Dallas (1983). Upon completing surgical training, Cigarroa joined the faculty

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

Cigarroa became the first Hispanic to be named chancellor of The University of Texas System (2009), overseeing one of the largest public systems of higher education in the nation, consisting of 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.

Cigarroa is a member of several prestigious societies, including the American College of Surgery, the Institute of Medicine, the American Board of Surgery, and the American Academy of Arts and Sciences. He is also an honorary member of the National Academy of Science in Mexico. He received appointments to the President's Committee on the National Medal of Science and the White House Initiative on Educational Excellence for Hispanic Americans by presidents George W. Bush and Barack Obama, respectively. He was elected in 2010 to serve on the Yale Corporation, the university's governing board. He served on the National Research Council Committee on Research Universities and the American Academy Commission on the Humanities and Social Sciences.

Cigarroa was named the director of Pediatric Transplantation at the University of Texas Health Science Center at San Antonio in 2015. Cigarroa and his wife, Graciela, an attorney, have two daughters. ▶



WEDNESDAY MARCH 3 ▶ 12:15 – 1:15 P.M. ET

### Alfredo Quiñones–Hinojosa, MD

Chair, of Neurosurgery and the William J. And Charles H. Mayo Partnership, Mayo Clinic

Author of *Becoming Dr. Q.: My Journey from Migrant Worker to Brain Surgeon*



Alfredo Quiñones–Hinojosa, MD, is a consultant and serves as chair of the Department of Neurologic Surgery at Mayo Clinic in Florida. Quiñones–Hinojosa joined the staff of Mayo Clinic in August 2016 and is recognized with the distinction of a named professorship, the William J. and Charles H. Mayo

Professorship. Quiñones–Hinojosa earned his BA in psychology at the University of California–Berkeley and his MD at Harvard Medical School, where he graduated cum laude. He completed an internship in general surgery, postdoctoral fellowship in developmental and stem cell biology, and residency in neurosurgery at the University of California, San Francisco.

Quiñones–Hinojosa leads the Brain Tumor Stem Cell Laboratory and the chair and Mayo Professor of the Neurosurgery Department at Mayo Clinic in Florida. Quiñones–Hinojosa’s laboratory study brain tumors from a surgical, imaging, clinical, and basic science perspective to improve patient safety and maximize the efficacy of current treatments for brain tumors. He uses the operating room as an extension of the laboratory and he has published extensively on animal models of human brain tumors based on brain tumor–initiating cells (BTIC). He also focuses on the molecular motors that drive brain cancer migration and invasion. He has one active clinical human protocol to maximize the extent of resection in the operating room and several approved IRB protocols to conduct our work in rodents, primates, and humans. Quiñones–Hinojosa has an extensive expertise in elucidating the molecular ties and engines underlying cellular mechanisms implicated in the multifactorial nature of disease pathogenesis in the CNS.

He has over 400 publications in peer reviewed journals with an H–index of 73. He also served in many NIH study sections as permanent member as well as recently serving in the NIH/NCI Board of Scientific Counselors. Quiñones–Hinojosa has written over six books on brain cancer clinical and basic science that have been translated

into other languages around the world. He has over 25 patents (pending and awarded). He has currently 5 NIH grants as PI/MPI as well as being an investigator in other NIH grants.

Quiñones–Hinojosa has received many awards and honors, including being named as one of the 100 most influential Hispanics in 2008, the 2014 Gary Lichtenstein Humanitarian Award and Neurosurgeon of the Year, and by the 2015 Forbes Magazine as one of Mexico’s most brilliant minds in the world. He has received honorary degrees from Southern Vermont College, Lackawanna College, Dominican University, University of Notre Dame and Loyola University. In addition, he has published an autobiography, *Becoming Dr. Q.*, about his journey from migrant farm worker to neurosurgeon and recently Disney with Plan B Entertainment productions announced that his inspirational life story is going to be featured in a movie.

Quiñones–Hinojosa is active in education and provides mentorship as he has trained over 300 fellows in the laboratory and the clinical work over the last 13 years who now hold positions nationally and internationally in universities like Harvard, Hopkins, MD Anderson, UCSF, Spain, Mexico, Panama, London to mention a few. Quiñones–Hinojosa is co–founder and serves as president of Mission: BRAIN, Bridging Resources and Advancing International Neurosurgery a 501 (c)(3) non–profit foundation. He also has three start–up companies based on his work in the laboratory. He also serves on the Board of Directors of Voices Against Brain Cancer, and he is co–chair of the American Association of Neurological Surgeons/Congress of Neurological Surgeons Tumor Section International Committee. Moreover, he serves on many study sections of the National Institutes of Health, including being chair of meeting sessions. ▶

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#### Past presenters of the Cigarroa Family Medical/STEM Lecture:

2020 Frances Colón

2019 Olivia A. Graeve

2018 Jose Hernandez

2017 Francisco Cigarroa

# 2021 AAHHE KEYNOTE ADDRESS

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THURSDAY MARCH 4 ▶ 12:15 – 1:15 P.M. ET

*COVID 19 Pandemic:*

*Implications for Institutions of Higher Education*

**Alicia Fernandez, MD**

**Chair and Professor of Population Health Sciences  
Director of the Institute for Health Promotion Research  
UT Health San Antonio**

**Amelie Ramirez, MPH, DPH**

**University of Texas Health Center San Antonio, Texas**

**Maggie Rivas-Rodriguez, PhD**

**Professor  
School of Journalism, University of Texas–Austin**

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## **Alicia Fernandez, MD**

*Chair and Professor of Population Health Sciences  
Director of the Institute for Health Promotion Research  
UT Health San Antonio*



Alicia Fernandez, MD directs the UCSF Latinx Center of Excellence and leads the Latinx and Immigrant Health research program at the UCSF Center for Vulnerable Populations. She is Professor of Medicine at UCSF and a general internist at Zuckerberg San Francisco General where she practices primary care medicine and

attends on the medical wards. Fernandez' research is in health and health care disparities, with a focus on diabetes, Latino health, immigrant health, and language barriers. A member of the UCSF Academy of Medical Educators, she received the Arnold P. Gold Foundation Professorship for Humanism in Medicine (2009–2013). Since 2014, Fernandez has been a member of the Board of Governors of the Patient Centered Outcomes Research Institute (PCORI) and the National Academy of Science Roundtable on Health Literacy. In 2020, she joined the Board of Directors of the

American Board of Internal Medicine. She is co–editor of the Lange textbook (2016, 2<sup>nd</sup> edition), *Medical Management of Vulnerable and Underserved Patients*. Fernandez received her BA at Yale, her MD at the Albert Einstein College of Medicine and completed her residency, chief residency and fellowship at UCSF. ▶

## 2021 AAHHE KEYNOTE SPEAKERS

### Amelie Ramirez, MPH, DPH

University of Texas Health Center San Antonio, Texas



Amelie G. Ramirez, MPH, DPH is an internationally recognized health disparities researcher at UT Health San Antonio, where she is chair and professor of Population Health Sciences and director of the Institute for Health Promotion Research. She has 30 years of experience conducting behavioral and communications projects to

reduce cancer, increase screening rates and clinical trial participation, prove the efficacy of patient navigation for cancer patients, prevent tobacco use, and improve healthy lifestyles among U.S. Latinos.

Ramirez currently directs the Salud America! national multimedia program to empower its vast network of 300,000 community leaders to drive healthy policy and system changes to promote health equity and support for Latino families ([www.salud-america.org](http://www.salud-america.org) and @SaludAmerica on social media). Ramirez also conducts breast cancer disparities research on quality of life and survivorship issues, and directs Quitxt, a bilingual tobacco-cessation service for young Latino adults using mobile-phone text messages; the service yielded a strong 21% quit rate among enrollees at follow-up. She also has trained/mentored 250+ Latinos in health fields, and leads the Éxito! training program (<https://exitotraining.org/>) to help master's-level students and professionals pursue a doctoral degree and research career focused on Latino cancer.

Ramirez is a Susan G. Komen Scholar and a member of the National Advisory Council on Minority Health and Health Disparities of the National Institute on Minority Health and Health Disparities (NIMHD). Her recognitions include: 2007 election to the National Academy of Medicine; 2011 White House "Champion of Change"; 2014 APHA Everett M. Rogers Public Health Communication Award; 2018 Icons in Healthcare Award from CentroMed; and 2019 Lifetime Achievement Award from the Society of Behavioral Medicine. In Texas, Ramirez is on the San Antonio Mayor's Fitness Council and is president of The Academy of Medicine, Engineering and Science of Texas. Ramirez, a native of Laredo, Texas, earned MPH and DrPH degrees from UT Health Science Center at the Houston School of Public Health. ▶

### Maggie Rivas-Rodriguez, PhD

Professor

School of Journalism, University of Texas–Austin



Maggie Rivas-Rodriguez, PhD is a professor of journalism and media at the University of Texas at Austin, as well as the founder and director of the Voces Oral History Center, the premier oral history and photo archive centered on the Latino/a experience in the U.S. Since its inception in 1999, Voces has recorded interviews,

mostly on video, with over 1,300 Latinos/as of the WWII, Korean War, and Vietnam War generations throughout the country. It includes a collection on Latino political and civic engagement and one on professions. In the summer of 2020, Voces spearheaded Voces of a Pandemic, a partnership of 15 institutions across the country working together to document and research the effects of COVID-19 on Latinos and Latinas in the U.S.

The Voces project produces the annual *U.S. Latina & Latino Oral History Journal*, which promotes original research and features community public history efforts and a spotlight on an oral history practitioner who has made substantial contributions to the field. Voces also holds the Voces Oral History Summer Institute for faculty and graduate students wishing to incorporate the discipline in their research and teaching.

Voces has produced five books; provided the basis for plays; developed educational materials; created photo exhibits; and become a resource for scholars, documentary film producers and others looking for photographs and interviews with Latinos of the WWII period and beyond.

Rivas-Rodriguez worked as a journalist for more than 17 years at major-market news outlets, including The Boston Globe, United Press International, WFAA-TV in Dallas and The Dallas Morning News. She was on the committee that created the National Association of Hispanic Journalists and served on its board. Since her years as a college student, Rivas-Rodriguez has been involved in developing and participating in programs to increase diversity in American newsrooms. She earned her doctorate from the University of North Carolina at Chapel Hill, her master's from Columbia University's Graduate School of Journalism and her bachelor's in journalism from the University of Texas at Austin. ▶



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# CONFERENCE AGENDA ► CONCURRENT SESSIONS

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The 2021 AAHHE National Conference, *Sembrando Semillas: (Re) imagining the Contours of Latinx/a/o Communities* within Higher Education showcases some of the transformative work happening within our respective communities and to plant seeds [sembrar semillas] in order to reimagine the contours of Latinx/a/o communities within higher education. You will find our conference programming thoroughly engaging in five different conference strands: (Re)conceptualizing Diversity in Latinx/a/o Identities and Experiences; Responding Through Advocacy and Activism; Responsive Leadership and Institutional Transformation; Rethinking Institutional and Community Partnership; and Restoring Health and Wellness. Enjoy any of our forty-three conference sessions presented as Interactive Symposia, Research Papers, Skill-Based Workshops, Round Tables, Poster Sessions, Performance, Visual and Digital Scholarship, Outstanding Dissertations Competition presentations, and AAHHE Commissioned Scholarly Papers.

## MONDAY MARCH 1, 2021

2:00 – 2:45 P.M.

Virtual room sponsored by:  
CAL State LA Foundation



### RESPONDING THROUGH ADVOCACY AND ACTIVISM

#### Research Paper 8C: Plantando Raices en el Sur: First-Generation Mexican-Origin College Students' Transformational Impetus in New Destination States

Cathryn Bennett, MS  
University of North Carolina at Greensboro

Elsa Camargo, MA, PhD  
University of Arkansas

Brandi Kennedy, MS

Delma Ramos, PhD  
University of North Carolina at Greensboro

This session examines Mexican-origin first-generation college students' awareness of equity and social justice tools to advocate for their communities in new destination states. The presenters conceptualize awareness as students' exposure to knowledge through campus engagement, to mobilize systemic change for the Latinx community.

2:00 – 2:45 P.M.

### RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

#### Research Paper 6D: Developing Latinx-Enhancing Online Pandemic Teaching Best Practices

Isabel Martinez, PhD  
John Jay College of Criminal Justice, CUNY

Antonio (Jay) Pastrana, Jr., PhD  
John Jay College of Criminal Justice, CUNY

Josefina Carmona, PhD

José Luis Morín, JD

In the spring 2020, faculty from across the country were mandated to provide their courses remotely due to the crisis initiated by COVID-19. This presentation discusses findings from a study that evaluated Latinx faculty responses to the transition to pandemic-induced remote learning after completing a five-week Latinx-Enhancing While Online workshop series.



# CONFERENCE AGENDA ► CONCURRENT SESSIONS

MONDAY ► MARCH 1, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

2:00 – 2:45 P.M.

## (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Research Paper 6B: The Semillas That Grew from Concrete: The Strength of Formerly Incarcerated Latinx/a/o Students

Melissa Abeyta, EdD  
San Diego State University

Joe Louis Hernandez, MS  
Rio Hondo College

Marisa Pérez-Díaz, MS  
University of Texas San Antonio

The purpose of this study examines the strength of street knowledge in formerly incarcerated Latinx/a/o students in higher education. In particular, the researchers used an anti-deficit and asset-based mindset lens to examine how participants identified a sense of belonging on campus and developed their student identity as formerly incarcerated students. These findings may be used to challenge stereotypes of formerly incarcerated Latino men as they navigate academic institutions.

2:00 – 2:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Skill-Building Workshop 5B: Using QuantCrit to Engage in Scholarship of Teaching and Learning as a Reflective Practice

Jayson Nissen, PhD  
Nissen Education Research and Design

Ben Van Dusen, PhD  
Iowa State University

Robert Talbot, PhD  
University of Colorado Denver

Eleanor Close, EdD  
Texas State University

Mollee Shultz, PhD  
Texas State University

Scholarship of Teaching and Learning provides a framework for engaging in reflective research on one's teaching using research-based assessments administered

online. Participants will run analyses, generate figures, and interpret the results using three equity models based on QuantCrit theory and Ladson-Billings' (2006) conception of society's educational debts.

2:45 – 3:00 P.M.

### Brief social activity – Mindfulness Session

3:00 – 3:45 P.M.

## OUTSTANDING DISSERTATION COMPETITION: THIRD PLACE WINNER

### Uncovering Typologies of Civically Engaged Latinx/a/o College Graduates

Amilcar Guzmán, PhD  
Director, Evaluations and Outcomes  
League of Women Voters of the United States

3:00 – 3:45 P.M.

Virtual room sponsored by:  
Texas A&M University



## (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Research Paper 9A: Chicana/Latina Undergraduate Mujeres Cultivating Esperanza, Conocimiento, y Resistencia en Sus Familias

Mariana Carrola  
University of California, San Diego

Brianna Ramirez, MS  
University of California, San Diego

This qualitative research explores the experiences of undergraduate Chicana/Latina undergraduate mujeres from immigrant families through a Chicana M(other) work (Caballero et al., 2019; Tellez, 2011; Tellez, 2013) to understand how they navigate higher education and negotiate their family and community contexts, roles, and responsibilities with their academic identities and expectations.

# CONFERENCE AGENDA ► CONCURRENT SESSIONS

MONDAY ► MARCH 1, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

3:00 – 3:45 P.M.

## (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Interactive Symposium 10A: Resisting Marginalization, Dismantling Oppression: The Need to Understand Latinx/a/o/é Student Identities Across the STEM Pipeline

Maria Espino, MS  
Iowa State University

Sarah Rodriguez, PhD  
Texas A&M University – Commerce

Blanca Rincón, PhD  
University of Nevada Las Vegas

As greater efforts seek to broaden participation within STEM, more attention must be given to understanding how various identities influence the experiences of Latinx/a/o/é students. Drawing upon concepts of intersectionality, this interactive symposium explores three research studies centering the identities and experiences of Latinx/a/o/é students in STEM. It then brings together educational stakeholders to discuss these identities and experiences so that we resist against deficit narratives and dismantle systemic oppression within STEM.

3:00 – 3:45 P.M.

## RETHINKING INSTITUTIONAL AND COMMUNITY PARTNERSHIP

### Interactive Symposium 10B: Latinx/a/o College Choice during COVID-19: Institutional, Student, and Parent Perspectives at an Emerging Hispanic Serving Institution

Blas Guerrero, PhD  
University of California, Davis

Mayra Nunez Martínez, BA  
University of California, Davis

Marcela Cuellar, PhD  
University of California, Davis

Natalia Deeb-Sossa, PhD  
University of California, Davis

This symposium brings researchers and practitioners from a community-based partnership together to discuss how Latinx/a/o students and families navigated college

enrollment during COVID-19. The symposium will also present how one university adjusted recruitment and yield strategies to intentionally support Latinx/a/o college decision-making during the pandemic.

3:45 – 4:00 PM

### Brief social activity – Self Massage Session

4:00 – 4:45 P.M.

## AAHHE COMMISSIONED SCHOLARLY PAPER

### Suficiente [Enough]: Reckoning with the Complexities of Anti-Blackness in Higher Education for Latinx/a/o Communities

Claudia García-Louis, PhD  
Assistant Professor  
College of Education and Human Development  
University of Texas, San Antonio

Andrea del Carmen Vasquez  
Doctoral Student  
Department of Education  
University of California, Santa Cruz

In this manuscript, we interrogate how geographies of settler coloniality influence the formation of LatinX subjectivities in Higher Education. We decisively decenter mestizaje and examine practices and beliefs that uphold anti-Blackness and Indigenous erasure through the promulgation of the LatinX monolith myth. We argue that the settler colonial nature of the university, structures how LatinX create relationships around anti-Blackness and anti-Indigeneity. Finally, we emphasize how race, although not material, has real life consequences for those at the margins.

# CONFERENCE AGENDA ► CONCURRENT SESSIONS

MONDAY ► MARCH 1, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

4:00 – 4:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Research Paper 9D: What Does It Mean to be an HSI? Listening to the Voices of Latinx and Non-Latinx Faculty and Administrators of Color

Elsa Gonzalez, PhD  
University of Houston

Guillermo Ortega  
Iowa State University

Mauricio Molina  
University of Houston

Gilberto Lizalde  
University of Houston

This study used García et al. (2019) *Multidimensional Conceptual Framework for Understanding Servingness in HSIs* to analyze perceived HSI *servingness* through the intersectional lens of Latinx and non-Latinx faculty and administrators of color. It is important to examine faculty and administrators because they are integral parts of institutions' organizational structures and drivers of institutional missions.

4:00 – 4:45 P.M.

## (RE) CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Research Paper 9E: Empowering Latino Men in Higher Education: A Focus on Psychological, Social, and Cultural Factors

Adrian H. Huerta, PhD  
University of Southern California

Maria Romero-Morales  
University of Southern California

Maritza Salazar  
University of Southern California

Julie Nguyen  
University of Southern California

This session shares a national review of literature focused on Latino men in postsecondary education. Drawing from a psychosociocultural (PSC) framework, the researchers focus on factors leading to enrollment and degree attainment issues for men of color. They provide recommendations and small workgroups for practitioners to inform their own work with this population.

4:00 – 4:45 P.M.

## (RE) CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Interactive Symposium 9F: Futurity of Queer and Trans Latinx/a/o Possibilities in Higher Education

Roberto C. Orozco, MS  
Rutgers University–New Brunswick

Gabe Ortiz, MA  
University of California, Los Angeles

Gabriel Rodriguez Lemus, Jr., MS  
The University of Texas at Austin

In this session, presenters will provide theoretical and analytical frameworks rooted in queer and trans Latinx/a/o voices, experiences, and possibilities to inform higher education research and practice. This session will offer topics related to queer Latinx/a/o college student activism, wellbeing/student health, and Latinx/o masculinities among other issues facing this community.

4:00 – 4:45 P.M.

## (RE) CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Performance, Visual, and Digital Scholarship 1A: The Influences of Mother–Daughter Relationship on Latina Undergraduates' Persistence

Alberta M. Gloria, PhD  
University of Wisconsin–Madison

Jeanett Castellanos, PhD  
UC Irvine

Monica Quezada, BA  
CSU Long Beach

The purpose of this research is to highlight the role of Latina mother–daughter relationships on educational persistence. A qualitative study, 10 Latinas report the impact of the quality of the relationship on coping, motivation, support, gender roles, university environment, and cultural congruity. Implications for practice and research are provided.

5:00 – 6:00 P.M.

### Networking Cafe & Social Hour: Meet & Greet with AAHHE Board of Directors and Trivia Night

# CONFERENCE AGENDA ▶ CONCURRENT SESSIONS

(ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

## TUESDAY MARCH 2, 2021

2:00 – 2:45 P.M.

### OUTSTANDING DISSERTATION COMPETITION: SECOND PLACE WINNER

#### Bilingual Ways with Words: An Ethnographic Study of Language and Social Constructions in a Kindergarten Dual Language Class

Giselle Martínez Negrette, PhD  
Assistant Professor  
University of Illinois at Urbana – Champaign

2:00 – 2:45 P.M.

Virtual room sponsored by:  
Texas State University



### RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

#### Research Paper 7B: Making it Work: Career Success for Latino Men at Texas Community Colleges

Rodrigo Aguayo, MS  
The University of Texas at Austin  
Diana Cervantes, MS  
The University of Texas at Austin  
Gabriel Rodríguez Lemus, Jr., MS  
The University of Texas at Austin  
Christopher Estrella  
The University of Texas at Austin

Latino men are poorly represented in high-paying jobs within the Latinx workforce, yet their participation is quite high (Excelencia in Education, 2019). As community colleges continue to serve as a direct pipeline into the workforce, this proposed study seeks to understand how these institutions prepare Latino men for the workforce. Through the authors' findings they seek to inform community college administrators how they can better serve Latino men.

2:00 – 2:45 P.M.

### (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

#### Research Paper 6C: Borders of Perceptual Horizons: How Latinidad Is Usurped Within the Neoliberal Higher Education Agenda

Javier Mateos-Campos, MS  
University of Texas San Antonio  
Claudia García-Louis, PhD  
University of Texas at San Antonio

As the LatinX student population continues to grow nationally, HSIs have naturally emerged as institutions who could understand and serve their needs. However, higher education institutions have fallen prey to competitive open market models that commodifies LatinX students as passive consumers. In this presentation, the researchers will discuss how neoliberalism of higher education upholds a caste system whose finance driven modality clashes with equity and access goals. They make clear connections between how higher education uses business principles that replicate the industrial treatment of Brown and Black workers on college campuses. The presenters conducted a national qualitative phenomenological study with self-identified LatinX students, faculty and staff. Their findings underscore intragroup differences by race on how neoliberalism affects their belongingness, sense of group membership, and overall connection to the institution.

# CONFERENCE AGENDA ► CONCURRENT SESSIONS

TUESDAY ► MARCH 2, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

2:00 – 2:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Skill-Based Workshop 5C: Navigating New Waters: Elevating the Virtual Work of the Texas Education Consortium for Male Students of Color

Rico Gonzalez, MS  
Project MALES – UT Austin

Emmet Campos, PhD  
Project MALES – UT Austin

This presentation discusses how the Texas Education Consortium creates a state-wide community focused on Boys and Young Men of Color programs. The work of professional development in a new era of COVID-19 has transitioned their offerings to include national webinars, remix the annual student leadership summit, and expand on-going professional development opportunities to its member institutions.

2:45 – 3:00 P.M.

### Brief social activity – Chair Yoga Session

3:00 – 3:45 P.M.

## AAHHE COMMISSIONED SCHOLARLY PAPER

### From Testimonios [Testimonies] to Theorizing: Advancing a Higher Education Research Agenda for Queer and Trans Latinx/a/o Communities

Eddy Francisco Alvarez, Jr., PhD  
Assistant Professor  
Department of Chicano & Chicana Studies  
California State University, Fullerton

Building on Black, Chicana, Woman of Color Feminist, Muxerista, and Jotería studies scholarship, this article focuses on jotería pedagogies and their radical potential for inclusivity and solidarity, spiritual activism, healing, community building, and resistance to institutional and systemic inequity. Using an interdisciplinary, mixed method framework, the author focuses on three pedagogical examples: jotería *testimonios*, honoring queer and trans Latinx icons, and reflections on intent and vision for organizing past jotería conferences as forms of sacred space making.

3:00 – 3:45 P.M.

Virtual room sponsored by:  
California State University - Northridge



## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Research Paper 8A: Developing a Transfer Pipeline to a Research University for Latinx Students using Transfer Receptive Culture

Valeria Alonso Blanco, BA  
University of California, Santa Cruz

Erick Ramirez Manriquez, BA  
University of California, San Diego

This study will examine how institutions of higher education can facilitate a transfer pipeline for Latinx community college students through 1) exposure to research and 2) institutional engagement of families. Mix-method analysis informs how through Transfer Receptive Culture, institutions can foster belonging and acknowledge the cultural identities of Latinx students.

3:00 – 3:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Interactive Symposium 10C: Latinx-enhancing While Online: Best Practices for HSIs in a Pandemic World

Isabel Martínez, PhD  
John Jay College of Criminal Justice

Crystal Jackson, PhD  
John Jay College of Criminal Justice, CUNY

Josefina Carmona, PhD  
Doña Ana Community College

José Luis Morín, JD  
John Jay College of Criminal Justice, CUNY

Irma Montelongo, PhD  
University of Texas at El Paso

Antonio (Jay) Pastrana, Jr., PhD  
John Jay College of Criminal Justice, CUNY

This session will discuss how professors at two Hispanic-Serving Institutions resisted neoliberal efforts to decontextualize the current COVID-19-induced transition to remote learning by centering Latinx-enhancing best practices. This was done by revamping their existing face-to-face courses, training additional faculty, and developing initial evaluation methods for Latinx-enhancing online curricula.



# CONFERENCE AGENDA ► CONCURRENT SESSIONS

TUESDAY ► MARCH 2, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

3:00 – 3:45 P.M.

## (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Interactive Symposium 10D: Latina Women in STEM: An Asset-Based Approach to Increasing Resilience

Kristan Venegas, PhD  
The University of La Verne

Blanca Rincón, PhD  
University of Nevada, Las Vegas

Elsa Gonzalez, PhD  
University of Houston

Sarah Rodriguez, PhD  
Texas A&M University – Commerce

Aurora Kamimura, PhD  
Washington University in St. Louis

This symposium features research projects that address the national imperative to increase the percentage of Latinas who earn degrees in STEM. Presentations in this symposium will address resilience and retention through an asset-based approach—highlighting successful strategies—rather than perpetuating a deficit model of thinking about minorities in STEM.

3:45 – 4:00 P.M.

### Brief social activity – Mindfulness Session

4:00 – 4:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Poster Session 2D: Advancing Collaboration with Institutions Abroad Through the Fulbright Specialist Program

Amirah Nelson  
World Learning

The Fulbright Specialist Program is a unique opportunity for U.S. academics and established professionals to engage in two- to six-week, project-based exchanges at institutions across the globe. This poster presentation will highlight ways that alumni have shared their expertise, while enriching their careers and enhancing their own professional networks.

4:00 – 4:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Poster Session 2B: The Learning Assistant Model: Creating Community, Supporting Minoritized Learners' STEM Identity Development and Identity Integration

Eleanor Close, EdD  
Texas State University

Mollee Shultz, PhD  
Texas State University

Mollee Shultz, PhD

Xandria Quichocho, BS  
Michigan State University

Erin Schipull, BS  
Texas State University

Jessica Conn

This presentation will introduce the Learning Assistant (LA) model, reveal results from two connected studies examining the identity development and integration of students participating in a Physics LA Program, and describe two new NSF HSI projects building on the potential of the LA model for culturally relevant institutional change.

# CONFERENCE AGENDA ► CONCURRENT SESSIONS

TUESDAY ► MARCH 2, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

4:00 – 4:45 P.M.

## RESPONDING THROUGH ADVOCACY AND ACTIVISM

### Poster Session 2A: The Role of Identity Formation on the Undocumented Young Immigrant Student Experience through Anti-Immigration Federal Policies

Cindy Hernandez, BS  
Virginia Commonwealth University

Oswaldo Moreno, PhD  
Virginia Commonwealth University

Jennifer Rodriguez  
Virginia Commonwealth University

Melanie Cruz  
Virginia Commonwealth University

Martha Mendoza, BA

This poster session explores how identity shapes reactions to anti-immigration federal policies and involvement in documentation status-related advocacy in Latinx young immigrant students. It provides an in-analysis of themes and future directions for educational institutions seeking inclusion.

4:00 – 4:45 P.M.

## RESTORING HEALTH AND WELLNESS

### Poster Session 1C: Understanding the Impact of COVID-19 on Immigrant Families: Mexican-Immigrant Mothers Reflejando A Través Las Letras

Ruby Osoria, MS  
University of California, San Diego

This poster presentation highlights the voices of Mexican immigrant mothers as they reflect on their family's experience, through a letter activity, during the first wave of COVID-19. The presentation provides an overview of the research questions, methodological approach, discourse analysis, and findings.

4:00 – 4:45 P.M.

## (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

### Poster Session 1B: Latino Male Undergraduates' Relationship with Their Mothers and Academic Persistence

Jeanett Castellanos, PhD  
UC Irvine

Monica Quezada, BA  
CSU Long Beach

Veronica Franco, MS  
UC Santa Barbara

Alberta M. Gloria, PhD  
University of Wisconsin Madison

CANCELLED

Through the psychosociocultural (PSC) framework (Gloria & Rodriguez, 2002), this study examines the influence of Latino mother-son relationships on persistence. Implementing a quantitative design, findings support a relationship between the students' perspective of their mother's role of encouragement, mother's affection, university environment, coping skills, and cultural values to academic persistence.

5:00 – 6:00 P.M.

### Networking Cafe & Social Hour: Pursuing a Doctorate, Loteria Game & Exercise Class

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# CONFERENCE AGENDA ► CONCURRENT SESSIONS

(ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

## WEDNESDAY MARCH 3, 2021

2:00 – 2:45 P.M.

### OUTSTANDING DISSERTATION COMPETITION: FIRST PLACE WINNER

The Impact of Detention Proceedings and Solitary Confinement on Latinx, Transgender, Undocumented and Asylum-Seeking Immigrants

Laura Minero, PhD  
LGBTQ Youth Trauma, Resilience and Community  
Education Post-doctoral Fellow  
UCLA Nathason Family Resilience Center

2:00 – 2:45 P.M.

Virtual room sponsored by:  
Fielding University



### (RE)CONCEPTUALIZING DIVERSITY IN LATINX/A/O IDENTITIES AND EXPERIENCES

Research Paper 8B: Cosechando Esperanza: Rural Latino/a/x Students Access and Success in Postsecondary Education

Moises Padilla, MS  
University of Nebraska-Lincoln

Jesus Yañez Ruiz, BS  
University of Nebraska-Lincoln

Elvira Abrica, PhD  
University of Nebraska-Lincoln

This study examines factors that contribute to a successful transition between high school and college for Latina/o/x students in rural Midwestern environments (i.e. Nebraska). The presenters explore how students navigate social networks, areas of challenge during this transition period, and how students navigate intersecting rural and Latino/a/x identities.

2:00 – 2:45 P.M.

### RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

Research Paper 7C: Rethinking Institutional Partnerships and Structures to Expand Student Social Capital for Success

Brianna Ramirez, MS  
Babette Benken, PhD  
California State University, Long Beach  
Bryan Rodriguez, PhD  
California State University, Long Beach

Structures in higher education do not always provide sufficient support for underrepresented students (e.g., Latinx/a/o). The presenters' institution restructured to build students' social capital. Findings suggest that reconceptualizing partnerships and structures that bridge academic and student affairs can expand access and success for underserved and underrepresented graduate students.



# CONFERENCE AGENDA ► CONCURRENT SESSIONS

WEDNESDAY ► MARCH 3, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

2:00 – 2:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Skill-Based Workshop 5D: Project MALES: Mentoring Boys and Young Men of Color through a Global Pandemic

Rodrigo Aguayo, MS  
The University of Texas at Austin–Project MALES

Lesley Rivas, BA  
The University of Texas at Austin–Project MALES

Emmet Campos, PhD  
The University of Texas at Austin–Project MALES

Christopher Estrella, BA  
The University of Texas at Austin–Project MALES

Celine Norman, BA  
The University of Texas at Austin–Project MALES

Victor Sáenz, PhD  
The University of Texas at Austin

For the last decade, Project MALES has been implementing effective mentoring services for male students of color. Recently, the researchers' approaches pivoted to newfound strategies for employing virtual mentoring in the age of COVID-19. This session will cover innovative mentoring approaches they deploy to engage their male students virtually.

2:45 – 3:00 P.M.

### Brief social activity – Chair Self Massage Session

3:00 – 3:45 P.M.

## AAHHE COMMISSIONED SCHOLARLY PAPER

### Curando La Comunidad [Curing the Community]: Using Community-Based Practices to Develop the Next Generation of Latinx/a/o Scientists.

Felisha Herrera Villarreal, PhD  
Associate Professor of Postsecondary Education  
San Diego State University

Gabriela Kovats Sánchez, PhD  
Postdoctoral Scholar  
San Diego State University

This paper highlights the role of community within the experiences of Latinx/a/o students pursuing degrees in

STEM at two- and four-year Hispanic Serving Institutions (HSI). Community-based perspectives are often missing with STEM disciplinary contexts; however, the study findings emphasize both students' motivations to serve and the supports grounded in their home communities. We offer implications for the ways in which community validation or dismissal can impact the trajectories of future generations of Latinx/a/o in STEM.

3:00 – 3:45 P.M.

Virtual room sponsored by:



California State University - San Bernardino

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Interactive Symposium 9C: Re-imagining an HSI Community College System through PUENTE

Daisy Gomez-Fuentes  
CSU Fullerton

Frances Contreras, PhD  
UC San Diego

Jesse Enriquez  
UC San Diego

Mariælená Montañéz  
Chaffey College

Stephanie Martínez  
UCLA

Erica Ruiz, N/a  
Southwestern College

This session shares a national review of literature focused on Latino men in postsecondary education. Drawing from a psychosociocultural (PSC) framework, the presenters focus on factors leading to enrollment and degree attainment issues for men of color. They provide recommendations and small workgroups for practitioners to inform their own work with this population.

# CONFERENCE AGENDA ► CONCURRENT SESSIONS

WEDNESDAY ► MARCH 3, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

3:00 – 3:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Research Paper 8D: Associations Between Learning Assistants, Passing Introductory Physics, and Equity: A Quantitative Critical Race Theory Investigation

Jayson Nissen, PhD  
Nissen Education Research and Design  
Ben Van Dusen, PhD  
Iowa State University

In this study, the researchers examined the associations between learning assistant (LA) and equity in nonpassing grades in introductory physics courses at a regional Hispanic Serving Institution. Their models associated LAs with overall decreases in DFW rates and larger decreases in DFW rates for Black, Indigenous, and people of color than their White peers.

3:00 – 3:45 P.M.

## RESPONDING THROUGH ADVOCACY AND ACTIVISM

### Interactive Symposium 4D: Chicana/Latina Spiritual Activism: Engaging in Advocacy and Activism via Interpersonal, Virtual, and Institutional Spaces

Ruby Osoria, MS  
UC San Diego  
Valerie Gómez, MS  
UC San Diego  
Mayra Puente, MS  
UC San Diego  
Samantha Prado–Robledo, MS  
UC San Diego  
Katherine García  
UC San Diego

The Chicana/Latina doctoral students on this panel discuss navigating academia as *atravesadas* (Anzaldúa, 1987). The presenters reclaim the pain, harm, and violence inflicted on them by disrupting dominant higher education norms through spiritual activism (Anzaldúa, 1987). The overall session covers advocacy and activism efforts via interpersonal, virtual, and institutional spaces.

3:45 – 4:00 P.M.

### Brief social activity – Chair Yoga Session

4:00 – 4:45 P.M.

## RETHINKING INSTITUTIONAL AND COMMUNITY PARTNERSHIP

### Round Table 4B: (Re)imagining Higher Education for Latina Undergraduates by Sembrando Leadership Semillas through Student Development Practices

Guadalupe Saldivar, MS  
Oregon State University  
Sendi Estrada  
University of Pittsburgh

This study will investigate how regional four-year universities can be (re)imagined to develop Latina undergraduate leaders. The presenters will analyze how institutions are developing, or lack thereof, leadership opportunities for Latinas through their current leadership models and student development practices.

4:00 – 4:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Round Table 4A: Put Your Funding Where Your Mouth Is: Using Title V Funding to Support Latinx Students

Jase K. Kugiya  
The University of Texas at Austin  
Alicia A. Moreno  
The University of Texas at Austin

Hispanic Serving Institutions (HSIs) play an integral role in educating Latinx students in the United States. However, scholars have questioned the role HSIs play in helping Latinx students attain their degree. This roundtable discussion will facilitate a conversation on how HSIs use Title 5 funding to support Latinx students.

# CONFERENCE AGENDA ► CONCURRENT SESSIONS

WEDNESDAY ► MARCH 3, 2021 (ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

4:00 – 4:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Round Table 3C: Hear My Voice: Supporting Success for Parenting and Unhoused Women of Color

Carolina Ramirez, PhD  
EducationTrust–West

Mayra Lara, EdD  
EducationTrust–West

This roundtable will share stories from women of color (WOC) who are pursuing undergraduate degrees while raising children and/or battling housing insecurity. Findings from this qualitative narrative study highlight how structural racism and class-based inequities contribute to invisibility, a chilly campus climate, and insufficient institutional support for these WOC undergraduates.

4:00 – 4:45 P.M.

## RESPONSIVE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

### Round Table 3A: STEM Conceptual Framing

Leticia Oseguera, PhD  
Penn State University

Maria Javiera De Los Rios  
Penn State University

Gilberto Conchas, PhD  
Penn State University

This roundtable discussion introduces an asset-based conceptual framing of a comprehensive science, technology, education, and mathematics (STEM) based program rooted in Black culture. We intend to focus on the agent dimension as it includes the actors within an institution who are responsible for helping to shape the program and its goals. We will discuss responsive leadership and how some of the changes the program has undergone can help transform the ways STEM is experienced by Latinx students and other underrepresented students.

4:00 – 4:45 P.M.

## RESPONDING THROUGH ADVOCACY AND ACTIVISM

### Round Table 3B: First Across Educational Borders: Resilient First-generation-to-college Latina/o/x Students Overcoming Intersectional Challenges at Hispanic Serving Institutions

Vanessa Martínez  
California State University, Northridge (CSUN)

Latina/o/x are the second-largest, yet least-educated ethnic group in the U.S. Coping with the intersectionality of challenging experiences of racism; discrimination; xenophobia; microaggressions; classism; colorism; and imposter syndrome, first-generation-to-college Latina/o/x students resist oppressive educational systems to bridge the educational gap and create equity, inclusion, and positive change in their communities.

5:00 – 6:00 P.M.

### Networking Cafe & Social Hour: Digital Networking & Branding, Presente Poetry Slam & Salsa Social





# Leading Students to International Stages

**Bibiana Diaz**

***associate professor of Spanish***

combines her knowledge of the language and her passion for theater as the faculty advisor of Acto Latino Teatro Universitario, a student theatrical group that has performed nationally and internationally.

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# CONFERENCE AGENDA ► CONCURRENT SESSIONS

(ALL TIMES ARE IN U.S. EASTERN TIME ZONE)

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## THURSDAY MARCH 4, 2021

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2:00 – 2:45 P.M.

### AAHHE COMMISSIONED SCHOLARLY PAPER

#### La Lucha por Libertad y Sobrevivencia: Afro-Cuban Higher Education and Economic Mobility in Havana

Amalia Z. Dache, PhD  
Assistant Professor

Graduate School of Education  
Penn State University

This roundtable discussion introduces an asset-based conceptual framing of a comprehensive science, technology, education, and mathematics (STEM) based program rooted in Black culture. We intend to focus on the agent dimension as it includes the actors within an institution who are responsible for helping to shape the program and its goals. We will discuss responsive leadership and how some of the changes the program has undergone can help transform the ways STEM is experienced by Latinx students and other underrepresented students.

2:00 – 2:45 P.M.

Virtual room sponsored by:  
University of Utah  
Medical School



### RESTORING HEALTH AND WELLNESS

#### Research Paper 7A: COVID-19 and Its Impact on Latinx Communities and Higher Education

Sharon Albino  
John Jay College of Criminal Justice, CUNY

Julisa Fernandez-Rivera, BA  
University of Texas at El Paso

Isabel Martínez, PhD  
John Jay College of Criminal Justice

Alicia Sanchez  
John Jay College of Criminal Justice

The purpose of this presentation is to highlight preliminary findings from a multi-site qualitative case study that examines how Latinx college students in El Paso, Texas and New York City are experiencing and adapting to COVID-19 and its effects. This includes exploring the sufficiency of university responses to their needs. Lastly, this study looks to a post-COVID-19 recovery and identifies current and potential effects of COVID-19 on these students' transitions to adulthood and the ways institutions may respond.

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**“Working to receive a PhD in education policy has placed me in a position where I can use my knowledge and skills to address disparities currently present within the education system. Finding forms of support to address these disparities is what led me to see out the Graduate Fellows Program of the American Association of Hispanics in Higher Education (AAHHE).”**

Jose Ortiz  
2020 AAHHE Graduate Student Fellow

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# CONFERENCE AGENDA

DAY TK HERE ► TIME TK HERE

2:00 – 2:45 P.M.

## RESTORING HEALTH AND WELLNESS

### Round Table 4C: Dual Pandemic Intersection: COVID–19 and Latinas’ Persistence in STEM in the Borderlands

Hilda Cecilia Contreras Aguirre  
New Mexico State University

Brenda Rubio  
New Mexico State University

The progress of Latina undergraduate college students in STEM disciplines should be a national priority as women and Latinos’ presence in higher education expands. This study highlights the effects of COVID–19 among the Latino population and the already existent challenges of Latinas STEM students, addressing a dual pandemic intersection.

2:00 – 2:45 P.M.

## RESTORING HEALTH AND WELLNESS

### Round Table 3D: Implementing a Culturally Responsive Evaluation in Assessing the Needs of First Generation Students’ Remote Learning Experiences Due to the COVID–19 Pandemic at a Hispanic Serving Institution

Sylvia Gonzales, M.Ed., MS  
Texas State University

Victoria Black, PhD  
Texas State University

Gloria Martínez, PhD  
Texas State University

The purpose of this discussion is to share an evaluative research project that aimed at understanding the impact COVID–19 had on first-generation college students at Texas State University. The survey measured students’ attitudes, perceptions, and experiences. Findings included students’ 1) Academic Learning Environment; 2) Financial Challenges; and 3) Psychological Well–Being.

2:45 – 3:15 P.M.

## Concluding Program



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in 2014 by a \$40 million grant from the National Institutes of Health, CSUN's **BUILD PODER** is one of the largest biomedical research training programs in Los Angeles. Under the auspices of the NIH Diversity Program Consortium, BUILD PODER is one of ten NIH-funded BUILD sites that train undergraduates to become biomedical researchers. CSUN is where individuals rise — and through them, we all do.

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## AAHHE COMMISSIONED SCHOLARLY PAPERS

AAHHE is committed to supporting scholarly papers that focus on issues and solutions impacting Latinx in higher education. AAHHE annually commissions scholarly papers that enhance its mission and goals and are presented at the AAHHE National Conference during a concurrent session. Authors are requested to share this paper and the knowledge gained from the research with their colleagues, students, and professional higher education organizations to widen the scope of impact.

### *Suficiente, Enough: Reckoning with the Complexities of Anti-Blackness and Indigenous Erasure in Higher Education for Latinx/a/o Communities*

In this manuscript, the authors interrogate how geographies of settler coloniality influence the formation of LatinX subjectivities in Higher Education. They decisively decenter mestizaje and examine practices and beliefs that uphold anti-Blackness and Indigenous erasure through the promulgation of the LatinX monolith myth. The researchers argue that the settler colonial nature of the university, structures how LatinX create relationships around anti-Blackness and anti-Indigeneity. Finally, they emphasize how race, although not material, has real-life consequences for those at the margins.

#### **Claudia García-Louis, PhD**

Assistant Professor  
University of Texas San Antonio



Claudia García-Louis, PhD is an assistant professor in the Education Leadership and Policy Studies Department at the University of Texas San Antonio. Her research approach is interdisciplinary in nature as she seeks to disrupt negative stereotypes about Latinx students, minoritized populations, and underrepresented students

through the critical incorporation of culturally appropriate, asset-based methodological approaches. Her goals are to expand the definitions of Latinidad and Blackness in higher education, to make a critical contribution to a newly formed line of inquiry that explores the educational experiences of AfroLatinx, and to conduct research that highlights Latinx heterogeneity and the experiences of Latina-mami-scholars. She is an AfroLatin@ forum research associate, Project MALES faculty & research affiliate, and a Ford Foundation Postdoctoral Fellow. ▶

#### **Andrea Del Carmen Vasquez**

University of California, Santa Cruz



Andrea Del Carmen is a doctoral student in the Department of Education, and in the Critical Race and Ethnic Studies program at the University of California, Santa Cruz. Her research examines geographies of anti-blackness in agricultural California, and highlights the tensions between dispossession, multiracial coalition, and schooling. Most importantly, Andrea's work brings forth how space, place, and schools, interplay with race to complicate popular narratives of Latinidad, immigration, and blackness. ▶

# AAHHE COMMISSIONED SCHOLARLY PAPERS

## *From Testimonios [Testimonies] to Theorizing: Advancing a Higher Education Research Agenda for Queer and Trans Latinx/a/o Communities*

Building on Black, Chicana, Woman of Color Feminist, Muxerista, and Jotería studies scholarship, this article focuses on jotería pedagogies and their radical potential for inclusivity and solidarity, spiritual activism, healing, community building, and resistance to institutional and systemic inequity. Using an interdisciplinary, mixed method framework, the author focuses on three pedagogical examples: jotería *testimonios*, honoring queer and trans Latinx icons, and reflections on intent and vision for organizing past jotería conferences as forms of sacred space making.

### **Eddy Francisco Alvarez, Jr., PhD**

**Assistant Professor, Chicana and Chicano Studies  
California State University, Fullerton**



Eddy Francisco Alvarez Jr. is a first-generation college student and a former elementary school teacher. An interdisciplinary scholar, he obtained a BA and MA in Spanish from California State University, Northridge, and an MA and PhD in Chicana and Chicano studies from University of California, Santa Barbara. His research interests include Chicanx and

Latinx aesthetics, performance, and popular culture; gender and sexuality; queer oral histories; Los Angeles queer Latinx histories; queer of color theories; and Jotería studies—just to name a few.

His academic and creative work has been published in *Aztlan: A Journal of Chicano Studies*, *Revista Bilingüe/Bilingual Review*, *TSQ: Transgender Studies Quarterly*, and *Journal of Lesbian Studies*. Currently, he is working on a book manuscript titled *Finding Sequins in the Rubble: Memory, Space and Aesthetics in Queer Latinx Los Angeles*, an oral history and archival project which maps physical and ephemeral sites of memory and quotidian moments of pleasure and resistance for queer and trans Chicanx and Latinx communities in LA. He is also working on a book of essays and poems.

Prior to joining CSU Fullerton, he held a joint appointment in the Departments of Women, Gender and Sexuality Studies and University Studies at Portland State University. A founding member of the Association for Jotería Arts, Activism, and Scholarship, he has served on the board of the organization as co-chair elect, co-chair, and ex-officio co-chair, and co-coordinated the 2019 biennial national conference at Portland State University. He is a 2020 Faculty Fellow for the American Association of Hispanics in Higher Education, and Honor 41, an LGBTQ Latinx organization, named him one of The 41 List 2019–2020 Honorees, highlighting him as a Latinx LGBTQ role model. ▶



# AAHHE COMMISSIONED SCHOLARLY PAPERS

## *Curando La Comunidad [Curing the Community]: Using Community-Based Practices to Develop the Next Generation of Latinx/a/o Scientists*

This paper highlights the role of community within the experiences of Latinx/a/o students pursuing degrees in STEM at two- and four-year Hispanic Serving Institutions (HSI). Community-based perspectives are often missing with STEM disciplinary contexts; however, the study findings emphasize both students' motivations to serve and the supports grounded in their home communities. The researchers offer implications for the ways in which community validation or dismissal can impact the trajectories of future generations of Latinx/a/o in STEM.

### **Felisha Herrera Villareal, PhD**

**Associate Professor, Postsecondary Education  
San Diego State University**



Felisha Herrera Villareal, PhD is the director of the Research & Equity Scholarship Institute on Student Trajectories in Education (RES-ISTE) and also associate professor of Postsecondary Education and Community College Leadership and affiliated faculty in the Joint PhD Program with San Diego State

University (SDSU) and Claremont Graduate University (CGU). She served as assistant professor of Community College Leadership and affiliated faculty in Public Policy at Oregon State University (2012–2015). She completed her PhD in education (emphasis in higher education & organizational change) at the University of California, Los Angeles (UCLA), where she was a research analyst for the UCLA Higher Education Research Institute (HERI). She earned a master's degree from UCLA, master's and bachelor's degrees from the University of New Mexico (UNM) and an associate's degree from UNM-Taos (branch community college). With nearly two decades of experience as a higher education professional at two- and four-year institutions, several Minority-Serving Institutions/Hispanic Serving Institutions, including faculty and professional positions in student affairs, institutional research, and administration, her work is informed by her own educational history as a community college graduate, low-income, first-generation college student, and mother scholar.

A consummate scholar, Herrera Villareal's work encompasses several strands of scholarship including student mobility; community college pathways; underrepresented and minoritized students in STEM; and a critical examination of policy issues related to diversity and equity in education. She has published in top tier, peer-reviewed journals and procured over \$3.9 million in funding to support her research. She serves as the PI for several large-scale research projects, including two current NSF funded

projects, investigating the role of community colleges and Hispanic Serving Institutions (HSIs) in STEM and as Co-PI for ADAPT: A Pedagogical Decision-Making Study. Her research employs advanced statistical techniques to examine institutional (structure, process and policy), geographic, demographic, political, and economic contexts that impact postsecondary outcomes for students of color. ▶

### **Gabriela Kovats Sánchez, PhD**

**Postdoctoral Research Fellow  
Research and Equity Scholarship Institute  
San Diego State University**



Kovats Sánchez has taught both K–12 and college over the last 15 years. She was previously faculty in Chicana/o Studies at San Diego City College and Director of College Success at Barrio Logan College Institute, a non-profit organization serving first generation college students. Kovats Sanchez' work merges

education, chicanx, and indigenous studies to uplift the counter-stories of historically minoritized students. She sheds light on monolithic notions of Latinidad that perpetuate the invisibility of Indigenous Peoples and centers the educational experiences of Mixtec/Ñuu Savi and Zapotec/Bene Xhon students in the U.S. Her current projects address the representation of Indigeneity within Chicana Studies as well as the conceptual expansion of Latinidad in relationship to Hispanic Serving Institution initiatives. Her work is deeply tied to her experiences with both the spoils and subjugation of the settler colonial project, as a Xicana raised in Guerrero, Mexico and California's Central Valley. Kovats Sánchez obtained her bachelor's from UC Davis, her master's in Latin American studies from SDSU, and her PhD from Claremont Graduate University and SDSU's Joint Doctoral Program in education. She is a member of the Community Advisory Community at the Centro Cultural de la Raza and long-time volunteer for Familia Indígena Unida in San Diego, CA. ▶



### *La Lucha por Libertad y Sobrevivencia: Afro-Cuban Higher Education and Economic Mobility in Havana*

Cuba's higher education system is widely recognized as one of the best postsecondary educational systems in Latin America. Yet, very little research has been conducted on Cubans' educational experiences across racial lines. Using a Postcolonial Geographic Epistemology, the author explores narrative histories of Black, Mulatto, and White Cubans living in Havana. Preliminary findings reveal the presence of spatial and cultural knowledge systems of *Afro-Cubanismo* pre-dating the 1959 period of the Revolution.

#### **Amalia Z. Dache, PhD**

**Assistant Professor  
University of Pennsylvania**



**Amalia Dache**, an Afro-Cuban American scholar, is an assistant professor in the Higher Education Division at the University of Pennsylvania. Her experiences as a Cuban refugee and student traversing U.S. educational systems—among them urban K-12 schools, community college, state college, and a private research-intensive

university—inform her research and professional activities. Dache's major research areas are postcolonial geographic contexts of higher education, Afro-Latina/o/x studies, community and student resistance, and the college-access experiences of African diasporic students and communities. She is lead editor of *Rise Up! Activism as Education*, published in 2019 by Michigan State University Press. Her most recent article, "Ferguson's Black radical imagination and the scyborgs of community-student resistance," appeared in *The Review of Higher Education* in 2019. Dache was named a 2020 NAEd/Spencer Foundation Post-doctoral Fellow for her project,

"Mapping Public Housing and Urban Higher Education Accessibility and Enrollment in Philadelphia." In 2019, she completed Rockefeller Institute's Richard P. Nathan Public Policy Fellowship where she conducted research on racial, transit, and economic factors inhibiting access to local postsecondary education in the Finger Lakes region of Upstate, New York. She received the Association for the Study of Higher Education's (ASHE) Bobby Wright Dissertation of the Year award in 2014. ▶

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**Dr. Terry Gomez** earned her PhD in Infant and Early Childhood Development from Fielding Graduate University, Class of 2020.

Dr. Gomez is a prominent Changemaker in her community working to improve conditions in children's mental health.

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## 2021 AAHHE BOOKS OF THE YEAR AWARDS

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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.

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In 2021, AAHHE is celebrating authors in its Senior Scholar, Early Career and Edited Volumes categories.

### 2021 BOOK OF THE YEAR AWARD – EDITED VOLUME CATEGORY

Susan J. Paik, Stacy M. Kula, Jeremiah J. González, and Verónica V. González  
*High-achieving Latino Students: Successful Pathways Toward College and Beyond*

### 2021 BOOK OF THE YEAR AWARD – SENIOR SCHOLAR CATEGORY

Gilberto Q. Conchas and Nancy Acevedo  
*The Chicana/o/x Dream: Hope, Resistance, and Educational Success*

Vasti Torres, Ebelia Hernandez and Sylvia Martinez  
*Understanding the LatinX Experience*

### 2021 BOOK OF THE YEAR AWARD – EARLY CAREER CATEGORY

Emir Estrada  
*Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles*

# 2021 AAHHE BOOKS OF THE YEAR

## EDITED VOLUME CATEGORY AUTHORS

### *High-achieving Latino Students: Successful Pathways Toward College and Beyond*



#### **Susan J. Paik, PhD** Claremont Graduate University

Susan J. Paik, PhD is a professor in the School of Education at Claremont Graduate University. Her research includes talent and leader development, educational productivity, urban and international studies, underserved students, and methods and evaluation. Paik has participated in educational projects in Africa, Asia, Central America, Europe, and the US. As an invited speaker, she has presented her work nationally and internationally in over 150 professional venues in different parts of the world, including presentations for researchers, policymakers, school leaders, teachers, parents, students, and others. She has received national fellowships, grants (e.g., AERA), and awards including the *Early Outreach Award* for her dedication to underserved students. In addition to numerous articles and chapters, Paik is an author or editor of various books and monographs such as *Narrowing the Achievement Gap: Strategies for Educating Latino, Black, and Asian Students* (Springer, 2007), *Advancing Educational Productivity* (IAP, 2005), *Effective Educational Practices* (IAE-IBE-UNESCO, 2000), and other works. ▶



#### **Stacy M. Kula, PhD** Azusa Pacific University

Stacy M. Kula, PhD is associate professor and the director of the Educational Leadership EdD Program at Azusa Pacific University. She has worked with the Latino population for over 20 years as both a practitioner and researcher, with special emphasis on immigrant families. Her research interests include factors of achievement for low-income immigrant students, family-school-community partnerships, multilingual education, and effective teacher education for urban contexts. Kula has been awarded the Tae Kim Han Award for contributions to culture and humanity in her research. She has presented at national and international conferences, including the National Association for Multicultural Education (NAME) and the American Educational Research Association (AERA), as well as other venues. Her published works have focused on Latino and Southeast Asian immigration and educational experiences, as well as on international and multicultural teacher education experiences. ▶



#### **Jeremiah J. González, PhD** Los Angeles Unified School District

Jeremiah J. González, PhD is the principal of Burbank Boulevard Elementary and Gifted Global Learning Magnet in the Los Angeles Unified School District. Previously, he was the principal of Murchison Street Elementary School in east Los Angeles. For over 18 years he has worked for LAUSD as a Teacher, Grade Level Chair, Title III Access to Core Instructional Coach, English Learners and Title I Coordinator, Adult ESL Teacher, Teacher Advisor, and Principal. González is also an Adjunct Professor in the Graduate School of Education and Psychology at Pepperdine University. He was selected as a Frederick Douglass Scholar by West Chester University, was awarded the Tae Han Kim Award by Claremont Graduate University, and received the Chancellor's Doctoral Incentive Award from the California State University System. His research interests focus on issues impacting Latino students and English language learners. González has presented his research at the annual conferences of many organizations including the American Educational Research Association (AERA), the California Association for Bilingual Education (CABE), and the National Association for Multicultural Education (NAME). ▶



#### **Verónica V. González, PhD** Los Angeles Unified School District

Verónica V. González, PhD is an assistant principal at Vintage Magnet Elementary School in the Los Angeles Unified School District. She has held various roles including elementary and high school teacher, adult school teacher adviser, English Learner Coordinator, Title I Coordinator, Intervention Coordinator, and Title III Instructional Coach. Her research focuses on the Latino community and strategies to increase parent involvement in schools. González has taught graduate level courses on action research and Latino educational issues at Claremont Graduate University and Pepperdine University. She is the recipient of the Tae Han Kim Award, Douglass Teaching Award, and Chancellor's Doctoral Incentive Fellowship. González has presented at the California Association for Bilingual Education, Hawaii International Conference on Education, National Association for Multicultural Education, and the American Educational Research Association. ▶



# 2021 AAHHE BOOKS OF THE YEAR

## SENIOR SCHOLAR CATEGORY AUTHORS

### *The Chicana/o/x Dream: Hope, Resistance, and Educational Success*

#### **Gilberto Q. Conchas, PhD**

Pennsylvania State University



Gilberto Q. Conchas, PhD is the Wayne K. and Anita Woolfolk Hoy Professor in the College of Education at the Pennsylvania State University. He received his PhD in sociology from the University of Michigan, Ann Arbor and his BA in sociology from the University of California, Berkeley. Conchas's research unearths the triumphs of

urban youth of color despite unequal school-community processes. He is the author and coauthor of nine books—including *The Color of Success*, *Streetsmart Schoolsmart*, *Cracks in the Schoolyard*, *Educational Policy Goes to School*, *The Complex Web of Inequality*, and *The Chicana/o/x Dream*. As well as numerous articles, book chapters, and policy reports. Conchas has been a professor at the Harvard Graduate School of Education and the University of California at Irvine and visiting professor at the University of Southern California, San Francisco State University, University of Washington, University of Barcelona, and the University of California, Berkeley and Santa Barbara. ▶

#### **Nancy Acevedo, PhD**

California State University



Nancy Acevedo, PhD is an associate professor in the Department of Educational Leadership at California State University, San Bernardino and a Scholar in Residence at the UC Davis Wheelhouse: The Center for Community College Leadership and Research. As an interdisciplinary scholar, she uses critical race theory

and Chicana feminist theories to examine transitions along the higher education pipeline for Latina/o/x students. As a previous college advisor at under-resourced high schools, Acevedo's professional experiences inform her commitment to social justice; her research advocates for equitable opportunities to college preparation and aligning college access with college completion. Her research has received several recognitions including a UC/ACCORD Dissertation Fellowship and second place in the Outstanding Dissertation Award from the American Association for Hispanics in Higher Education. Acevedo currently serves as Chair for the Latina/o/x Research Issues Special Interest Group for the American Educational Research Association and is incoming conference chair for the American Association of Hispanics in Higher Education. A first-generation college student, she earned her BA from the University of California, Berkeley, MA from San Jose State University, and her PhD in Education with a focus on Race and Ethnic Studies at the University of California, Los Angeles. ▶



# 2021 AAHHE BOOKS OF THE YEAR

## SENIOR SCHOLAR CATEGORY AUTHORS

### *Understanding the LatinX Experience*

#### Vasti Torres, PhD

Indiana University School of Education



Vasti Torres, PhD is a professor of Educational Leadership and Policy Studies at the Indiana University School of Education. Previously she was a professor in CSHPE at University of Michigan. She has led several grants investigating the choice to stay in college for Latino students as well as a multi-year grant looking at the experiences of working college students.

Torres has worked on several community college initiatives including Achieving the Dream. Her professional service includes being Vice President for Division J: Postsecondary Education for the American Educational Research Association (AERA) from 2019 to 2021, in 2007 she became the first Latina president of a national student services association – ACPA, and in 2020 she began her term as the Editor of the *Journal of College Student Development*. She has received the Contribution to Knowledge Award from both ACPA and NASPA, as well as the Professional Achievement Alumni Award from the University of Georgia, and the Hispanic Scholarship Fund Alumni Hall of Fame in 2014. Torres received the Indiana University Trustees Teaching Award (2008) and served as a Fulbright Specialist in South Africa (2011). She holds a BA from Stetson University and a PhD from The University of Georgia. ▶

#### Ebelia Hernández, PhD

Rutgers University



Ebelia Hernández, PhD is an associate professor in the Educational Psychology department at Rutgers University. Her areas of research include examining the interconnections between Latinx student engagement and development, and the use of critical theories in research. Hernández has published in the areas of

student development, history of Latinx student activism, student engagement, and the use of Critical Race Theory

in research design and theory development. She earned her PhD in Higher Education and Student Affairs at Indiana University, MS in Counseling from California State University, Northridge, and BA in English from California State University, Chico. Hernández is an associate editor for the *Journal of College Student Development*. She received the Emerging Scholar Award and Annuity Coepris Emerging Professional Award from the American College Personnel Association (ACPA) and was selected as a faculty fellow by the American Association of Hispanics in Higher Education (AAHHE). Hernández also currently serves as Secretary for AERA Division J, and as directorate member for ACPA's Commission for Professional Preparation. ▶

#### Sylvia Martinez, PhD

Indiana University



Sylvia Martinez, PhD is an associate professor at Indiana University, jointly appointed in the department of Educational Leadership and Policy Studies, and the Latino Studies Program. Broadly, her research focuses on the K-16 Latinx educational pipeline and Latinx ethnic identity development. She was the inaugural associate

director of the Center for Research on Race and Ethnicity in Society (CRRES; 2012-2014), and currently serves on the advisory board. Martinez served as the Director of the Latino Studies Program at Indiana University (2015 – 2019). She regularly teaches for the Groups Scholar program, a program targeting increased college attendance among first-generation, underrepresented students from Indiana. She received Indiana University's Trustees Teaching Award (2017). She is currently on the editorial board of the *Journal of Hispanic Higher Education*. Martinez holds a BA from Pomona College and a PhD from the University of Chicago. ▶

# 2021 AAHHE BOOKS OF THE YEAR

## EARLY CAREER CATEGORY AUTHORS

*Kids at Work:*

*Latinx Families Selling Food on the Streets of Los Angeles*

### Emir Estrada, PhD

Arizona State University



**Emir Estrada, PhD** is an assistant professor of Sociology at the School of Human Evolution and Social Change (SHESC) at Arizona State University (ASU). She earned a doctorate degree in sociology from the University of Southern California (USC) and a bachelor's degree in sociology with a minor in Chicano/a Studies from the University of California, Los Angeles (UCLA). Estrada lived in Mexico during her formative years and she is a first-generation college student. Her own immigration and educational trajectory have influenced her research interests, which centers on the migration and incorporation of immigrants from Latin America with a specific focus on the role of youth. Her book, *Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles*, documents how the children of undocumented street vendors in L.A. help their families incorporate to the U.S. by becoming economic co-contributors. Estrada also studied DACA youth who traveled to Mexico on Advanced Parole and their undocumented parents who experienced this trip from the United States. Her new book project focuses on the return migration of Mexican retirees and their children. Estrada is also a Co-PI in the

Arizona Youth Identity Project. All of her research projects take an intergenerational family approach to help our understanding of Latinx families in the United States. ▶

### List of past recipients of the AAHHE Book of the Year Awards

- 2020 Gina A. García, PhD, *Becoming Hispanic Serving Institutions: Opportunities for Colleges and Universities*
- 2019 2019 Alberto Ledesma, *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life*
- 2018 Gary F. Keller, *New Directions: Assessment and Preparation of Hispanic College Students & Moving Forward: Policies, Planning, and Promoting Access of Hispanic College Students*
- 2017 Aida Hurtado & Mrinal Sinha, *Beyond Machismo*
- 2016 Dolores Inés Casillas, *Sounds of Belonging: U.S. Spanish-language Radio and Public Advocacy*
- 2015 Alicia Gaspar de Alba, *[Un]Framing the "Bad Woman": Sor Juana, Malinche, Coyolxauhqui and Other Rebels with a Cause*
- 2014 Felicity Amaya Schaeffer, *Love and Empire: Cybermarriage and Citizenship across the Americas*
- 2013 Arturo Madrid, *In the Country of Empty Crosses: The Story of a Hispano Protestant Family in Catholic New Mexico*
- 2012 Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail*
- 2011 David Montejano, *Quixote's Soldiers: A Local History of the Chicano Movement, 1966-1981*
- 2010 Gustavo Arellano, *¡Ask a Mexican!*
- 2009 Sandra Cisneros, *The House on Mango Street*
- 2008 Mirta Ojito, *Finding Mañana*
- 2007 Sonia Nazario, *Enrique's Journey*
- 2006 Jeanett Castellanos and Alberta M. Gloria, *The Latina/o Pathway to the Ph.D.: Abriendo Caminos*

# 2021 AAHHE DISTINGUISHED AUTHORS AWARDS

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## The American Association of Hispanics in Higher Education

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**Aida Hurtado, PhD**

University of California Santa Barbara  
*Intersectional Chicana Feminisms: Sitios y Lenguas*



**Michael A. Olivas, PhD**

The University of Houston Law Center  
*Perchance to Dream: A Legal and Political History of the Dream Act and DACA*



**Carlos Vélez-Ibañez, PhD**

Arizona State University  
*Reflections of a Transborder Anthropologist: From Netzahualcoyotl to Aztlán*



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## 2021 AAHHE GRADUATE FELLOWS PROGRAM

The primary goal of the AAHHE Graduate Student Fellows Program (GSFP) is to prepare 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. Towards this end, program aims to provide 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. The graduate student fellows are given the opportunity to present their graduate proposals at the AAHHE National Conference, and to publish in *The Hispanic Outlook in Higher Education* and in the *Journal of Hispanic Higher Education*. Both of these publications are AAHHE partners.

### Natalia Toscano

AAHHE Graduate Student Fellows Program, Chair  
Chicana/o Studies  
University of New Mexico



Natalia M. Toscano, a second-year doctoral student in the Department of American Studies at the University of New Mexico (UNM), is currently working with the Department of Chicana and Chicano Studies (CCS) as a graduate assistant and a special projects assistant for the South West Hispanic Research Institute (SHRI). Deeply committed

to the development of Latinx/Chicanx intellectual spaces, Toscano is also a Graduate Research Fellow for El Centro de La Raza, where she mentors Latinx/Chicanx students to develop their undergraduate research.

Toscano earned a bachelor's degree in Chicana and Chicano studies and American Indian Studies from the University of California, Los Angeles. She was a Ronald E. McNair Scholar and Undergraduate Research Fellow for UCLA's Center for Undergraduate Research. Her research is rooted at the intersection of Chicana/o, Indigenous Studies, and Performance Studies. Her previous work has explored the radical possibilities of Danza Mexica as a potential site to observe the Chicax consciousness of Indigenous hemispheric struggle. Toscano continues to analyze the cultural and political implications of dance. Specifically, she investigates the use of state-sponsored dance productions as mechanisms for the creation and sustainment of Mexican nationalism.

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

### Luis F. Avilés González

AAHHE Graduate Student Fellows Program, Co-chair  
University of Texas at Austin  
Iberian and Latin American Languages and Cultures



Luis F. Avilés González is a first generation transfronterizo student of the San Ysidro-Tijuana borderlands. He is currently pursuing a PhD in Iberian and Latin American Linguistics at the University of Texas at Austin. His area of research is sociophonetic variation in the Spanish spoken in the United States by Mexican migrants

and heritage learners. His goal is to debunk stereotypes that negatively affect the Latinx/Chicanx communities in the U.S. In addition to research, Luis is an avid advocate of digital scholarship and open educational resources (OER). He currently is working alongside another colleague on the implementation of digital storytelling as a pedagogical tool into the foreign/heritage language classroom.

Also, Avilés serves as the moderator for the Heritage Spanish discussion forum where he works with K-12 educators in streamlining strategies for Heritage Language teaching. In his spare time, Avilés teaches Folklorico at St. Edwards University. When not dancing, he enjoys putting together websites, road tripping, and traveling. ▶



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**“The conference gave me the opportunity to experience firsthand how influential representation can be. Seeing Latinas who have been successful in academia was not only reassuring of what is possible in the academy but also drew me in to listen to their stories, their roadmaps, their challenges along the way, and their strategies to thrive. They modeled that which is possible, while at the same time encouraging us to chart our own paths.”**

**Raquel Muniz, JD, PhD**  
2020 AAHHE Faculty Fellow

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### **Berenice Sánchez, PhD**

**AAHHE Graduate Student Fellows  
Program Advisory Chair  
Idaho State University  
School Psychology & Educational Leadership**



Berenice Sánchez, PhD is a scholar and a practitioner in higher education and student affairs. She received her doctorate degree from Indiana University Bloomington. Her primary research is focused on examining the experiences of faculty of color, with a focus on Latina faculty, and exploring the ways that race, racism, and white supremacy in higher education. Prior to joining IU Bloomington, she served as the assistant director of La Casa Cultural Latina at the University of Illinois at Urbana–Champaign. While at Indiana University, she worked as a project associate with the National Survey on Student Engagement (NSSE), the assessment coordinator for the Division of Student Affairs, as well as the managing editor of the *International Journal of Qualitative Studies in Education*. When not working, she enjoys traveling out of the country, mostly to enjoy being on the beach, going salsa dancing, and working out. ▶

# 2021 AAHHE GRADUATE FELLOWS PROGRAM

## Rubí Gonzales, MA

**AAHHE Graduate Student Fellows Program Alumni,  
Chair  
The University of Texas at El Paso  
Department of Psychology**



Rubi Gonzales is a PhD candidate in health psychology at The University of Texas at El Paso. Her research sits at the nexus of racism and health. She is dedicated to working in an interdisciplinary manner to promote health equity and is trained in quantitative and qualitative methodologies. Prior to UTEP she earned

her BA in psychology at the University of Houston and upon graduation worked as a project manager for Dr. Clayton Neighbors in the Social Influences and Health Behaviors Lab. It was there where she established her research niche in reducing health inequities among the Latinx population. Gonzalez is dedicated to bridging research and policy to address social injustices. She has published in the *Translational Behavior Medicine* a policy brief titled “Congress should protect immigrants seeking health care.” Further she has worked as summer employee for the Meadows Mental Health Policy Institute for two summers throughout her doctoral studies. She has been the recipient of the Young Investigator Award from the International Congress on Integrative Medicine & Health, the Dodson Research Grant from UTEP, and is a research fellow for the Interdisciplinary Research Training Institute supported and funded by the National Institute of health and the University of Southern California. Gonzalez is dedicated to helping other minoritized students in higher education. She currently serves as the vice president of the Doctoral Women Organization at UTEP and has presented at national conferences on her experiences navigating academia as a first-generation Latina. ▶

## Roberto C. Orozco

**AAHHE Graduate Student Fellows Program Social  
Media, Co-chair  
Rutgers University–New Brunswick  
Graduate School of Education, Higher Education PhD Program**



Roberto C. Orozco is a first-generation PhD candidate in the Higher Education Program at Rutgers University–New Brunswick from Sioux City, Iowa. After obtaining his master’s degree, he became the Director of the Center for Social Justice at the University of Nevada, Las Vegas where he oversaw co-curricular

student programming and social justice education. He was also an adjunct faculty in the Interdisciplinary, Gender, and Ethnic Studies Department where he taught women’s studies courses and is currently a part-time lecturer in the Department of Latino and Caribbean Studies at Rutgers University–New Brunswick. He is also a Rutgers University and Louis Bevier Fellow as he works on completing his dissertation titled, *Aquí Entre Nos: Examining the Identity Development of Queer Latinx/a/o College Student Activists*. Orozco’s research examines the identity development of queer Latinx/a/o college student activists in higher education. His dissertation is both a project of remembering the ways queer Latinx/a/o people build kinships as a liberatory praxis and an assertion of working to materialize a future of possibilities for queer Latinx/a/o people in higher education. ▶

# 2021 AAHHE GRADUATE FELLOWS PROGRAM

## Uriel Serrano

**AAHHE Graduate Student Fellows Program Social Media, Chair**  
**Sociology and Critical Race and Ethnic Studies**  
**University of California, Santa Cruz**



Uriel Serrano (he/el) is a PhD candidate in sociology and critical race and ethnic studies at the University of California, Santa Cruz. His research explores questions around race and gender, children and youth, social movements and resistance, and neighborhood institutions in the context of carceral violence. He grounds

his work in critical youth studies, critical carceral studies, and Black feminist theories to examine political mobilization by Black and Latinx youth, gender ideologies, carceral logics, and youth–well–being in an inner–city context. Serrano is currently an American Sociological Association Minority Fellow and a California State University Chancellor’s Doctoral Incentive Program Fellow. Born and raised in the Crenshaw/Baldwin Hills neighborhood, he graduated from Susan Miller Dorsey High School and earned a BA and MA from California State University, Los Angeles. Uriel is the happy human of a five–year old pit bull mix named Duke. ▶

## Aurora Kamimura, PhD

**AAHHE Board of Directors Liaison, Graduate Student Fellows Program**  
**Lecturer and Fellow**  
**Washington University in St. Louis**



Aurora Kamimura, PhD is visiting assistant professor at the University of North Texas, and an organizational development consultant in areas of higher education, diversity, equity, and inclusion. Beginning in July of 2020, she will transition to Washington University of St. Louis, where she will serve as a Fellow in the Office of the

Vice Provost investigating and enhancing efforts on faculty diversity across disciplines with a specific focus on STEM areas, and as a faculty instructor in the Department of Education. As an educational professional, Kamimura has over fifteen years of experience in statewide college access initiatives and multicultural affairs. Most recently, she served as an Associate Dean of Student Services working with students in the K–20 pipeline.

Kamimura is an Alumni of the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Her research agenda focuses on broadening access and equity in the P–20/professoriate pathway. More recently, her research looks to identify promising practices for enhancing structural diversity in the STEM professoriate, by focusing distinctly on the recruitment and hiring process. She recently co–authored two book chapters: “The benefits of diversity for innovation in academic research” in *Positive Organizing in a Global Society: Understanding and Engaging Differences for Capacity Building and Inclusion*, and “Undocumented student access to higher education: Focused efforts at the federal and institutional levels” in *Engaged Research and Practice: Higher Education and the Pursuit of the Public Good*.

Kamimura earned a BA in social sciences from the University of California, Irvine; EdM in administration, planning and social policy at Harvard University; a MA in higher education management and organizations, and a PhD in higher education and organization behavior at the University of Michigan. ▶

### Patricia A. Pérez, PhD

AAHHE Board of Directors Liaison, Graduate Student Fellows Program

Professor, Chicana and Chicano Studies  
Coordinator, H&SS Collective for Justice,  
Equity and Transformation  
California State University, Fullerton



Patricia A. Pérez, PhD is a Professor in the Department of Chicana/o Studies and Coordinator of the H&SS Collective for Justice, Equity and Transformation at CSU Fullerton. Pérez' research interests focus on U.S. higher education inequities with an emphasis on students and faculty of color. She is the editor or co-editor of “The

Tenure Track Process for Chicana and Latina Faculty: Experiences of Resisting and Persisting in the Academy,” “Facilitating Educational Success for Migrant Farmworker Students in the U.S.,” and “Higher Education Access and Choice for Latino Students: Critical Findings and Theoretical Perspectives,” published by Routledge in 2019, 2017 and 2015, respectively. She is the recipient of several awards including recognition for exceptional teaching, service, scholarship, and honors for outstanding mentorship. She is the recipient of the 2008 AAHHE/ETS Outstanding Dissertation Award.

Pérez received an MA and PhD from the UCLA GSE&IS in higher education and organizational change. She also holds an Ed.M. with a concentration in administration, planning, and social policy from Harvard University, and a BA in Chicana/o Studies from UCLA. Born and raised in Santa Paula, California, Pérez is a first-generation college student with family roots in southern Arizona, Guanajuato and Sonora, Mexico. ▶

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**“As I presented my dissertation project at the conference, I was reminded of why our narratives matter. Being a part of the 2020 cohort of AAHHE Graduate Fellows was an experience filled with inspiration, hope, and joy. Learning and sharing the ways we are transforming spaces of academia with our research and with our realities was transformative and impactful in ways that I had not experienced in academia.”**

**Roberto Orozco, MS**  
2020 AAHHE Graduate Student Fellow

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**“...I also realized my ‘family’ consists of many fellow Latinx members who are sometimes invisible in our community, such as Afro-Latinx, Asian-Latinx and other indigenous Latinx whose roots extend beyond Mexico...I believe with the help and support of colleagues like those at AAHHE, I am on the path to reach my goal of becoming a graduate dean and developing policies and practices that can encourage more students like us to pursue and attain doctoral degrees.”**

**John Vazquez, PhD**  
2020 AAHHE Graduate Student Fellow

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### **Joel Calixto**

**History**  
**UC Davis**



**Joel Daniel Calixto** is an undocumented migrant born in the state of Guerrero, Mexico. He and his family are from the Laguna de Tres Palos along Acapulco’s Pacific Coast and Ixcateopan de Cuauhtemoc in the northern region of Guerrero. After migrating to the United States, he worked as a shoe vendor, restaurant cook, and

auto technician. He first started his educational journey attending San Bernardino Valley College (SBVC) where he received an AA in political science. After three years, he transferred to the University of California, Los Angeles (UCLA) and graduated with a BA in Chicana/o studies and history. Currently, Joel is a second year PhD student in the Department of History at the University of California, Davis (UC Davis). His research explores the historical antecedents of Canadian gold mining corporations and their cultural, ecological, and social impacts on Black and Indigenous elders and youth in the state of Guerrero during the twentieth century. As the only undocumented graduate student in his program, he is formulating a collaborative project that takes into account the practical and methodological limitations for undocumented students studying and researching Latin America. ▶

## 2021 AAHHE GRADUATE FELLOWS

### Marisela Chavez

Forest & Conservation Science  
University of Montana



**Marisela Chávez** is PhD candidate and Food–Water–Energy NSF Fellow at the University of Montana. She has spent the last 10 years focusing on environmental conservation, culture, and social justice issues in Latin America through a variety of academic, professional, and volunteer experiences. Her research has involved looking at the relationship between

indigenous cosmovision and biodiversity conservation in Costa Rica, and understanding the lived experiences of food sovereignty among MST (Landless Workers Movement) members in Brazil. Her current research considers the role of food culture in influencing the conservation of crop biodiversity in two indigenous communities in Yucatán and Oaxaca, México.

Born in California to a family with strong roots in Mexico, Chávez spent most of her childhood growing up between the San Fernando Valley and her grandparents' farm in Colima. It was her fascination with her grandmother's storytelling and her work in education that shaped her academic and professional career path. Chávez has engaged in community–based work in several capacities across different geographies. While studying in Wisconsin, she was ballet folklórico instructor and community organizer. Later, she worked as an environmental educator for a biological station inside an indigenous territory in Costa Rica. Through her affiliation with higher education institutions, she has also supported the development and implementation of outreach activities related to Latin America, combining her passion for education with expanding experiential opportunities for K–12 educators and students. Chávez earned a Bachelor of Arts in Spanish and environmental studies from the University of Wisconsin–Milwaukee, and a Master of Arts in Latin American studies from the University of Kansas. She is bilingual in English and Spanish and is also fluent in Portuguese. ▶

### Andrea Constant

Sociology  
Syracuse University



**Andrea Constant** is a second–year doctoral student in the Department of Sociology at Syracuse University. She is also completing a Certificate of Advanced Study in Women's and Gender Studies. Andrea's areas of expertise within sociology are carceral studies and education. Her research centers the experiences of

Black and Latinx girls with school punishment. She seeks to understand how school punishment affects families and communities and their resistance/internalization of carceral logics. Her work is informed by working with Black and Latinx youth in after–school enrichment programs and her own lived experiences. ▶

### Celine Cortes

Biomedical Science  
University of Oklahoma



**Celine Cortes** was born and raised in southern California, and received her bachelor's degree in biology from UCLA. During her time at UCLA, she discovered her love of teaching and outreach through a mentorship program that provides social support and educational activities to under-privileged K–12 youth residing in government-

subsidized housing. After earning her degree, she worked as an assistant language teacher of English at middle and elementary schools in a rural area of western Japan for two years. Celine is currently in her third year of the Biomedical Sciences PhD program at Oklahoma State University Center for Health Sciences (OSU–CHS). Within the Biomedical Sciences program, she is completing the anatomy and vertebrate paleontology track. She has taught human anatomy to medical and graduate students as a teaching assistant, and is currently working on research. Her research utilizes an interdisciplinary approach to investigate ecological consequences of historical sympatry among canids in the Southern Great Plains region of the United States, with a focus on wolves, coyotes, and dogs. In addition to teaching and research, Cortes is the current vice president of the Biomedical Sciences Graduate Student Association (BSGSA) at OSU–CHS and regularly participates in STEM-based outreach events for under-served students. She is currently developing a summer program that will allow Hispanic college-age students to experience paleontological field work, as well as become better acquainted with the relationship between Hispanic and Native American cultural practices and science. She aspires to hold a faculty position that will allow her to teach human anatomy, conduct paleontological research, and continue her work in STEM outreach and mentorship. In her free time, she enjoys playing soccer and hiking with her roommates. ▶

### Gustavo García

Chicana/o Studies  
University of New Mexico



**Gustavo García** was born and raised in Los Angeles and the San Fernando Valley. His family is from the Central Valley of Oaxaca from the pueblo San Baltazar Chichicapam. He first started his educational journey at Santa Monica Community College where he received an Associate of Arts in liberal arts: social and behavioral science.

After four years of full-time school and work, he transferred to the University of California Los Angeles (UCLA) and graduated with Bachelor of Arts in Chicana studies and American Indian studies. Spring of 2019, he received his Master of Arts at the University of New Mexico in American studies. Currently, he is a PhD student in the department of Chicana/o Studies where his research interests engage the intersections of Chicana and Indigenous studies to examine Indigenous Mexican migrations, comparative colonial formations and continuities, and Indigenous Chicana social movements. García is part of the Chicana Worldmaking and Futurities Project Working Group, Quetzalquetlachtli and Las Brujas Jaraneras. Additionally, he is the co-creator and co-coordinator of the Chicana/Latina Transfer Scholars Program (CLTSP). ▶

### Janay Mae Garrett

Human Development  
University of Pennsylvania



**Janay Mae Garrett** is a Black Chicana Mother Scholar who proudly reps her hometown of Stockton, CA. Janay is a fifth-year PhD candidate and part-time lecturer in the Interdisciplinary Studies in Human Development (ISHD) Program at the University of Pennsylvania's Graduate School of Education (PennGSE). She is also a graduate researcher with Dr.

Howard Stevenson's Racial Empowerment Collaborative (REC), whose members contribute to scholarship on racial socialization, racial stress, and coping and racial literacy in family, schools, and communities.

Garrett had both of her children, now one and three years of age during her PhD program, which deeply informs her approach to advocacy and research for and with other mothers of color. Integral to her praxis, has been unapologetically showing up in academic spaces with her children on her back or at her side, even when it is expected that she would leave them at home. Modeled after the examples of other MotherScholars, she stands firmly in a refusal to splinter her identities in a way that reifies harmful notions of professionalism in academic spaces. This is her motherwork.

With a focus on the developmental transition to motherhood, known as Matrescence, Garrett's research agenda explores how Black birthing women who are first-time mothers story their transition to motherhood. Integrating Critical Race Theory and Motherwork, Garrett's dissertation, "*Work for the day to Come: Motherwork, Identity tensions & Black women's first transition to Motherhood*," explores if and how first-time Black mothers experience and negotiate competing identity tensions in their personal relationships and social location(s). Methodologically, she is exploring this qualitatively, by utilizing an interpretive phenomenological analysis of self-talk. ▶

### Amalia Merino

Spanish Linguistics  
University of Texas at Austin



**Amalia Merino** is a proud bicultural and bilingual Latina, born and raised in the U.S.–Mexico border town of Brownsville, TX. She graduated from Gladys Porter High School and, shortly after, began her undergraduate studies in Civil Engineering at the University of Texas at Austin. Due to unforeseen personal motives, she deemed it necessary to

pause her education and work full-time instead. These three years off were a period of personal growth, as she not only learned the value of education, but also became aware of her deep interest towards bilingualism. Motivated to learn more, Amalia re-enrolled as a double major in Spanish and Linguistics at UT Austin. Although she had to work two to three jobs while still maintaining a full curriculum of coursework, she managed to graduate in less than three years and immediately transitioned into a doctoral program. Currently, Merino is a fourth-year PhD student in Iberian and Latin American Linguistics at the University of Texas at Austin and is working towards her dissertation proposal. She is also an assistant instructor for the Department of Spanish and Portuguese at UT Austin and am the Project Graduate Assistant for the McNair Scholars Program at St. Edwards University.

Her research focuses on Heritage Spanish Speakers in the U.S. and aims to eradicate many of the negative linguistic descriptions and social ideologies associated with U.S. Spanish. Upon earning her doctoral degree, Merino plans on becoming a professor at a research university. She considers herself privileged to have had Hispanic mentors that motivated and guided her as she navigated this complex academic system and, in turn, hopes to someday transmit her skills and knowledge to others as they navigate their own academic journey. ▶



### Edauri Navarro-Pérez

Environmental Science  
University of Arizona



**Edauri Navarro-Pérez** is a PhD student in the Environmental Life Sciences program at Arizona State University (ASU). Born and raised in Bayamón, Puerto Rico, her undergraduate studies were at the University of Puerto Rico, Río Piedras Campus, in the Environmental Sciences Program. Through her undergraduate years, she has

been working on topics like mating mechanism in Red-Eyed Tree frogs in Costa Rica, community outreach in Puerto Rico, and how drought affects nitrogen cycles at El Yunque National Forest. Moreover, she has researched how antibacterial and anti-fungal properties of algae's allelopathy at New Mexico State University and how wildfires affect the nitrogen cycle at the Yukon Kuskokwim Delta with the Polaris Project at Woodwell Climate Research Center. Her graduate research is about root functional traits and how these traits affect dryland soil properties. Currently, Edauri is part of Heather Throop's lab at ASU. ▶

### Vanesa Nuñez

Sociology  
University of Nevada, Las Vegas



**Vanessa Núñez** is a first-generation PhD candidate in sociology at the University of Nevada, Las Vegas from South Gate, CA. Her research explores the role that faculty, staff, and administrators play as institutional activists at a major research university to support undocumented students. Her study aims to help understand how

institutional change happens through different advocacy strategies and motivations based on the institutional actors' own experiences with the institution and their connection to undocumented student activists who are the driving force for change. Prior to her graduate studies, Nuñez has worked in higher education as an academic advisor and as a grant coordinator in San Diego, CA. She misses the beach every day she has spent in the desert. ▶

### Martha Ortega Mendoza

#### Education

University of California, Berkeley



**Martha Ortega Mendoza** is the youngest daughter of two immigrant parents who instilled in her the importance of humility: ask for help whenever things are too difficult and pay it forward. This lesson proved essential for navigating higher education as a first-generation, low-income, and formally undocumented student.

Upon graduating from her undergraduate studies, she accepted a joint one-year interim position as the Coordinator for the Undocumented Student Services & Counselor for Educational Opportunity Programs at the University of California, Santa Cruz (UCSC). Her professional work experiences at UCSC motivated her to pursue a doctoral degree in education to impact the policies and practices that affect the success of undocumented students pursuing postsecondary opportunities.

Ortega Mendoza is a PhD student at the University of California, Berkeley in the Graduate School of Education. Through her doctoral work, Martha hopes to begin answering, what are the academic, financial, and campus climate experiences of undocumented graduate students? Moreover, she hopes to better understand how institutions can adequately support this specific student population. Ultimately, Martha wants her research to inform practitioners, researchers, and policymakers how they can support the recruitment and retention efforts of undocumented graduate students. ▶

### Andrew Ortiz

#### Neuroscience

University of Nevada, Las Vegas



**Andrew Ortiz** is originally from the city of Rosemead, located in the county of Los Angeles, CA. In 2005, he moved to Las Vegas NV with his family; and in 2017, he graduate with a Bachelor of Arts in psychology and a minor in neuroscience, from the University of Nevada, Las Vegas (UNLV). The following year, Andrew was accepted into the PhD

Interdisciplinary Neuroscience Program at UNLV, under the mentorship of Dr. Jefferson W. Kinney.

In 2014, Ortiz joined Dr. James M. Hyman's *In Vivo* Electrophysiology Research Laboratory, starting his research career as an undergraduate research assistant at UNLV. At the lab, he constructed and assembled electrophysiological hyperdrive implants used to record, in real time, brain activity in animals; and how different brain regions interact and synchronize together. However, Andrew wanted to understand the brain in a disease state. In 2017, he Ortiz joined Dr. Jefferson W. Kinney's Cellular and Molecular Brain Research Laboratory at UNLV, which focuses on understanding the underlying mechanisms of neurodegenerative diseases (e.g., Alzheimer's disease).

Over 120 million Americans (a third of the U.S. population) have prediabetes or diabetes. Individuals with type II diabetes are up to four times more likely to develop Alzheimer's disease. Furthermore, 80% of people with Alzheimer's disease, have type II diabetes and/or glucose intolerant. Andrew is specifically interested in understanding the cellular and molecular mechanisms of how type II diabetes, and a chronic immune response in the brain (neuroinflammation), affects the brain (e.g., Alzheimer's disease). His end career goal is to secure a faculty position at an institution where he will continue to investigate the detrimental effects that impaired energy metabolism has on the brain, in hopes for the development of novel therapeutics. ▶

# 2021 AAHHE GRADUATE FELLOWS

## Lisa Parladé

Education  
Morgan State University



**Lisa Parladé** is a doctoral candidate at Morgan State University in the Higher Education Administration PhD program. She is interested in advancing the literature on Latina college success by investigating the ways in which membership in a Latin Greek Letter Organization relates to the successful attainment of a baccalaureate degree by

focusing specifically on the acquisition of academic and professional skills vis-à-vis membership that are then applied to academic achievement and degree completion. Parladé works full time at Temple University as a senior academic advisor and has a background in student affairs and student & career development that informs her daily practice.

Born and raised in Philadelphia to Cuban and Brazilian parents, Parladé entered the field of higher education as a result of her own collegiate experiences and wanting to be a support to future college graduates in successfully navigating the often-confusing institutional bureaucracy. Parladé is very active in Lambda Theta Alpha Latin Sorority, Inc. and her experiences of being involved in this historically Latina sorority serve to further inform her research from the point of view of a cultural insider. Outside of work and scholarship, Parladé is a huge fan of genealogy and has been mapping her own family tree since she was 15-years old with the help of relatives' *cuentos* and archival material. Her passion for genealogy in no small part stems from her belief in the following Akan proverb, that "if I stand tall, it is because I stand on the shoulders of many ancestors." ▶

## Giovanna M. Pérez

Psychology  
New Mexico State University



**Giovanna M. Pérez** is a counseling psychology doctoral student at New Mexico State University. She completed her Bachelor of Arts from Texas State University in psychology and completed her Master of Arts in experimental psychology from the University of Texas at El Paso. As a counseling psychologist in training, Pérez has clinical and

research interests. Her clinical interests include providing culturally humble bilingual therapy in behavioral health settings to underserved community members. Her research interests include suicidality in Latinx with a special focus on sociocultural factor effects on suicidal behavior. She is also interested in research in critical consciousness specifically, examining the development of critical consciousness in Latinx at the U.S.–Mexico border. In the future, Giovanna hopes to serve the Latinx community as a practicing psychologist and researcher. ▶

### Merylou Rodriguez

#### Education

Rutgers University–New Brunswick



**Merylou Rodriguez** is a first-generation, part-time PhD candidate in the Higher Education Program at Rutgers University–New Brunswick. Born and raised in Elizabeth, New Jersey, Rodriguez proudly hails from Dominican and Puerto Rican parents. Rodriguez was an Educational Opportunity Fund student as an undergraduate. She earned

her bachelor's degree in psychology and earned her master's in 2017, both at Rutgers University–New Brunswick.

Rodriguez has engaged in diversity, social justice, and access work as an undergraduate paraprofessional and continues to guide her career through this framework. Currently, she serves as the director of Scholarships, Housing, and Student Engagement at Douglass Residential College at Rutgers University–New Brunswick, a residential women's program. She oversees and directs the scholarship program, institutional data reporting, commuter engagement, and student programming in this role. Additionally, she is a part-time lecturer in the Department of Latino and Caribbean Studies and Women's, Gender, and Sexualities Studies. She teaches Introduction to Latinx/a/o Studies and Knowledge and Power: Issues in Women's Leadership, respectively. Rodriguez' research focuses on the recovery, re-centering, and reclaiming Puerto Ricans' histories and stories in the United States. Specifically, she is interested in chronicling how Puerto Rican college students created legacies on their respective campuses through their activities while maintaining connections to their communities and culture.

She has engaged in archival research and looks forward to continuing this methodology along with oral histories. Given the extensive gap in the literature on Puerto Ricans in higher education, she intends to bridge the existing scholarship from K–12 to shed light on Puerto Rican college students' unique experiences. She contends that understanding Puerto Rican college students' historical legacies can inform this population's current conditions and offer insights with practical and policy implications. ▶

### Lettycia Terrones

#### Library Sciences

University of Illinois



**Lettycia Terrones** is a doctoral student in Information Sciences at the University of Illinois at Urbana–Champaign. She has earned a graduate minor in Latina/o Studies and is completing certification in the Unit for Criticism and Interpretive Theory at Illinois. Terrones studies the confluence of pedagogical, aesthetic, and institutional

investments that intersect at the site of Latina/o/x children's literature and its use in children's story hours in U.S. public libraries. Through Chicana Feminist Theory, Chicana Art Aesthetics, and Library Studies historiography, she examines artist and librarian engagement in storytelling for children to ask what aesthetic/political impulses inform the juncture between narrative, visibility, performance, and cultural perpetuity, and what this juncture reveals about the functions and futures of library spaces for children and families. Terrones mentors and teaches brilliant students at Cal State Los Angeles in her role as Learning & Instruction Services librarian. She loves hanging out in her mother Rosario's kitchen in Boyle Heights, listening to family stories and dreaming up worlds otherwise.

Terrones is a student representative of the American Studies Association, a member of Mujeres Activas en Letras y Cambio Social, the Association for Library Services to Children, REFORMA's Children's & Young Adult Services Committee, and the Center for the Study of Multicultural Children's Literature. She has served on the Ezra Jack Keats Book Award and Pura Belpé Award committees and reviews for *The Horn Book Magazine*. She will serve on the 2022 Coretta Scott King Book Awards Jury. Terrones' essays appear in the journals *Bilingual Review/Revista Bilingüe*, *Research on Diversity in Youth Literature*, and in the book *Nerds, Goths, Geeks, and Freaks: Outsiders in Chicana and Latinx Young Adult Literature*. ▶



### Karla M. Venegas

Educational Linguistics  
University of Pennsylvania



**Karla M. Venegas** is a doctoral student in the Educational Linguistics department at the University of Pennsylvania Graduate School of Education. She is a former elementary school bilingual education teacher from New York City and her role as a bilingual educator working in service of raciolinguistically minoritized students

remains at the center of her research. She is interested in how school leadership teams in bilingual educational contexts think about and perceive the language practices of emergent bilinguals. Her research focuses on interrogating the construction of leadership as it relates to the experience of racialized school leaders in bilingual educational settings. Venegas is an educator who leads with joy and believes in the excellence of Black and Brown children and her hope is to (re)imagine a different approach to school leadership more broadly alongside Black and Brown leaders. She holds a certification in school leadership from the University of Pennsylvania, an Master of Science in early childhood education from Hunter College, and a Bachelor of Arts from the University of Pennsylvania. ▶

### Jennifer Vilchez

Gender/Women's Studies  
Rutgers University–New Brunswick



**Jennifer Vilchez** was raised in California by her Peruvian immigrant parents and is the first in her family to attend college and graduate school. Before attending Rutgers University in 2016, she graduated from the University of California, Berkeley with dual degrees in Spanish and film in 2008 and received her master's degree in women's and

gender studies in 2014 from the GEMMA European Joint Master's Degree program hosted by the University of Granada and Central European University.

Her current research as a doctoral candidate in women's, gender, and sexuality studies at Rutgers presents a unique genealogy to examine the intersections of identity politics with data and technology. She strongly contends that "data is not truth" and her work supports this proverb in the context of identity by studying the processes of ethnicization and racialization in the U.S. following the consolidation of the 'information society' in the mid-twentieth century. Her work explores the emergent intimacies with digital technologies in our everyday lives and the radical changes data has had on who we are, especially those of us known as Hispanics, Latinos, and/or Latinxs. Through her research, she hopes to interrogate the ways these identities have been formed by data and how data produces identities. Her inspiration for this work stems from thinking about how her own identity as an institutional Hispanic and social Latina has transformed in her own lifetime, from the time before personal computers to today's handheld devices with instant access to global networks. Aside from academia, Vilchez is a cat enthusiast who spends her free time binge-watching TV series, trying new vegetarian foods, and advocating for her local community in Elizabeth, New Jersey. ▶

### Bobby Ali

Social Work  
Portland State University



**Bobbi Ali Zaman** is a first-generation second year PhD student in the Social Work and Social Research program at Portland State University. Their background is in child and youth care, gender studies, and family studies. Their research focuses on decentering developmental psychological narratives to explore queer of color and postcolonial possibilities

within child, youth, and family studies. Their current qualitative research project utilizes queer of color theorizing to explore the experiences and emotions of LGBTQ+ BIPOC in fandom communities. Specifically exploring the furry fandom, their project focuses on queer of color performance, worldmaking practices and identity exploration within the furry community and inner-fandom issues surrounding racism, sexism, homophobia, and transphobia. ▶

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**“Working to receive a PhD in education policy has placed me in a position where I can use my knowledge and skills to address disparities currently present within the education system. Finding forms of support to address these disparities is what led me to see out the Graduate Fellows Program of the American Association of Hispanics in Higher Education (AAHHE).”**

**Jose Ortiz**  
2020 AAHHE Graduate Student Fellow

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# Supporting Educational Opportunities for All

We congratulate the winners of the  
2021 Outstanding Dissertations Competition  
and passionately share AAHHE's mission to advance opportunities  
for Latinos through recognition, awareness and research.

ETS's Tomás Rivera Lecture Series reports include:

*A Reflection in 2020 of Chancellor  
Tomás Rivera: Lessons on Leadership,  
Community and Empowerment*



The Honorable Vilma Martínez

*The Brilliance, Tenacity and  
Strength of Latinos in America*



Michele Siqueiros

*Underrepresentation of  
Hispanics in Higher Education  
& the Need to Change*



Antonia Hernández

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At ETS, our mission is to advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

# AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

SPONSORED BY ETS



Recognizing scholarly achievement is an important way to grow the pipeline of Hispanics in higher education. Since 2006, the three winners—and all the fine entrants—of the annual ETS Outstanding Dissertations Competition awards have become role models for successor generations of students, academics, and administrators.

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

## Committing to Inclusiveness Is Essential in Our Ever-Changing Environment

### Walt MacDonald

ETS President and CEO



Our environment is changing faster now than at any previous time in human history. We're facing challenges in demographics, skills and culture—not to mention emerging technologies, career specialties and even new vocabulary. Clearly we need faculty and students with a diversity of talents, skills and backgrounds to help us make

sense of the changes and their broader implications, and to address the new types of challenges we face that simply didn't exist a few years ago.

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

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

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

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

### Kurt M. Landgraf

ETS President and CEO, 2000–2013



Kurt M. Landgraf, in his time at ETS, nurtured the company's social and community outreach efforts, broadened its education research activities and raised its profile as a voice of education reform. He believed in building school culture that fosters motivation and learning and accordingly inspired the establishment of

the ETS Outstanding Dissertations Competition awards at AAHHE in 2006. Mr. Landgraf retired from ETS in 2013 and now serves on the organization's board of trustees. ▶



# AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

## 2021 AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION FIRST PLACE WINNER KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

### Laura Minero, PhD

#### LGBTQ Youth Trauma

Resilience and Community Education Post-doctoral Fellow  
UCLA Nathason Family Resilience Center

#### Dissertation Title:

The Impact of Detention Proceedings and Solitary Confinement on Latinx, Transgender, Undocumented and Asylum Seeking Immigrants

**Degree Discipline:** Counseling Psychology

#### Degree Granting Institution:

University of Wisconsin–Madison



Laura P. Minero, PhD is a Postdoctoral Fellow at the DMH + UCLA Prevention Center of Excellence and EMPWR Program in the Jane and Terry Semel Institute for Neuroscience and Human Behavior at UCLA. Minero presently provides bilingual/bicultural, trauma-informed, affirming, and evidenced-based therapy to LGBTQ+ individuals across the lifespan and their families. She also

specializes in working with undocumented immigrants, people of color, and Spanish-speaking populations across the lifespan. Minero also trains and develops curriculum for Los Angeles County professionals regarding provision of trauma-informed and LGBTQ affirming services.

Minero earned her PhD in counseling psychology from University of Wisconsin–Madison in August 2020. Her scholarly work has included contributing to scientific consensus studies used to inform national policy as a 2019 Christine Mirzayan Science Policy and Technology Fellow with the National Academies of Sciences, Engineering, and Medicine. Her research with undocumented and asylum-seeking transgender immigrants and the intersections of transphobia, racism, and trauma was supported by Ford Foundation Predoctoral and Dissertation Fellowship awards. Her interest in science policy is driven by the knowledge that policies ultimately impact the mental and holistic well-being of communities at the state, local, and national level.

Minero co-founded the first university organization for undocumented students in Wisconsin, DREAMERS of UW–Madison, which later grew into the first state-level organization in Wisconsin for undocumented students. Minero has been featured on Fusion a couple of time for her advocacy work related to campus sanctuaries having co-written one of the first campus sanctuary petitions to be circulated nationwide by—which various other petitions were modeled after 45th was elected President. These efforts led to direct collaboration with the chancellor and university administration to develop policies that directly protect undocumented and international students. She was appointed by the university chancellor to serve on the Advisory Council on Immigration and International Student Issues to support the legal and safety needs of undocumented students, staff, and faculty under eminent risk for deportation under 45th’s administration and xenophobic executive orders. Minero co-founded and developed the first support group at a local elementary school in Middleton for undocumented and Latinx youth and arranged to have different leaders in the community to serve as role models for youth that were fearful of deportation post 45th’s election. Minero has actively participated in city council meetings providing testimonies for city ordinances, engages with her senators and congress members advocating for a comprehensive, humane and inclusive immigration reform and has taken several advocacy trips to Washington D.C. to fight for a Clean Dream Act to be passed alongside United We Dream and with the American Psychological Association.

Minero was featured by Our Live’s Magazine as an influential leader on their Queer People of Color 2017 Pride List and received the 2017 Alix Olson Award for the Promotion of a Tolerant and Just Community and University of Wisconsin–Madison’s 2020 Outstanding Woman of Color Award in recognition of her advocacy. She has also received several national service awards in recognition of her contributions to undocumented, Latinx, LGBTQ communities color via the National Latinx Psychological Association and American Psychological Association’s Division for Counseling Psychology and the Society for the Psychological Study of Culture, Ethnicity, and Race. ▶

2021 AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION SECOND PLACE WINNER  
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

## Giselle Martínez Negrette, PhD

Assistant Professor  
University of Illinois at Urbana–Champaign

**Dissertation Title:**

Bilingual Ways with Words: An Ethnographic Study of Language and Social Constructions in a Kindergarten Dual Language Class

**Degree Discipline:** Education

**Degree Granting Institution:**

University of Wisconsin–Madison



Giselle Martínez Negrette, PhD is an assistant professor in the Department of Curriculum & Instruction at the University of Illinois at Urbana–Champaign. She holds a Master of Arts in education with a concentration in Bilingual education & TESOL from New Mexico State University and a PhD from the Department of Curriculum and Instruction at the University of Wisconsin–Madison. As an ESL (English as a Second Language) and early childhood educator, she has worked in several different regions, including Latin America, North America, Europe, Asia, and the Middle East. Her research interests center on issues of language, equity, and social justice, particularly in relation to the schooling of linguistically and culturally diverse children in the United States and other regions of the world.

In her work, Martínez Negrete employs qualitative methods to research bi/multilingual education, language ideologies, and dual language immersion programs. In her most recent work, she investigates how emergent bilinguals in dual language immersion programs perceive, enact, and negotiate the tenuous intersections of race, ethnicity, social class position, and language in

American school settings. 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. ▶

# AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

2021 AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION THIRD PLACE WINNER  
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

## Amilcar Guzmán, PhD

Director, Evaluation & Outcomes  
League of Women Voters of the United States

### Dissertation Title:

Uncovering Typologies of Civically Engaged Latinx/a/o College Graduates

**Degree Discipline:** Higher Education

### Degree Granting Institution:

University of Maryland College Park



Amilcar Guzmán, PhD serves as the evaluation and outcomes director at the League of Women Voters, one of the nation's oldest civic organizations. In this role he leads a department focused on measuring the programmatic and policy outcomes for the organization. He also serves as the president of AG Consulting, LLC., a Washington, D.C.–based consulting firm providing evaluation and research support to organizations across the country.

Guzmán received his PhD in educational leadership and policy (higher education) from the University of Maryland, College Park in 2020. As part of his dissertation, Guzmán launched the National Latinx Alumni Engagement Survey— a first-of-its kind survey instrument designed to examine how Latinx college graduates engage civically. Guzmán also holds a Master of Arts in educational leadership and policy from the University of Maryland and a Bachelor of Arts in psychology and sociology from Lycoming College. His research and writing on K–12 and postsecondary education has appeared in *Inside Higher Ed*, *Harvard Journal of Hispanic Policy*, *Huffington Post*, *About Campus* and *Latino Rebels*.

Throughout his career, Guzmán has worked in education policy, research and analysis at numerous Washington, D.C.–based organizations including CASA De Maryland, the Data Quality Campaign, National Council for Community and Education Partnerships and the Council of the Great City Schools. He began his career as a Congressional Hispanic Caucus Institute (CHCI) Public Policy Fellow where he worked in the United States Congress. Guzmán believes that education and civic engagement are the cornerstone of any democracy. Since 2016 he has served as a board member of the Congressional Hispanic Caucus Institute and the National President of its Alumni Association, representing the interests of over 4,000 Latino professionals across the country. He has received various fellowships from the American Association of Hispanics in Higher Education, U.S. Department of State, Hispanics in Philanthropy, the Latino Center for Leadership Development, the U.S. Spain Council, the Center for American Progress and the New Leaders Council. For his service in the community, Guzmán has received the Taunia Oechslin Young Alumni Award from Lycoming College, the President's Volunteer Service Award from the National Corporation for Community Service and was recognized as a national Coors Light Líder in 2018. He was also named as a 40 under 40 leader in Washington, D.C. by Prospanica. ▶

## AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION HONORABLE MENTION

### Jorge Burmicky, PhD

**Assistant Director of Research**  
University of Texas, Austin

**Dissertation Title:**

Latino Men and the College Presidency: Career Ascension and Interactions of Social Identities

**Degree Discipline:** Educational Leadership and Policy

**Degree Granting Institution:**

University of Texas, Austin

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### Lenora Green

**Executive Director**  
Center for Advocacy & Philanthropy, ETS



ETS is honored to support an organization that sees itself as an agent of change for improving education, a distinction that clearly aligns to the ETS mission of advancing quality and equity in education for all people worldwide. “We hope our work with AAHHE moves the needle in terms of enrollment, graduation, post-graduate studies and the number of Hispanics in the highest levels of academia.” Our support of the winners of the Outstanding Dissertations Competition, the Student Success Institute and the Tomás Rivera Lecture series demonstrates ETS’s strong commitment to supporting educational opportunities for the Hispanic population and for all people no matter their social or economic condition. I am personally very pleased with the outcomes realized through the association of our two organizations and wish AAHHE the very best for an energized and successful 2019 conference. ▶



# AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

## ODC JUDGES

### Leticia Tomas Bustillos

Associate Director, Education Policy Project  
National Council of La Raza

### Edward A. Delgado-Romero, PhD

Associate Dean for Faculty and Staff services  
University of Georgia

### David Garcia, Committee Chair

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

### Beverly J. Irby

Associate Dean for Academic Affairs and  
Professor  
Marilyn Kent Byrne Endowed Chair for Student  
Success  
Director, Education Leadership Research Center  
College of Education and Human Development  
Texas A&M University

### Jason P. Casellas

Associate Professor  
Department of Political Science  
University of Houston

### Nelson Flores

Associate Professor  
University of Pennsylvania

### Maricela Oliva

Associate Professor  
Educational Leadership & Policy Studies  
The University of Texas at San Antonio

### Loui Olivas

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

### Patricia A. Pérez, PhD

Professor, Chicana and Chicano Studies  
Coordinator, H&SS Collective for Justice, Equity  
and Transformation  
California State University, Fullerton

### Alejandra Rincón, PhD

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

### Rebecca A. Robles-Piña

Professor  
Department of Educational Leadership &  
Counseling  
Sam Houston State University

### Gloria M. Rodriguez

Associate Professor  
UC Davis School of Education

### Gilbert Valverde

Professor & Department Chair  
Department of Educational Administration &  
Policy  
University of Albany



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# AAHHE AWARDS

## AAHHE ALFREDO G. DE LOS SANTOS, JR. DISTINGUISHED LEADERSHIP AWARD SPONSORED BY HISPANIC OUTLOOK IN HIGHER EDUCATION



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

### Alfredo G. de los Santos Jr., PhD

**Professor, Mary Lou Fulton Teachers College  
Research Professor, Hispanic Research Center  
Arizona State University**



Alfredo de los Santos Jr., PhD had research and development responsibilities at the Hispanic Research Center, Arizona State University, and a teaching and advising assignment in the Mary Lou Fulton Teachers College until his resignation in November 2011. He served as vice chancellor for Student and Educational

Development at the Maricopa Community Colleges (1978–1999) responsible for articulation, curriculum, faculty and student development, business and workforce development, international education, external resource development, institutional research, instructional technology development, facilities planning and construction management. He was the principal investigator for the NSF-funded Maricopa Advanced Technology Education Center.

de los Santos served on numerous boards, commissions and councils, including on the Tomás Rivera Policy Institute Board of Trustees; Multicultural Education, Training and Advocacy, Inc.; Jobs for the Future, Inc.; and the National Center for Public Policy and Higher Education. de los Santos served on the Board of Directors for the American Council on Education, the American Association of Community

Colleges, the American Association for Higher Education, the Council for Higher Education Accreditation, the United States Open University and the Partnership for Service–Learning. He was a member of the Board of Trustees for The Carnegie Foundation for the Advancement of Teaching, Educational Testing Service, the College Board, and the American College Testing, the National Advisory Committee on Institutional Quality and Integrity and the Advisory Committee to the W.K. Kellogg Foundation’s initiative with Hispanic Serving Institutions, ENLACE.

de los Santos received The National Leadership Award from the American Association of Community Colleges (2004), The Reginald Wilson Award from the American Council on Education (2001), the Harold W. McGraw, Jr. Prize in Education (1998), Special Recognition Award for Scholarly Research in Bilingual Education from the National Association for Bilingual Education (1994), and Education Achievement Award from the National Science Foundation (1993). He received the Ramón Santiago Award from the National Association of Bilingual Education (2015) for his life-long contributions to bilingual education. de los Santos earned an Associate in Arts degree (1955) from Laredo Community College, and additional degrees from The University of Texas at Austin: BA in English (1957), MLS in Library Science (1959), and PhD in Educational Administration (1965). ▶

# AAHHE AWARDS

## 2021 AAHHE ALFREDO G. DE LOS SANTOS, JR. DISTINGUISHED LEADERSHIP AWARD RECIPIENT

### Ann Quiroz Gates, PhD

Vice Provost, Faculty Affairs  
University of Texas, El Paso



Ann Quiroz Gates, PhD is the vice provost of Faculty Affairs at the University of Texas at El Paso. She joined the UTEP faculty as an assistant professor of computer science in 1994 and was promoted to professor and chair of the Department of Computer Science in 2005. She served as associate vice president for research and sponsored

projects from 2008 to 2012, then returned to her position as department chair until 2019. Gates earned a doctoral degree in computer science from New Mexico State University, a master's degree in computer science from UTEP, and a bachelor's degree in mathematics and biology from UTEP.

From 2007 to 2020, Gates directed the NSF CREST-funded CyberShARE Center of Excellence. The Center's mission is to advance collaborative and interdisciplinary education and research through cyber-enhanced technologies that support the acquisition, exchange, analysis, and integration of data, information, and knowledge. Gates was a founding member of the NSF Advisory Committee for Cyberinfrastructure; served on the Board of Governors of IEEE-Computer Society 2004–2009; past member of the Naval Research Advisory Committee (2016–2018); past member of the AAAS Committee on Opportunities in Science (2014–2017); and past member of the Computer Science Accreditation Board (2011–2013). She currently serves on the State University of New York Research Council.

With extensive experience in higher education leadership, Gates is a champion for diversity, equity, and inclusion. In 2019, during her tenure as Computer Science chair, Gates accepted the University Award from the Center for Minorities and People with Disabilities in Information Technology, a national award for universities that have retained students from underrepresented groups in computer science programs. Gates serves as the executive director for the Computing Alliance of Hispanic Serving Institutions (CAHSI), a nationally recognized network of more than 60 colleges, universities and stakeholders that focus on the recruitment, retention, mentorship, and advancement of Hispanics in computing. Because of its evidence-based practices, CAHSI has been nationally recognized by the White House Initiative on Educational Excellence for Hispanics as a “Bright Spot in Hispanic Education” in 2015 and has been added to the “What Works” database by *Excelencia* in Education.

In 2015, Gates received the 2015 Great Minds in STEM Education award and the A. Nico Habermann Award for her outstanding contributions in increasing the numbers of underrepresented groups in the computing research community. Gates is also the recipient of the 2010 Anita Borg Institute Social Impact Award, and the recipient of the 2009 Richard A. Tapia Achievement Award for Scientific Scholarship, Civic Science and Diversifying Computing. In 2006, she was named to Hispanic Business magazine's 100 Influential Hispanics for her work on the Affinity Research Group (ARG) model, a set of practices that support the deliberate development of research and professional skills and the creation and maintenance of dynamic and inclusive research groups. ▶

#### List of past recipients of the Alfredo G. De Los Santos, Jr. Distinguished Award

2019 Chon Noriega	2013 Norma L. Hernandez	2006 Jose Jaime Rivera	1999 Jesús Rangel
2019 Mildred Garcia	2012 J. Michael Ortiz	2005 Blandina Cardenas and Miguel A. Nevarez	1998 Celestino Fernández
2018 Nora R. Garza	2011 Leonardo de la Garza and Shirley Reed	2004 Estela López	1997 Eduardo Padrón
2017 James E. Brenneman	2010 Milton Gordon	2003 B. Roberto Cruz	1996 Lattie F. Coor
2016 Ted Martinez, Jr.	2009 Dolores M. Fernández	2002 Margarita Benitez	1995 Victor Alicea
2015 Havidán Rodríguez	2008 Silas H. Abrego	2001 Douglas X. Patiño	1994 Juliet García
2014 David López	2007 Diana Natalicio and Ernest H. Moreno	2000 Cecilia L. Lopez	1993 José González

# AAHHE AWARDS

## 2021 AAHHE UNIVERSITY FACULTY AWARD RECIPIENT

The AAHHE 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.

### Veronica Terriquez, PhD

Associate Professor  
University of California, Santa Cruz



Veronica Terriquez, PhD is associate professor of sociology at the University of California Santa Cruz and current fellow at the Stanford Center for the Advanced Study in the Behavioral Sciences. She received her PhD in sociology at UCLA, her master's degree in education at UC Berkeley, and her BA in sociology at Harvard

University. Her research focuses on social inequality, civic engagement, and immigrant integration. Informed by over two decades of connections to social justice movements in California, much of her research has implications for local and regional policies affecting Latinx, immigrant, and other low-income communities of color and has been published

in the *American Sociological Review*, *Social Problems*, *Social Science & Medicine*, *Community Development*, *Education Policy*, and other journals. She is currently writing a book on how grassroots youth organizing is shaping the political incorporation of second-generation immigrant youth. Terriquez has co-authored with colleagues and students over 40 widely disseminated research reports on labor, community, and youth organizing. In the fall of 2021, she will begin an appointment as the Director of the UCLA Chicano Studies Research Center, with affiliations to the Chicana/o and Central American Studies Department and Urban Planning Department. ▶

#### List of past recipients of the University Faculty Award

2020 Adriana Briscoe	2012 Cynthia Feliciano	2004 Raymond V. Padilla	1995 Rolando Hinojosa Smith
2019 Antonio Agustín García	2011 Sylvia Hurtado	2003 Rogelio Sáenz	1994 Frank Bonilla
2018 Karen Lozano	2010 George J. Sanchez	2002 Sergio Aguilar-Gaxiola	1993 Arturo Madrid
2018 Erika Camacho	2009 Denise A. Segura	2001 Virginia Sánchez-Karroll	1992 Paul Roldán
2017 Armando Martínez-Cruz	2008 Alberta M. Gloria	2000 Yvonne Enid González	1991 Sonia Nieto Rodríguez
2016 Frederick Luis Aldama	2007 John Alderete	1999 Kris Gutiérrez	1990 Mari-Luci Jaramillo
2015 Estela Bensimon	2006 Marta Tienda	1998 Edna Acosta-Belén	1989 Frank Talamantes
2014 Aida Hurtado	2006 Jorge Chapa	1997 Laura Rendón	1988 Piedad Robertson
2013 Margarita Calderón	2005 Patricia Gándara	1996 Gloria Bonilla-Santiago	1987 Flora Mancuso Edwards



# 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 Members.

### 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). His doctoral degree is from the University of Illinois, Urbana in Library and Information Sciences. Previous positions include the directorship of libraries at the following campuses: California State University, San Bernardino; Central Connecticut State University; Pikeville College; and Lamar Community College.

Under his leadership, CSUSB celebrated its 40th Anniversary with areas of specific interest included increasing the university's endowment, philanthropy to complete the building of the CSUSB Palm Desert Campus, and the general overall improvement of the Advancement Division. Aguilar was awarded several distinguished awards for outstanding performance, including the 1998 Diversity Award from

CSU, San Bernardino; Honorary Member, Epsilon Pi Tau, Gamma Nu Chapter, CSU, San Bernardino (1994–Present); Hispanic Leadership Fellowship Recipient (1986); Kellogg Educational Policy Fellowship (1983–84); National Hispanic Scholarship Fund Recipient (1981–83); and Title II Higher Education Act Fellowship (1973, 1980). He received several grants for work related to information and technology and holds membership in several professional organizations. He's fluent in Spanish. His hobby also includes fly fishing. ▶

# AAHHE AWARDS

## 2021 AAHHE WILLIAM AGUILAR CULTURAL ARTS AWARD RECIPIENT

### Javier Ávila, PhD

Northampton Community College



Javier Ávila, PhD is a celebrated poet, novelist, professor, and public speaker. His illustrious literary career and the massive outreach of his one-man show, *The Trouble with My Name*, have made him a prominent Hispanic voice. The show is a national phenomenon, with over 180 performances across the U.S. With his message

of unity, thousands have embraced the presentation as a profoundly edifying experience that is at once a history lesson on Hispanic heritage, an examination of discrimination in America, a celebration of Puerto Rican culture, and an open platform for a continued conversation about equity, diversity, and inclusion. The power of *The Trouble with My Name* is largely attributed to Ávila's talent as an educator. In 2015, Ávila was named Pennsylvania Professor of the Year by the Council for the Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching. He is the first Latino to receive this award.

In addition to his teaching expertise, Ávila is a gifted and prolific bilingual writer of fifteen books, several of which have won national awards: *La simetría del tiempo* won the Pen Club Book of the Year Award in 2006; *El papel del difunto* won the Instituto de Cultura Puertorriqueña Poetry Award in 2010; and *Vidrios ocultos en la alfombra* earned the Olga Nolla Poetry Award in 2003. Ávila is the author of the novels *The Professor in Ruins* (2006), *La profesión más antigua* (2012), *Polvo* (2019), and the bestselling thriller *Different* (2002), which was made into the award-winning movie, *Miente* (2009). Ávila, who was born and raised in Puerto Rico, holds bachelor's and master's degrees in English from the University of Puerto Rico and a PhD in literature and literary criticism from Indiana University of Pennsylvania. He taught English at the University of Puerto Rico for eight years. He is a professor of English at Northampton Community College, where he has taught for fifteen years. ▶

#### List of past recipients of the Williams Aguilar Cultural Arts Award

2020	Juan Felipe Herrera	2014	Octavio Roca	2008	Javier Ávila	2003	Rudolfo Anaya
2019	John A. Lopez	2013	Benjamin Alire Sáenz	2007	Helena Maria Viramotes	2002	Juan Delgado
2018	Laurie Ann Guerrero	2012	Alma Flor Ada	2006	Esmeralda Santiago	2001	Teófilo Jaime Chahín
2017	Ana Castillo	2011	Chon A. Noriega	2005	Cordelia Chávez	1996	Nicholas Kanellos & Gary D. Keller
2016	Juan Felipe Herrera	2010	Francisco Aragón		Candelaria		
2015	Rolando Hinojosa-Smith	2009	Bessy Reyna	2004	Alberto Rios		



Congratulations to the 2021 recipient of the

# COMMUNITY COLLEGE AWARD



**William Serratta, Ph.D.**

President  
El Paso Community College

# AAHHE AWARDS

## 2021 AAHHE COMMUNITY COLLEGE AWARD RECIPIENT SPONSORED BY UPS



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.

### William Serrata, PhD

President

El Paso Community College



**William Serrata, PhD** was named the president of the El Paso County Community College District. He has provided enrollment management leadership in fostering enrollment growth as well as increases in; student retention, dual credit enrollment, and graduation rates with an emphasis on first-generation and Hispanic

populations and establishing a college-going culture. Serrata is an active member of the El Paso community and currently serves as a member of the Board for Workforce Solutions Borderplex, Board of Directors for the Greater El Paso Chamber of Commerce, Board of Directors for the Hospitals of Providence Combined Board, Board of Directors for the El Paso Branch of the Federal Reserve Bank of Dallas and Chair of the Board for the El Paso Collaborative for Academic Excellence. At the state level Serrata serves as the Vice-Chair for the Texas Association of Community Colleges (TACC) and serves as Chair of the (TACC) Legislative Committee, Chair of the (TACC) Texas Success Center Advisory Committee and Chair of the Texas Student Success Council convened by Educate Texas. On the national level, Serrata serves as the Chair of the Board of Directors for the American Association of Community Colleges (AACC), Chair of the Board of

Directors of Excelencia in Education, and serves as an Advisory Board Member of the Higher Education Research and Development Institute (HERDI). He previously served on the National Student Clearing House Advisory Council and was a member of the 2015 class of the Aspen Institute Ascend Fellows. In 2019, Serrata was selected as the Western Region Chief Executive of the Year by the Association of Community College Trustees (ACCT) and subsequently received the Marie Y. Martin Chief Executive Officer Award during the national conference.

Under Serrata's leadership, the Aspen Institute announced that El Paso Community College (EPCC) was named one of 10 nation-wide finalists for the 2015 Aspen Prize for community college excellence which recognizes a college's impact on student success. EPCC was selected from a pool of nearly 1,200 community colleges. *Hispanic Outlook in Higher Education* and *Community College Week* Magazines continue to recognize EPCC as the national leader in awarding associate degrees to Hispanic students. EPCC was announced as the winner of the 2016 American Association of Community Colleges' Student Success award and the 2016 Association of Community College Trustees Western Regional Equity award winner.

Serrata holds a Bachelor's Degree from Texas A&M University – College Station, a Master's Degree from the University of Texas at Brownsville, and a Doctorate of Philosophy in Educational Human Resource Development from Texas A&M University – College Station. ▶

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

2020 Adriana Briscoe	2016 Cristina Villalobos	2011 Stephanie Alvarez	2006 Arturo Hernandez
2020 Mona Aldana-Ramirez	2015 Louie F. Rodriguez	2010 Maria del Carmen Martinez	2005 René Díaz Lefebvre
2019 Liz Ann Báez Aguilar	2014 Sandra Trejos	2009 José B. González	2004 Eduardo E. Aguilar
2018 Marissa Vasquez	2013 Sylvia Garcia-Navarrete	2008 Elba Maldonado-Colón	2003 Virginia González
2017 Cristina Alfaro	2012 Amaury Nora	2007 Enrique Chavez	



# AAHHE AWARDS

## 2021 AAHHE OUTSTANDING SUPPORT OF HISPANIC ISSUES AWARD RECIPIENT

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

### Esther Elena Mulnix, PhD

Journal of Hispanic Higher Education



Esther Elena Mulnix, PhD is a consultant for national and international institutions and government organizations regarding multicultural communication. For 18 years, she has been the editor-in-chief for the *Journal of Hispanic Higher Education*. Mulnix is also a social sciences professor at the American University of Iraq, Baghdad.

Born and raised in Monterrey, NL, México, Mulnix grew up with her mother, grandmother, and four siblings and was 16 years old when she began working full time to contribute to the family. Her mother, grandmother, and oldest sister were sources of inspiration and motivation to achieve. She received merit scholarships for her college and graduate degrees. She has a bachelor's in science (Universidad Regiomontana), a degree in psychology (Universidad de Monterrey) and a master's in psychoanalytic psychotherapy at the (Instituto de Psicoterapia, México). Mulnix has a PhD in counselor education and supervision, with a minor in psychology, and an emphasis in multiculturalism from Syracuse University.

Mulnix began her professional career in México and was an instructor in two Institutions of Higher Education and a clinician. Mulnix has taught at several universities in the United States and abroad, in-person and online. She also served as an academic administrator. She was vice president of academic affairs at CETYS Universidad in Baja California, México, and vice president of academic affairs and interim president at the American University of Iraq, Sulaimania.

Her research interests are in the areas of organizational culture, wellness, and supervision. Her publication *Developmental Model for Multicultural Psychotherapy Skills* (1997) helps therapists integrate theory and practice and become effective multicultural clinicians. She has authored books and chapters on women leadership and the multicultural education of children. Esther also edited the yearly book series *Contemporary Perspectives in Hispanic and Latino Business* and *Contemporary Perspectives in Hispanic and Latino Education* published by Information Age Publications, Inc. She is co-founding and editor-in-chief of the double-blind peer-reviewed quarterly international *Journal of Hispanic Higher Education*. ▶

#### List of past recipients of the Outstanding Support of Hispanic Issues Award

2020 Dolores Huerta	2011 Enrique G. Murillo, Jr.	2002 Roberto Haro	1993 José Serrano
2019 John Burkhardt	2010 Carlos Vélez-Ibáñez	2001 Jesús Rangel	1992 Edward Apodaca
2018 Richard Tapia	2009 Peter Rosa	2000 Art Ruiz	1991 Ernesto Rodríguez
2017 Irma Lawrence	2008 Maggie Rivas-Rodríguez	1999 Rubén Hinojosa	1990 Eloy Rodríguez
2016 Marie T. Mora	2007 Eddie Perez	1998 Irma Lerma Rangel	1989 Isaura Santiago
2015 Jamie P. Merisotis	2006 Kurt M. Landgraf	1997 Raúl Yzaguirre	1988 David Hamburg
2014 Stephen Jordan	2005 Eugene Garcia	1996 Robert Atwell	1987 Allison Bernstein
2013 Charles B. Reed	2004 Louis Fernandez	1995 José López-Isa	
2012 Jeanett Castellanos	2003 Rick Noriega	1994 Ada López	



# AAHHE AWARDS

## 2021 AAHHE EARLY CAREER AWARD RECIPIENT

In its first year, the AAHHE 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.

### Sarah L. Rodriguez, PhD

Texas A&M University – Commerce



Sarah L. Rodriguez, PhD is associate professor of Higher Education & Learning Technologies at Texas A&M University–Commerce. Rodriguez’s research addresses issues of equity, access, and retention in higher education, with a focus on community colleges, Latina/o/x students, and students in science, technology, engineering, and mathematics (STEM) fields. In her research practice, she concentrates on identifying and asking urgent questions about systemic inequities such as racism, sexism, and classism that marginalized communities continue to face as they transition to and through higher education. The cornerstone of her research agenda focuses on the intersectionalities experienced by Latina girls and women pursuing STEM fields and their effects on STEM identity development.

As an early career scholar, Rodriguez has also established a national reputation as a talented grant-maker, research team leader, and collaborator. She has collaborated on several large-scale interdisciplinary research projects sponsored by the National Science Foundation (NSF), the Kapor Center, and the Center for the Study of Community Colleges.

She has published 30+ peer-reviewed articles in outlets such as the *Journal of Hispanics in Higher Education*, the *Journal of Diversity in Higher Education*, the *Community College Review*, and *Teachers College Record* as well as authored a host of book chapters and research/policy briefs. Rodriguez has delivered a multitude of peer-reviewed papers/presentations

at national and state conferences, such as the Association for the Study of Higher Education (ASHE), the American Educational Research Association (AERA), and the Council for the Study of Community Colleges (CSCC).

Much like her commitment to scholarly research, Rodriguez is also deeply committed to developing her graduate students and serving her community. As an educator, she pushes students, particularly Latina/o/x students, to engage in their learning, develop a deeper understanding of the issues within higher education, and become agents of change for their society. As a mentor to many Latina/o/x students, both at her institution and across the nation, she is giving of her time and committed to training future higher education scholars and practitioners.

In addition to being this year’s Early Career Award recipient from AAHHE, in recent years Rodriguez was selected as an AAHHE Faculty Fellow and a NASPA Emerging Faculty Leader. She also received the Barbara Townsend Early Career Scholar Award by the Council for the Study of Community Colleges (CSCC) and gave the distinguished ASHE–CAHEP Barbara Townsend Lecture. She received her PhD in Higher Education Leadership from The University of Texas at Austin and holds a master’s degree with a focus in college student personnel from The University of Tennessee. She also holds a bachelor’s degree in English and Spanish from Texas A&M University–Commerce and was a transfer student from Trinity Valley Community College. ▶

# AAHHE AWARDS

## 2021 AAHHE GRADUATE STUDENT AWARD RECIPIENT

In its first 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.

### Angel Gonzalez, MA, PhD (2022)

San Diego State University



Angel Gonzalez, MA is a first-generation queer, *joto*, and Latinx scholar, whose passion lies in making a difference in their *comunidad* through education. As a son of immigrant parents, Guadalupe y Miguel Ángel, a brother to three sisters, and a *tio* to seven nieces and nephews, their *familia* are the foundation and pillars of their

successes. As an aspiring faculty member, Ángel recognizes the support, validation, and *cariño* that numerous femtors and mentors have provided them.

Gonzalez is a third-year doctoral candidate in San Diego State University's EdD program for Community College Leadership. They also serve as a Graduate Research Associate for the American Council on Education (ACE). Using a ground theory approach, their dissertation seeks to develop a Latinx leadership model from the experiences of Latinx community college administrators (mid-to-senior level) via testimonios (personal story telling) and queer chisme (gossip) sessions.

Their research agenda explores (1) experiences and outcomes for minoritized community college students, with an emphasis on LGBTQ+ and Latinx students; (2) Latinx student identity development at the intersections of queerness and latinidad; and (3) racial equity policy implementation. Gonzalez' inquiry includes both qualitative and quantitative methods, such as queer phenomenology, *testimonio*, queer *chisme*, critical policy analysis, observational strategies, descriptive analysis, OLS regressions, and content analysis.

Gonzalez is the Managing Editor for two academic journals, the *Journal of Applied Research in the Community College* (JARCC) and a special issue for the *Education Policy Analysis Archives* (EPAA). They also sit on the *Journal of Student Affairs Research and Practice* (JSARP) as a graduate board member and as a reviewer for the *Community College Journal of Research and Practice* (CCJRP). Recent scholarly accolades include their selection to the University of Texas at Austin, Project MALES Graduate Scholars Program and the TELACU Graduate Fellowship. Most recently, Gonzalez was awarded the NASPA Latinx/a/o Knowledge Community Outstanding Doctoral Student award and the NASPA Region VI Graduate Rising Star award. They are actively involved in various professional associations, such as the American Association of Hispanics in Higher Education (AAHHE), American Educational Research Association (AERA), American College Personnel Association (ACPA), Association for the Study of Higher Education (ASHE), Council for the Study of Community Colleges (CSCC), National Association of Student Personnel Administrators (NASPA), among others.

Gonzalez earned a master's in Postsecondary Educational Leadership with a Specialization in Student Affairs from San Diego State University (SDSU) and a Bachelor's of Arts from Whittier College where they doubled majored in environmental science and Spanish. Born and raised in South LA, South Gate, and Bell Gardens, California. Gonzalez is committed to fostering environments that advocate for diversity, equity, inclusion, and social justice so that all individuals may reach their highest potential. Their passion to support the Latinx/a/o community is innate to their own lived experience, moving them forward to pave the way *para los que siguen*. ▶

# AAHHE AWARDS

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## AAHHE FOUNDERS' AWARD

The 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 (AAHHE). 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.

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### Founding Members (January 2003) include:

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San Marcos, Texas

**Dr. Alfredo de los Santos, Vice president**

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Tempe, Arizona

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The University of Texas at Austin  
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The University of Texas – San Antonio  
San Antonio, Texas

# AAHHE AWARDS

## 2021 AAHHE FOUNDERS' AWARD RECIPIENT

### Joseph I. Castro, PhD

Chancellor  
The California State University



Joseph I. Castro, PhD serves as the eighth chancellor to lead the California State University (CSU). He is the first Californian and first person of color to serve in this role. The grandson of immigrants from Mexico and the son of a single mother, Castro was the first in his family to graduate from a university. He earned a

bachelor's degree in political science and a master's in public policy from the University of California, Berkeley, and a doctorate degree in higher education policy and leadership from Stanford University. He is a renowned and gifted scholar in the fields of leadership and public policy, and has mentored hundreds of other scholars and practitioners, including many university presidents and senior officers.

Prior to his appointment as CSU chancellor in September 2020, Castro served as president of California State University, Fresno, beginning in 2013. He also worked in the University of California system for 23 years, serving as vice chancellor of Student Academic Affairs and as professor of Family and Community Medicine at the University of California, San Francisco from 2006 to 2013. Earlier in his career, he held faculty or administrative leadership positions at four other University of California campuses: Berkeley, Davis, Merced and Santa Barbara.

Castro formally assumed the CSU chancellorship in January 2021. The California State University is the nation's largest and most ethnically and economically diverse four-year university, comprised of 23 campuses with more than 485,000 students and 53,000 faculty and staff. The university is nationally recognized for its emphasis on student success, and boasts more than 3.8 million living alumni around the world.

Castro's leadership has been recognized by many different organizations. On behalf of Fresno State, he received his fifth Excellence and Innovation Award (2019) from the American Association of State Colleges and Universities. He was named CSU President of the Year (2018) by the California State Student Association, and the City of Fresno District 4 Man of the Year. Castro received the Mayor of Fresno's Community Partnership Award (2017). Castro received the Alumni Excellence in Education Award (2016) from the Stanford University Graduate School of Education and the Ohtli Award, which is the highest honor granted by the Government of Mexico to leaders in the United States. ▶

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#### List of past recipients of the previously known 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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