

**A
A
H
H
E
E
2
2
0
0
2
2**

MARCH 10-11

CULTIVATING JUSTICIA CON AMOR Y QUERENCIA

**Embracing Healing through Policies and
Practices that Transform Institutions for
Latinx/a/o Communities**

**Nevada State College
Henderson, NV**

Many thanks to
Nevada State College
for hosting the
2022 AAHHE Conference!



NEVADA STATE

COLLEGE

Be bold. Be great. Be State.

Thank you to our Inaugural Host Institution!



Transforming Learning Into Opportunity

ETS is proud to celebrate AAHHE's 17th anniversary and shares its commitment to inspire learners to succeed.

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

Learn more at ets.org/research and news.ets.org



TABLE OF CONTENTS

Welcome ▶	6
Conference at a Glance ▶	9
AAHHE Featured Sponsors & Partners ▶	17
About AAHHE ▶	20
AAHHE Leadership ▶	22
2022 Conference Planning Committee ▶	26
Pre-conference Institute ▶	28
AAHHE & ETS Latinx Student Success Institute ▶	28
Conference Agenda ▶	32
Plenary Sessions Agenda ▶	32
38th Annual Tomás Rivera Lecture ▶	37
6 th Annual Cigarroa Family Medical/STEM Lecture ▶	39
Plenary Session <i>Justicia for Latinx/a/o Communities: Healing Through Activism</i> ▶	41
Featured Sessions ▶	44
Concurrent Sessions Agenda ▶	45
AAHHE Books of the Year Awards ▶	72
2022 Books of the Year Award Committee ▶	73
2022 AAHHE Faculty Fellows Program ▶	77
2022 AAHHE Graduate Student Fellows Program ▶	87
AAHHE & ETS Outstanding Dissertations Competition (ODC) ▶	101
2022 AAHHE Awards ▶	108
Institutional Members ▶	120
Individual Members ▶	123



AIM FOR A BETTER JOB

BE THE FIRST TO KNOW WHO IS HIRING!

VISIT WWW.HISPANICOUTLOOKJOBS.COM TODAY!

HISPANIC OUTLOOK MAGAZINE
SERVING THE HISPANIC COMMUNITY SINCE 1990



Dear 2022 AAHHE National Conference participants,

Welcome to the 2022 AAHHE national conference hosted by our partner Nevada State College (NSC) in Henderson, NV. On behalf of the AAHHE Board we are thankful to President DeRionne Pollard and the NSC community for their hospitality in hosting our annual conference, our first ever held at an AAHHE member institution and our first ever *hybrid* conference experience.

Our 2022 AAHHE conference theme is “*Cultivating Justicia con Amor y Querencia: Embracing Healing through Policies and Practices that Transform Institutions for Latinx/a/o Communities.*” I offer my sincere thanks and appreciation to our conference co-chairs Dr. Nancy Acevedo (CSU, San Bernardino) and Dr. Hermen Diaz (SUNY-Buffalo State College) as well as our conference planning committee for their outstanding work to organize a compelling theme and program. This year’s theme affords us an opportunity to “embrace” healing and *querencia* during these challenging times. Our planning committee designed a conference program that includes over two dozen concurrent sessions featuring research papers, symposia, roundtables and posters. In addition, AAHHE is proud to feature outstanding keynote speakers including Professor Norma Cantu (Tomas Rivera Lecturer), Dr. Jessica Esquivel (Cigarroa Family Lecturer), and a featured panel on scholarly activism that includes Dr. Nolan Cabrera (University of Arizona), Dr. Angela Valenzuela (University of Texas at Austin), and Dr. Amalia Dache (University of Pennsylvania).

We are proud once again to partner with ETS on our Latinx Student Success Institute, our Tomas Rivera Lecture, and our annual recognition of the Outstanding Dissertation Award winners. We are appreciative of the support from our many generous conference sponsors, including institutional and corporate partners. We also congratulate our newly inducted group of Graduate Fellows, Faculty Fellows, and New Leaders Academy Fellows (through our new partnership with the University of Utah). Finally, we are honored to recognize Latinx excellence at our Annual Awards Luncheon which will highlight over a dozen award winners in various categories.

AAHHE is proud to continue our longstanding association with our many institutional members as well as our strategic partners. Our mission to feature emerging and compelling voices within our Latinx community continues, as do our efforts to cultivate new generations of scholars, policymakers, and leaders for higher education.

We are excited that you have joined us as part of the 2022 AAHHE national conference. Welcome, and have a great conference!

Victor B. Sáenz
Chair, AAHHE Board of Directors (2021-22)
Professor & Department Chair, Educational Leadership and Policy
The University of Texas at Austin



Dear AAHHE National Conference Participants,

Welcome to the 2022 AAHHE national conference! We are excited to be here with you all in the pursuit of improving educational opportunities available to Latinx/a/o communities. For the past 17 years, AAHHE has worked to address obstacles faced and highlight strategies enacted by Latinx/a/o communities within the field of higher education. In 2022, the AAHHE conference theme, *Cultivating Justicia con Amor y Querencia: Embracing Healing through Policies and Practices that Transform Institutions for Latinx/a/o Communities*, centers the need for a paradigm shift that addresses ongoing injustices navigated by Latinx/a/o communities in higher education. The 2022 conference theme provides AAHHE members, session facilitators, and attendees the opportunity to take actions through justice-oriented healing policies and practices that transform higher education by centering *amor* and *querencia*.

Acknowledging the ongoing COVID-19 pandemic, we chose to develop a hybrid conference in order to increase access. We hope that attendees, both in-person and virtual, engage in fruitful conversations through the various session formats. These sessions include plenaries, roundtables, poster presentations, interactive symposiums, and concurrent research paper presentations. The conference planning committee prioritized the importance of having nuanced conversations from asset-based perspectives. To do so, the conference theme includes strands that acknowledge intersectionality with the aim to disrupt systems that marginalize and oppress Black, Indigenous, Latinx/a/o, Asian American Pacific Islander and other Communities of Color. The 2022 Conference Planning Committee has purposefully designed this year's conference to focus on actions that center justice, love, *querencia*, and healing for Latinx/a/o communities in higher education through the following conference strands:

- Fostering *Querencia* by Centering Intersectional Identities and Experiences of Latinx/o/a Students
- Building Coalitions through Latinx/a/o Intersectional Activism
- Transforming Policy, Leadership, and Institutions through *Querencia* and *Justicia*
- Forging Community Partnerships con *Cariño* for Equity in PreK-16 institutions
- Prioritizing Healing through Latinx/o/a Communal, Radical, & Self Care

We hope that attendees will take full advantage of all the opportunities while at the conference. Whether it be the 38th annual Tomás Rivera Lecture, ETS-AAHHE Outstanding Dissertation Awards Ceremony, 6th annual Cigarroa Family STEM/Medical Lecture, Annual Awards Luncheon, the Graduate Fellows and Faculty Fellows programs, or informal settings of networking and relationship building, we hope that this conference will be memorable and that you strengthen connections with the AAHHE community.

A sincere thank you to the 2022 Conference Planning Committee members for all of your time, effort, and commitment in making the conference a reality. Welcome to the 17th AAHHE national conference!

Con Amor,
Nancy Acevedo y Hermen Díaz III
Conference Co-Chairs

18th ANNUAL

SAVE

THESE DATES

MARCH 2 & 3

2023

Join AAHHE for the
2023 National Conference

LOCATION TBA

CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

2022 AAHHE NATIONAL CONFERENCE | HYBRID FORMAT
NEVADA STATE COLLEGE, HENDERSON, NV
CONFERENCE AT-A-GLANCE | MARCH 10-11, 2022

CULTIVATING JUSTICIA CON AMOR Y QUERENCIA:
EMBRACING HEALING THROUGH POLICIES AND PRACTICES THAT
TRANSFORM INSTITUTIONS FOR LATINX/A/O COMMUNITIES

CULTIVANDO JUSTICIA CON AMOR Y QUERENCIA:
SANANDO LAS COMUNIDADES LATINXS/AS/OS CON POLÍTICAS Y
PRÁCTICAS QUE TRANSFORMAN LAS INSTITUCIONES

PRE-CONFERENCE EVENT

WEDNESDAY MARCH 9, 2022

11:00 AM- 4:00 PM PST

ETS Latinx Student Success Institute

Sponsored by



Embracing Healing: Improving enrollment and persistence rates for Latinx/a/o students

Presenters

Luis Ponjuán, PhD

Institute Chair and Associate Professor

College Of Education and Human Development

Texas A&M University

Edith Fernández, PhD

Institute Co-chair and Vice President of College and Community Engagement

Nevada State College

Keynote Speaker

Marissa Vasquez, EdD

Assistant Professor

San Diego State University

CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

CONFERENCE

THURSDAY MARCH 10, 2022

8:00 AM – 9:30 AM PST

Opening Plenary Session (Auditorium)

Sponsored by



38th Annual Tomás Rivera Lecture (Auditorium)

Professor Norma Cantú

College of Education & School of Law

University of Texas, Austin

Sponsored by



9:30 AM – 10:00 AM PST

ETS Outstanding Dissertation Awards Ceremony (Auditorium)

Sponsored by



10:00 AM – 10:45 AM PST

Coffee Break

10:45 AM – 11:45 AM PST

6th Cigarroa Family STEM/Medical Lecture (Auditorium)

Jessica Esquivel, PhD

Associate Scientist

Muon g-2 Experiment, Particle Physics Division - Muon Department

Fermi National Accelerator Laboratory and co-founder of [BlackInPhysics](#) and [Change - Now](#)

Sponsored by



Edna Acosta-Belén, PhD



Cigarroa Family

CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

11:45 AM – 12:00 PM PST

Break

12:00 PM – 1:00 PM PST

AAHHE Awards Ceremony (Auditorium)

Sponsored by

ARREDONDO ADVISORY GROUP

ASU Arizona State University



ECMC
Foundation



TEXAS
STATE
UNIVERSITY

UNLV

The University of Texas at Austin
Educational Leadership and Policy
College of Education

AAHHE Awards:

- Alfredo G. de los Santos Jr. Distinguished Leadership Award:
Carlos Santiago, PhD, Commissioner, Massachusetts Department of Higher Education

Sponsored by



- Community College Awards:
Ángel Reyna, EdD, President, Madera Community College
Estela Gutierrez, MA, Vice President for Student Services and Diversity, Truckee Meadows Community College
- Doctoral Student Award:
Roberto Orozco, PhD Candidate, Rutgers University - New Brunswick
- Early Career Awards:
Antonio Duran, PhD, Assistant Professor, Florida International University
Vanessa Fonseca-Chávez, PhD, Assistant Dean of Diversity, Equity, and Inclusion, Arizona State University
- Founders' Award:
Adela de la Torre, PhD, President, San Diego State University
- Outstanding Support of Hispanic Issues Award:
Amelie Ramirez, Dr.PH, Professor, Chair, Director, Salud America!, Institute for Health Promotion Research, UT Health San Antonio
- University Faculty Awards:
Gilberto Conchas, PhD, The Wayne K. and Anita Woolfolk Hoy Endowed Professorship of Education, Pennsylvania State University
Kristine Molina, PhD, Associate Professor, University of California, Irvine
- William Aguilar Cultural Arts Award:
Elizabeth Acevedo, MFA, Author and Poet
- Books of the Year Awards:
 - Early Career Category:
Of Love and Papers: How Immigration Policy Affects Romance and Family
Laura Enriquez, PhD, Associate Professor, Chicano/Latino Studies, University of California, Irvine

CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

- Edited Volume Category:

An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation

Elsa Gonzalez, PhD, Assistant Professor, Department of Educational Leadership and Policy Studies,
University of Houston

Frank Fernandez, PhD, Assistant Professor, Higher Education Administration & Policy,
University of Florida

Miranda Wilson, Principal, Institutional Research, Baylor College of Medicine

Studying Latinx/a/o Students in Higher Education:

A Critical Analysis of Concepts, Theory, and Methodologies

Nichole Garcia, PhD, Assistant Professor, Graduate School of Education

Rutgers University, New Brunswick

Cristobal Salinas, Jr. PhD, Associate Professor, Educational Leadership and Research Methodology Department,
Florida Atlantic University

Jesus Cisneros, PhD, Associate Professor, Educational Leadership and Foundations,
University of Texas at El Paso

1:00 PM – 2:00 PM PST

Boxed Lunch

2:15 PM – 3:00 PM PST

Concurrent Session 115 - New Leadership Academy ~ Engaging Leadership in Strategic Diversity Planning

Room: CEB 111

Concurrent Session 125 IS - Radical Love in Nepantla: Latina/e PhDs Fostering Holistic Wellness and Querencia through Community

Room: CEB 112

Sponsored by



Concurrent Session 135 IS - Project MALES Texas Male Student Leadership Summit: Fostering State-Wide Institutional Collaborations with Cariño

Room: CEB 211

Concurrent Session 145 RP - College Readiness Equity Index for Dual Language Learners in Texas

Room: CEB 212

Sponsored by



Featured Session: 155 FS - Centering Intersectional Experiences of Central American Students in Higher Education Policy, Florida Alma Boj López, PhD, Assistant Professor, César E. Chávez Department of Chicana/o Studies, University of California, Los Angeles

Room: CEB 231

3:15 PM – 4:15 PM PST

116 - Virtual Networking/ Social (Online Only)

126 - Fellows Program Networking (Online Only)

Poster Session (In-person Only)

Location: CEB 2nd Floor Foyer

CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

4:15 PM – 6:15 PM PST

AAHHE Fellows Recognition

Conference Reception (in-person only)

FRIDAY MARCH 11, 2022

8:00 AM – 9:15 AM PST

Welcome Program (Auditorium)

Plenary Session

Justicia for Latinx/a/o Communities: Healing Through Activism

Moderator:

Cristobal Rodríguez, PhD

Associate Dean of Equity, Inclusion, and Community Engagement, Mary Lou Fulton Teachers College, Arizona State University; AAHHE Board of Directors

Panelists:

Nolan Cabrera, PhD

Associate Professor, Center for the Study of Higher Education
University of Arizona

Amalia Daché, PhD

Associate Professor, Higher Education Division
University of Pennsylvania

Angela Valenzuela, PhD

Professor, Department of Educational Leadership and Policy
University of Texas at Austin

9:15 – 9:30 AM PST

Break

9:30 – 10:15 AM PST

Concurrent Session 212 ODC 3 - AAHHE & ETS Outstanding Dissertation Competition, Third Place Winner

A Narrative Analysis on Latino Male Youth's Identity and Self-advocacy in Connection to Career Preparation,

Elena Sada, PhD, University of Connecticut

Room: CEB 111

Sponsored by



Concurrent Session 222 IS - The Path of Opportunity: Promoting a New Generation of Latinx Researchers through Graduate Education

Room: CEB 112

Concurrent Session 232 RP - Research Collectives With, For, and By Undocumented Scholars in Higher Education

Room: CEB 211

Sponsored by



CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

Concurrent Session 242 RP - Examining how Campus and Athletic Interactions Influence Latinx College Athletes Intent to Graduate
Room: CEB 212

Concurrent Session 252 RP - Student attitude about LGBTQ+ Men of Color: A Critical Feminist Theory Approach to Men of Color Programs
Room: CEB 231

10:15 – 10:45 AM PST

Coffee Break

10:45 – 11:30 AM PST

Concurrent Session 213 ODC 2 - AAHHE & ETS Outstanding Dissertation Competition, Second Place Winner
Standardized Bilingual Assessments: A Means to Reduce Construct-Irrelevant Variance and Ethnic/Racial Stereotype Threat, Julio Caesar, PhD, University of Minnesota
Room: CEB 111

Sponsored by



Concurrent Session 223 RP - The Role of Querencia In A Research Fellowship Program for Latina/o/x Community College Students
Room: CEB 112

Sponsored by



Concurrent Session 233 IS - Collectively Supporting Undocumented Students: How Student Organizing and Student Support Services United to Effect Change
Room: CEB 211

Concurrent Session 243 RP - A Nuevo South collective for love and healing:
Examining multiethnic intersectionality in research
Room: CEB 212

Concurrent Session 253 RP - Healing Epistemic Choque on the Journey to a Mental Health Degree: A Pláticas Study.
Room: CEB 231

11:30 – 11:45 AM PST

Break

11:45 AM – 12:30 PM PST

Concurrent Session 214 ODC 1 - AAHHE & ETS Outstanding Dissertation Competition, First Place Winner
The Rhetorical Mediator: Understanding Agency in Indigenous Translation and Interpretation through Indigenous Approaches to UX Research, Nora Rivera, PhD, University of Texas, El Paso
Room: CEB 111

Sponsored by



CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

Concurrent Session 224 RP - Sobreviviendo la Pandemia: Capturing Healing, Hope, and Joy for Undergraduate Latinx/o* Masculinities Mental Health

Room: CEB 112

Concurrent Session 234 RP - “It Takes a Degree of Ganas”: Latino Men’s Career Preparation in Texas Community Colleges

Room: CEB 211

Sponsored by



Concurrent Session 244 RP - Book Author Plática: Understanding the Latina/o/x Community College to Four-Year College/University Transfer Pipeline

Room: CEB 212

Concurrent Session 254 RP - Nepantla aquí, Nepantla allá: The borderlands of identity from Mexican American women in STEM

Room: CEB 231

12:45 PM – 1:45 PM PST

Boxed Lunch

2:00 – 2:45 PM PST

Concurrent Session 216 RP - Querencia and Social Justice in the Borderlands of Higher Education

Room: CEB 111

Concurrent Session 226 RP - Latina/o Legislators, Education Policy, and Policy Ways of Knowing

Room: CEB 112

Sponsored by



Concurrent Session 236 RP - Transitioning During a Pandemic: Examining the Impact of COVID-19 on Latina/o/x Students’ Transition to College

Room: CEB 211

Concurrent Session 246 IS - Project MALES: Mentoring Men of Color through Culturally Empowering Curriculum and Restorative Practices Post COVID-19

Room: CEB 212

Featured Session 256 FS - Merging Testimonio with Praxis: Latina Leaders Transitioning to Faculty Positions

Mayra Olivares-Urueta, PhD, Associate Professor of Professional Practice, Program Coordinator, M.Ed. Higher Education Leadership, College of Education, Texas Christian University

Room: CEB 231

2:45 – 3:00 PM PST

Break

CONFERENCE AT A GLANCE

MARCH 10 – MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

3:00 – 3:45 PM PST

Concurrent Session 217 RP - Criminal and disciplinary history questions in college admissions: A mixed-methods analysis of Hispanic Serving Institutions

Room: CEB 111

Sponsored by



Concurrent Session 227 RP - Reflections from a Faculty Mentor and Graduate Student Mentee: Two Latinas Decolonizing the Mentoring Relationship

Room: CEB 112

Round Table Transforming Policy, Leadership, and Institutions through Querencia and Justicia

Room: CEB 211

237 RT - Enseñamos en el Valle Central: Paving Pathways to Success for Latinx Communities

237 RT - The Compromiso of Faculty of Color to Support Students of Mexican Descent

237 RT - (Re)framing Higher Education Querencia through a Critical Race-/Trauma-Informed Latina/o/x Composite Counterstory

Round Table Forging Community Partnerships con Cariño for Equity in PreK-16 institutions

Room: CEB 212

247 RT - “Échale ganas, tú puedes”: Latinx/a/o Parents Supporting Students’ College Aspirations Amidst Trumpism and COVID-19

247 RT - Impacting Latina/o/x Community College Undergraduate Scholar Identities Through Mentorship/Femtorship Relationship

247 RT - College Beyond High School: Examining Experiences of Latina Alumnae of an Early College High School

Round Table Fostering Querencia by Centering Intersectional Identities and Experiences of Latinx/o/a Students

Room: CEB 231

257 RT - Mis Papas No Entienden: Influence of Parental Encouragement on Educational Experiences of First-Generation Latina Undergraduates

257 RT - Querencia: The impact of place for undergraduate Mexican men and a Latinx/a/o cultural center

4:00 PM – 4:45 PM PST

Closing Program (Auditorium)

AAHHE FEATURED SPONSORS & PARTNERS

CONFERENCE HOST INSTITUTION



AMBAR SPONSORS



JADE SPONSORS



ONIX SPONSORS



TURQUESA SPONSOR



CORAL SPONSOR



Familia Martínez-López

NÁCAR SPONSOR



AAHHE FEATURED SPONSORS & PARTNERS

EVENT SPONSORSHIPS

WELCOME AND OPENING PLENARY SESSION



CIGARROA FAMILY MEDICAL/STEM DISTINGUISHED LECTURE



Edna Acosta-Belén, PhD



Cigarroa Family

AAHHE AWARDS CEREMONY



ARREDONDO ADVISORY GROUP



AAHHE FEATURED SPONSORS & PARTNERS

AAHHE PARTNERS



ABOUT AAHHE



American Association of Hispanics in Higher Education, Inc.

Seventeen Years of AAHHE in Review: 2005 - 2022

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

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

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

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

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

*The terms Hispanic and Latinx are used interchangeably.

AAHHE's Contributions to Latinx Professional Development

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 Student Fellows Program (GSFP):** Since 2007, 267 doctoral students from various disciplines have participated in the GSFP which focused on guidance and mentorship to navigate the complexities of higher education and to successfully complete their doctoral degree.

▶ **Faculty Fellows Program (FFP):** Since 2008, 149 early career faculty from various disciplines participated in the FFP which 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. In 2021, the University of Utah partnered with AAHHE to deliver this programming. Previously, AAHHE partnered in this initiative with University of California Berkeley (2011–2015) and the University of Michigan's National Center for Institutional Diversity (2015 – 2020).

Showcasing and Celebrating Excellence at the AAHHE Annual Conference

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

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

ABOUT AAHHE

- ▶ 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**, thirty-six 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 14-year partnership with Educational Testing Service (ETS), focuses on promising practices that address issues of access and success for the Latinx population.
- ▶ The **Community College Institute** specifically targets promising practices and leadership strategies for faculty and administrators working in community colleges.
- ▶ Over the past 14 years, the ETS sponsored **Outstanding Dissertations Competition** has recognized 33 doctoral candidates for their outstanding dissertations. The top three winners have showcased their dissertations as featured conference sessions.
- ▶ AAHHE annually has commissioned Latinx scholars to write the prestigious **AAHHE Commissioned Scholarly Treatises** to address pressing issues facing the Latinx community and to be showcased at the annual conference.

AAHHE's New Era: 2022 and Beyond

We are proud of the many accomplishments noted and are positioning to further our mission and impact for Latinx higher education. While many of our programs have existed since 2005, the AAHHE Board has focused on creating new initiatives and engaging with membership in ways that are responsive to the changes occurring within the academy and the Latinx community. 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 commenced their program on 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, has published article submissions written by AAHHE members. 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 continues to advance its priority for inclusion and representation of diversity throughout the organization and all areas of programming. Addressing AfroLatinidad and non-binary individuals in Latinx 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, a former AAHHE Faculty Fellow, addressed both AfroLatinidad and Latinx intersectionality.

Member Participation on AAHHE Committees

In 2021, the Board of Directors announced an open invitation to members to serve on the association's standing committees. This outreach effort allows more members to be involved, on an on-going basis, with 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

AAHHE BOARD OF DIRECTORS ► OFFICERS



**Victor B. Saénz, PhD,
AAHHE Chair**

Professor & Chair
Department of Educational
Administration
University of Texas, Austin



**Patrick L. Valdéz, PhD,
AAHHE Chair-elect**

Former Chancellor and
Professor of Education
University of New Mexico, Taos



**Patricia Arredondo, EdD,
AAHHE Immediate Past Chair**

President
Arredondo Advisory Group



**Carmen Martínez-López, PhD,
AAHHE Treasurer**

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



**Azara Santiago, PhD,
AAHHE Treasurer-elect**

Professor and Coordinator,
Master of Arts in Counseling
Psychology Program
Department of Psychology
Felician University

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS ► DIRECTORS



Edna Acosta-Belén, PhD

Distinguished Professor Emerita
Latin American, Caribbean,
and US Latino Studies
University at Albany, SUNY



Edward Delgado-Romero, PhD

Associate Dean, Professor &
Georgia Licensed Psychologist
Mary Frances Early
College of Education
University of Georgia



Edith Fernández, PhD

Vice President
College and Community
Engagement
Nevada State College



Claudia García-Louis, PhD

Assistant Professor
Education Leadership
& Policy Studies
University of Texas San Antonio



Julian V. Heilig, PhD

Dean and Professor of Educational
Policy Studies and Evaluation
College of Education
University of Kentucky



Aurora Kamimura, PhD

Lecturer in Education,
Arts & Science
Fellow in the Office of the
Vice Provost for Faculty
Affairs & Diversity
Washington University in St. Louis

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS ► DIRECTORS



Gloria Martínez-Ramos, PhD

Professor of Sociology, Director of the Center for Diversity and Gender Studies

Director of Latina/o Studies Program

Texas State University



Patricia Pérez, PhD

Professor of Chicana and Chicano Studies

Associate Dean for Faculty

California State University, Fullerton



Monique Posadas, MA Anthropology

Graduate Student Member-at-Large

Assistant Director, McNair Scholars Program

Center for Educational Partnerships
California State University, Fullerton



Cristobal Rodríguez, PhD

Cristobal Rodríguez, PhD

Associate Dean of Equity, Inclusion, and Community Engagement

Mary Lou Fulton Teachers College

Arizona State University



James L. Rodríguez, PhD

Dean, School of Social Sciences and Education

California State University, Bakersfield

AAHHE LEADERSHIP

AAHHE BOARD OF DIRECTORS ► OUTGOING BOARD MEMBERS



Patricia Arredondo, EdD,
AAHHE Immediate Past Chair

President
Arredondo Advisory Group



Carmen Martínez-López, PhD,
AAHHE Treasurer

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



Edith Fernández, PhD

Vice President
College and Community
Engagement
Nevada State College



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

csumb.edu



California State University
MONTEREY BAY

#MadeAtCSUMB

2022 CONFERENCE PLANNING COMMITTEE

Nancy Acevedo, PhD, Conference Planning Committee Chair

Associate Professor
California State University, San Bernardino

Hermen Díaz, III, PhD, Conference Planning Committee Co-chair

Assistant Professor, SUNY, Buffalo State College

Eddy F. Alvarez, PhD

Assistant Professor
Chicana and Chicano Studies
CSU Fullerton

Audrey Baca, PhD

Director, EdD Program
CSUSB

Ramiro Bautista, PhD

Program Coordinator – Interim
Office of Community Engagement & Diversity Initiatives
Nevada State College

Alonzo Campos

Doctoral Candidate, Education
Claremont Graduate University

Vincent Carales, PhD

Assistant Professor
Educational Leadership & Policy Studies
University of Houston

Gabriela Chavira, PhD

Professor, Psychology
CSU

Marlene de la Cruz, PhD

Vice President for Diversity, Equity & Inclusion
Viterbo University

Luis Jimenez Inoa, PhD

Associate Dean
College for Residential Life and Wellness
Vassar College

Ruth López, PhD

Assistant Professor
Educational Leadership & Policy Studies
University of Houston

Diego Luna, PhD

Faculty, Ethnic & Gender Studies
Highline College

Jason Rivera, PhD

Vice Chancellor
Student Academic Success
Rutgers University

Rigoberto Marquez, PhD

Associate Director
Academic Programs and Community Engaged Learning
Stanford University

Mayra Olivares-Urueta, PhD

Associate Professor
Higher Education Leadership, College of Education
Texas Christian University

James Rodríguez, PhD

Dean, Social Sciences and Education
CSU Bakersfield



CELEBRANDO 10 AÑOS DE SER UNA INSTITUCIÓN QUE SIRVE A LOS HISPANOS

HISPANIC STUDENTS
COMPRISE CLOSE TO

40%

OF ENROLLED TEXAS STATE
UNIVERSITY STUDENTS,

WITH
OVER

60%

OF ALL UNDERGRADUATE
HISPANIC STUDENTS BEING
FIRST-GENERATION.

SINCE 2013, TEXAS STATE
HAS AWARDED

23,141

DEGREES TO HISPANIC STUDENTS.

Texas State University is an Equal Employment Opportunity/Affirmative Action Employer, committed to inclusive thought and action in support of our diverse community. Individuals from historically underrepresented groups and all those who share our commitment to inclusivity and passion for the strength of our diversity are strongly encouraged to apply. Texas State University is a tobacco-free campus. 22-118 12-21



TXSTATE.EDU

WEDNESDAY MARCH 9, 2022 ▶ 11:00 A.M. – 4:00 P.M. PST

AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE

Embracing Healing: Improving Enrollment and Persistence Rates for Latinx/a/o Students

The pandemic continues to linger in the lives of Latinx/x/o students. There are untold stories about the complex lives of Latinx/a/o students and how they participate in college. Once again, national reports highlight that our students face unique and ongoing challenges that are often not known or addressed by colleges. The theme of the AAHHE 2022 conference, Embrace Healing, provides the lens on how higher education leaders must use compassion, grace, and comfort to engage with Latinx/a/o students and their families. Despite having many factors that create a complex portrait for a diversity of Latinx/a/o students, higher education leaders, professional staff, and faculty members need to listen and help to heal these students through purposeful and intentional policies, programs, and practices.

The purpose of the AAHHE 2022 Latina/a/o Student Success Institute is to create a safe space for higher education leaders to learn about current research, to ask important questions, and to develop professional connections. We will have a specific focus on college enrollment and persistence for the diversity of Latinx/a/o student learners (e.g., non-traditional age, low-income, single parents, undocumented). 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.

Listening and Healing to Achieve Latinx/a/o Student Success

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

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

KEYNOTE ADDRESS

Fostering Scholar Identities among Latina/o/x Community College Students through Undergraduate Research

Marissa Vasquez, EdD, Assistant Professor, San Diego State University

Agenda:

- Introduction and Welcome: Dr. Luis Ponjuán
- Session I: Aligning our compass for success, Dr. Luis Ponjuán
- Session I Facilitator: Dr. Luis Ponjuán
- Keynote Address: 2021 Former AAHHE Faculty Fellow Dr. Marissa Vasquez
- Keynote Facilitator: 2021 Former AAHHE Faculty Fellow Dr. Marissa Vasquez
- Session II: Theory to Practice Session, Dr. Edith Fernández
- Session II Facilitator: Dr. Edith Fernández
- Final Thoughts and Reflections, Dr. Luis Ponjuán & Dr. Edith Fernández

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, a first-generation Cuban immigrant and college graduate, is associate professor of higher education administration and executive director of the Investing in Diversity, Equity, Access, and Learning (IDEAL) research project at Texas A&M University, College Station, Texas. With over 20 year experience in

professional higher education and research focusing on access and equity in higher education for underrepresented students and faculty members of color, Ponjuán has published in *Research in Higher Education*, *Journal of Higher Education*, *Journal of Hispanic Higher Education*, *Thought and Action* and written higher education policy briefs for the Institute for Higher Education Policy (IHEP). He was named the 2014 Outstanding New Faculty member, College of Education and Human Development, Texas A&M University, and selected as the 2008 Association for the Study of Higher Education and Ford Foundation Fellow, Institute on Equity Research Methods and Critical Policy Analysis, and the 2013–2014 College of Education and Human Development Aggies Commit to Transforming Lives Administrative Fellow. He received the 2009 AAHHE Faculty Fellow Award and the 2003 AAHHE Graduate Student Fellow Award. Ponjuán earned his doctorate 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. ▶

Edith Fernández, PhD

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



Edith Fernández, PhD a proven administrative professional skilled in building relationships with community leaders has substantial experience in higher education. Fernández has built a reputation as a tireless advocate for postsecondary education. She has been sought out to conceptualize, build, and open new offices across a variety of

public industries. As a congressional district director, she monitored federal legislation and integrated legislative plans with district activities. She has two decades of experience working with public community college, state and university students with experiences in marketing, events, emergency management, student life, DEI, academic services, financial aid, and admissions. Currently she is the VP for College and Community Engagement at Nevada State College. Fernández is a quantitative and qualitative researcher. She has been a PI for research projects focused on intercultural competence and civic engagement on a global scale. Fernández is a proud alumna of the University of Nevada, Reno. She received her PhD from the University of Michigan, an EdM from the Harvard Graduate School of Education, and a MPA from University of Nevada, Las Vegas. ▶

AAHHE & ETS LATINX STUDENT SUCCESS INSTITUTE

PRESENTER

Marissa Vasquez, EdD

Assistant Professor
San Diego State University



Marissa Vasquez, EdD is an assistant professor in the Department of Administration, Rehabilitation, and Postsecondary Education (ARPE) at San Diego State University. Using anti-deficit perspectives, her research seeks to understand the experiences, factors, and conditions that facilitate success among college students, particularly Latin* community college and transfer students. Her work has been published in the *Community College Journal of Research & Practice*; *Community College Review*; and *Culture, Society, & Masculinities*. She is co-editor of a forthcoming book that centers the pre- and post-transfer experiences of Latin* students. As associate director of the *Community College Equity Assessment Lab (CCEAL)*, Vasquez leads multiple projects that involve institutional needs assessments for disproportionately impacted students in community colleges. She serves as co-editor of the *Journal of Applied Research in the Community College* and is a faculty affiliate for Project MALES, an initiative supported by University of Texas at Austin to sustain scholarship on men of color. Vasquez has been a member of AAHHE since 2013, having been a Graduate Fellow, a Faculty Fellow, second place recipient of the Outstanding Dissertation of the Year award, and recipient of the Outstanding Latino/a Faculty: Service/Teaching in Higher Education Award. ▶



BOK Financial is proud to support the American Association of Hispanics in Higher Education Conference

With today's complex transactions, clients need an experienced partner. For more than 40 years, BOK Financial has provided corporate trust services to the capital markets, serving the needs of issuers, investors, bondholders, and lenders who have relied on our experience and client-focused approach.

BOK Financial is among the nation's largest trustees. We offer escrow, trustee, agency, and other financial services. Recognized as an independent and trusted third party, we bring credibility and stability to complicated financial transaction.

WE GO ABOVE SO YOU CAN GO BEYOND

Erin Fitzpatrick, SVP National BDO 972.892.9972 Phone efitzpatrick@bokf.com	 Services provided by BOKF, NA	Jose Gaytan, SVP Texas BDO 512.813.2002 Phone jgaytan@bokf.com
---	--	---

[BOK Financial - Corporate Trust and Escrow Services](#)

Congratulations!

To the 2021-2022 New Leadership Academy Fellows Cohort



Interested in the 2023 NLA Fellows Program?

Nominations and Applications go live **May 2022**

Early Deadline is **August 2022**

Regular Deadline is **September 2022**

diversity.utah.edu/NLA

NEW
LEADERSHIP
ACADEMY
Knowledge. Tools. Courage.

 **EQUITY, DIVERSITY, & INCLUSION**
THE UNIVERSITY OF UTAH

We are proud of our ongoing partnership with AAHHE

CONFERENCE AGENDA ► PLENARY SESSIONS

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

PLENARY SESSION AGENDA

THURSDAY MARCH 10, 2022

8:00 AM – 9:30 AM PST

Presiding

Victor B. Saénz, PhD, Chair, AAHHE Board of Directors

8:00 AM – 8:45 AM PST

Opening Plenary Session

Land Acknowledgment

Welcome & Introduction of Sponsors

Welcome by NSC President, Dr. DeRionne P. Pollard

Host Institution Recognition

Introduction of AAHHE Board of Directors

Tribute to Lenora Green ~ Azara Santiago, PhD, AAHHE Board of Directors

Introduction of AAHHE Fellows & NLA Fellows

Introduction of Conference co-chairs

Conference Theme & Thank you

AAHHE Conference Planning Committee Co-chairs Nancy Acevedo, PhD and Hermen Díaz, III, PhD

Opening Plenary Session Sponsored by



8:45 AM – 9:30 AM PST

Introduction of ETS 38th Annual Tomás Rivera Lecture

Jamal Watson, PhD, Director of the Center for Advocacy and Philanthropy, ETS

38th Annual Tomás Rivera Lecture

Professor Norma Cantú

College of Education & School of Law

University of Texas, Austin

Sponsored by



9:30 AM – 10:00 AM PST

AAHHE & ETS Outstanding Dissertation Competition Awards Ceremony

Jamal Watson, PhD, Director of the Center for Advocacy and Philanthropy, ETS

David Garcia, PhD, Chair, Outstanding Dissertation Competition

Sponsored by



CONFERENCE AGENDA ► PLENARY SESSIONS

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

10:00 AM – 10:45 AM PST

Coffee Break

10:45 AM – 11:45 AM PST

Introduction of 6th Cigarroa Family STEM/Medical Lecture

Carmen Martinez-López, PhD

AAHHE Board of Directors

6th Cigarroa Family STEM/Medical Lecture

Jessica Esquivel, PhD

Associate Scientist

Muon g-2 Experiment, Particle Physics Division - Muon Department

Fermi National Accelerator Laboratory and co-founder of [BlackInPhysics](#) and [Change - Now](#)

Sponsored by



Edna Acosta-Belén, PhD

Cigarroa Family



11:45 AM – 12:00 PM PST

Break

12:00 PM – 1:00 PM PST

Presiding

Patrick Valdez, PhD, Chair-elect, AAHHE Board of Directors & Chair, Awards Committee

AAHHE Awards Ceremony

Sponsored by

ARREDONDO ADVISORY GROUP



AAHHE Awards:

- Alfredo G. de los Santos Jr. Distinguished Leadership Award:
Carlos Santiago, PhD, Commissioner, Massachusetts Department of Higher Education.

Sponsored by



- Community College Awards:
Ángel Reyna, EdD, President, Madera Community College
Estela Gutierrez, MA, Vice President for Student Services and Diversity, Truckee Meadows Community College
- Doctoral Student Award:
Roberto Orozco, PhD Candidate, Rutgers University - New Brunswick

CONFERENCE AGENDA ► PLENARY SESSIONS

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

- Early Career Awards:
Antonio Duran, PhD, Assistant Professor, Florida International University
Vanessa Fonseca-Chávez, PhD, Assistant Dean of Diversity, Equity, and Inclusion, Arizona State University
 - Founders' Award:
Adela de la Torre, PhD, President, San Diego State University
 - Outstanding Support of Hispanic Issues Award:
Amelie Ramirez, Dr.PH, Professor, Chair, Director, Salud America!, Institute for Health Promotion Research, UT Health San Antonio
 - University Faculty Awards:
Gilberto Conchas, PhD, The Wayne K. and Anita Woolfolk Hoy Endowed Professorship of Education, Pennsylvania State University
Kristine Molina, PhD, Associate Professor, University of California, Irvine
 - William Aguilar Cultural Arts Award:
Elizabeth Acevedo, MFA, Author and Poet
 - Books of the Year Awards
Julian V. Heilig, PhD, Chair, Books of the Year Awards
 - Early Career Category:
Of Love and Papers: How Immigration Policy Affects Romance and Family
Laura Enriquez, PhD, Associate Professor, Chicano/Latino Studies, University of California, Irvine
 - Edited Volume Category:
An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation
Elsa Gonzalez, PhD, Assistant Professor, Department of Educational Leadership and Policy Studies, University of Houston
Frank Fernandez, PhD, Assistant Professor, Higher Education Administration & Policy
University of Florida
Miranda Wilson, Principal, Institutional Research, Baylor College of Medicine
- Studying Latinx/a/o Students in Higher Education:
A Critical Analysis of Concepts, Theory, and Methodologies*
Nichole Garcia, PhD, Assistant Professor, Graduate School of Education
Rutgers University, New Brunswick
Cristobal Salinas, Jr. PhD, Associate Professor
Educational Leadership and Research Methodology Department, Florida Atlantic University
Jesus Cisneros, PhD, Associate Professor, Educational Leadership and Foundations
University of Texas at El Paso

Special Presentation (announcing the new “named” awards)

4:30 PM PST

AAHHE Fellows Recognition (KAB Auditorium) – AAHHE Graduate Student Fellows Program Co-chairs Luis F. Avilés González, Merylou Rodriguez; AAHHE Faculty Fellows Program Co-chairs, José M. Aguilar-Hernández, PhD and Marcela Cuellar, PhD

CONFERENCE AGENDA ► PLENARY SESSIONS

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

FRIDAY MARCH 11, 2022

8:00 AM – 9:15 AM PST

Presiding

Patricia Arredondo, EdD, Immediate Past-chair, AAHHE Board of Directors

Welcome/Introductions, Sponsors acknowledgement; Remarks on AAHHE Future Directions

AAHHE Fellows Program

Aurora Kamimura, PhD, AAHHE Board Liaison, Graduate Student Fellows Program

Patricia Pérez, PhD, AAHHE Board Liaison, Faculty Fellows Program

8:00 AM – 9:15 AM PST

Plenary Session *Justicia for Latinx/a/o Communities: Healing Through Activism*

Moderator

Cristobal Rodriguez, PhD, AAHHE Board of Directors

Presenters

Nolan Cabrera, PhD, Associate Professor, Center for the Study of Higher Education

University of Arizona University of Arizona

Amalia Daché, PhD, Associate Professor, Higher Education Division

University of Pennsylvania

Angela Valenzuela, PhD, Professor, Department of Educational Leadership and Policy

University of Texas at Austin

4:00 PM – 4:45 PM PST

Presiding

Patrick Valdez, PhD, Chair-elect, AAHHE Board of Directors

Closing Program

Nancy Acevedo, PhD, AAHHE Conference Planning Committee Chair, Associate Professor

California State University, San Bernardino.

Hermen Díaz, III, PhD, AAHHE Conference Planning Committee Co-chair, Assistant Professor

SUNY - Buffalo State College

“I was first exposed to AAHHE in 2017 as a presenting doctoral student and I immediately recognized what a special comunidad it was. This year I was selected as a Faculty Fellow and not only did I gain 16 prima/o/xs, but also the familia that came before me, and the ones to come. I’m very thankful to be part of the community that has already given me so much and I look forward to paying it forward. #Benedecida”

Dr. Melissa A. Navarro Martell

San Diego State University, '22 FFP Cohort



TEXAS

The University of Texas at Austin

The University of Texas at Austin **CONGRATULATES**

The American Association of
Hispanics in Higher Education, Inc
on their 17th Annual National Conference



The University of Texas at Austin
Division of Diversity and
Community Engagement



The University of Texas at Austin
College of Education



The University of Texas at Austin
Educational Leadership and Policy
College of Education

AAHHE 38TH ANNUAL TOMÁS RIVERA LECTURE

SPONSORED BY ETS



For 38 years, AAHHE has selected a distinguished scholar or national leader to present the Tomás Rivera Lecture in honor of the late Dr. Tomás Rivera, professor, scholar, active author, poet, and former president of the University of California, Riverside.

Tomás Rivera, PhD



Tomás Rivera, PhD born in Texas to Mexican farm laborers immigrants, with no formal education, received a bachelor of science and master of education in English and Administration from Southwest Texas State University, and a master of arts in Spanish literature and a doctorate in romance language and literature from University of Oklahoma. Rivera studied Spanish culture and civilization at the University of Texas, Austin and in Guadalajara, Mexico. He taught at Sam Houston State University and served on the planning team that built The University of Texas, San Antonio, where he served as chair of the Romance Language Department, associate dean, and vice president. Rivera became the chief executive officer at The University of Texas, El Paso (1978) and the chancellor of the University of California, Riverside (1979). He extensively wrote about Chicano topics and published poems, short prose pieces, and essays on literature and higher education. Rivera documented the struggles of migrant workers; he neither wrote about politics nor viewed his work as political. He served on many boards, including the Carnegie Foundation for the

Advancement of Teaching, the American Association for Higher Education, and the American Council on Education, and served on commissions on higher education under Presidents Carter and Reagan. He was a co-founder and president of the National Council of Chicanos in Higher Education. Rivera was active in a great number of charitable organizations and was the recipient of numerous honors, awards, and recognitions. ▶

AAHHE 38TH ANNUAL TOMÁS RIVERA LECTURE PRESENTER

THURSDAY MARCH 10 ► 8:45 – 9:30 AM PST

Norma Cantú, JD

Professor of Education
Professor of Law
The University of Texas at Austin



Norma Cantú, JD brings exceptional practical and policy-making experience to her new joint appointment in the Education and Law Schools at UT. For eight years, she served as the Assistant Secretary of Education for Civil Rights in the Clinton Administration, where she oversaw a staff of approximately 850 in implementing governmental policy for civil rights in American education. Within the first two years, her office increased the number of illegal discrimination complaints resolved by 20%; more than a third of the cases were disposed of without adversarial proceedings based on voluntary corrective action. By her final year in office, the number of cases resolved each year had risen almost another 20%.

Prior to her service as the nation's chief civil rights enforcer in the educational arena, Professor Cantú worked for fourteen years as regional counsel and education director of the Mexican-American Legal Defense and Educational Fund. She litigated scores of important cases affecting educational funding, disability rights, student disciplinary policies, access to special services for

English-language learners, and racially hostile environments. Professor Cantú graduated summa cum laude from the University of Texas-Pan American at the age of 19, taught high school English, and then enrolled at Harvard Law School, where she graduated at the age of 22. ►

Past presenters of the AAHHE Tomás Rivera Lecture:

- | | |
|--|--|
| 2021 John B. King, Jr.,
President and CEO of The Education Trust | 2004 Angela Oh |
| 2020 The Honorable Vilma Martinez,
Former U.S. Ambassador to Argentina | 2003 Piedad Robertson |
| 2019 Abigail Golden-Vásquez, David E. Hayes-Bautista,
Rogelio Sáenz and Marta Tienda | 2002 Harold L. Hodgkinson |
| 2018 Eloy Ortiz Oakley | 2001 Félix Gutiérrez |
| 2017 Michele Siqueiros | 2000 David Hayes-Bautista |
| 2016 Antonia Hernández | 1999 Jim Cummins |
| 2015 Manuel T. Pacheco | 1998 Samuel Betances |
| 2014 Yvette Donado | 1997 Albert H. Kaufmann |
| 2013 Francisco Cigarroa | 1996 Rolando Hinojosa Smith |
| 2012 Luis A. Ubinas | 1995 Ronald Takai |
| 2011 Rachel F. Morán | 1994 Norma Cantú |
| 2010 Charles B. Reed and Jack Scott | 1993 Gregory R. Anrig |
| 2009 Marta Tienda | 1992 Henry Cisneros |
| 2008 Jaime Merisotis | 1991 Toni Morrison |
| 2007 Sonia Nazario | 1990 Tomás Arciniega |
| 2006 Michael A. Olivas | 1989 David Hamburg |
| 2005 Raúl Yzaguirre | 1989 Arturo Madrid |
| | 1987 Ann Reynolds |
| | 1986 Alfredo G. de los Santos Jr. |
| | 1985 John Magu |

AAHHE 6TH CIGARROA FAMILY MEDICAL/STEM DISTINGUISHED LECTURE

SPONSORED BY

Edna Acosta-Belén, PhD

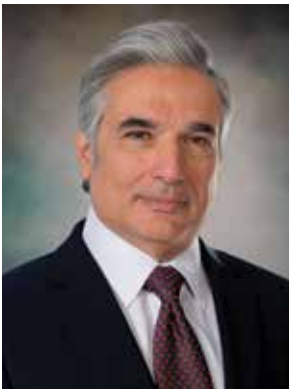


Cigarroa Family

The AAHHE Cigarroa Family Medical/STEM Distinguished Lecture spotlights a prominent and established scholar or leader in the medical or science disciplines. The lecture is named in honor of the Cigarroa Family of Laredo, Texas and its three generations of medical doctors and active leaders who have served in their communities and in national organizations.

Francisco Cigarroa, MD

Transplant Center, UT Health Science Center
University of Texas, San Antonio



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

The first Hispanic to be named chancellor of The University of Texas System (2009), Cigarroa oversaw nine universities and six health institutions. His leadership was critical in the establishment of two medical schools and The University of Texas Rio Grande Valley, and in the advancement of engineering across the University of Texas System. A member of the American College of Surgery, the Institute of Medicine, the American Board of Surgery, and the American Academy of Arts and Sciences, Cigarroa is also an honorary member of the National Academy of Science in Mexico.

He received appointments to the President's Committee on the National Medal of Science and the White House Initiative on Educational Excellence for Hispanic Americans by Presidents George W. Bush and Barack Obama, respectively. He was elected in 2010 to serve on the Yale Corporation, the university's governing board. He served on the National Research Council Committee on Research Universities and the American Academy Commission on the Humanities and Social Sciences. Cigarroa was named the director of Pediatric Transplantation at the University of Texas Health Science Center at San Antonio in 2015. ▶

THURSDAY MARCH 10 ▶ 10:30 – 11:45 AM PST

Jessica Esquivel, PhD

Associate Scientist, Muon g-2 Experiment

Particle Physics Division: Muon Department

Fermi National Accelerator Laboratory

AAAS IF/THEN Ambassador, Co-founder, BlackInPhysics,

Co-founder, Change - Now



Jessica Esquivel, PhD has recently been promoted to an Associate Scientist at Fermilab where she works on the Muon g-2 Experiment. She is one of ~100 Black women with a PhD in physics in the country, the 2nd Black woman to graduate with a PhD in physics from Syracuse University, and the 3rd Black woman to hold an Associate Scientist position at Fermilab. She identifies as female, Black, Mexican, lesbian, a physicist, and Texan. Dr. Esquivel is a recognized advocate for creating just and equitable spaces in physics and focuses on the intersections of race, gender and sexuality in her community engagement efforts. She is a member of APS-IDEA, co-founder of BlackInPhysics, part of the Change-Now collective, and is a AAAS IF/THEN Ambassador. Dr. Esquivel has also appeared on CBS's Emmy nominated educational program Mission Unstoppable where she discusses the physics behind makeup, and on the Science Channel's How the Universe Works discussing how neutrinos could be the key to the mysteries of our universe. ▶

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

2021 Alfredo Quiñonez–Hinojosa, MD

2020 Frances Colón

2019 Olivia A. Graeve

2018 Jose Hernandez

2017 Francisco Cigarroa

2022 AAHHE PLENARY SESSION

FRIDAY MARCH 11 ▶ 8:15 – 9:15 AM PST

Justicia for Latinx/a/o Communities: Healing Through Activism

What is the potential for promoting community healing through social justice activism? This is the central question the three panelists will explore utilizing their scholarly backgrounds and their involvement in the struggles for Mexican American Studies in Texas and Arizona, as well as human rights and racial justice in Cuba. They will offer insights into both the potential (social justice and community healing) and some pitfalls (community division) of activism.

Moderator

Cristobal Rodríguez, PhD

Associate Dean of Equity, Inclusion, and Community Engagement, Mary Lou Fulton Teachers College
Arizona State University; AAHHE Board of Directors

Panelists

Nolan Cabrera, PhD

Associate Professor, Center for the Study of Higher Education
University of Arizona University of Arizona

Amalia Daché, PhD

Associate Professor, Higher Education Division
University of Pennsylvania

Angela Valenzuela, PhD

Professor, Department of Educational Leadership and Policy
University of Texas at Austin

Nolan Cabrera, PhD

Associate Professor

Center for the Study of Higher Education
University of Arizona University of Arizona



Nolan Cabrera, PhD, an award winning scholar and nationally recognized expert in the areas of racism/anti-racism on college campuses, Whiteness, and ethnic studies, is a Professor in the Center for the Study of Higher Education, University of Arizona. He was featured in the MTV documentary *White People*. His book, *White Guys on Campus*, described by Jeff Chang (author of *We Gon' Be Alright*) as “A timely, provocative, even hopeful book”, is a deep exploration of White male racism, and occasional anti-racism, on college campuses. Cabrera was an expert witness

in the Tucson Unified Mexican American Studies case (Gonzalez v. Douglas), the highest-profile ethnic studies case in the country’s history. Cabrera has given lectures, keynote addresses, and trainings on challenging racism/Whiteness, working through unconscious bias, creating inclusive college campuses, and the expansion of ethnic studies programs. His publications have appeared in some of the most prestigious journals in the fields of education and racial studies. Cabrera completed his graduate work at UCLA in Higher Education & Organizational Change and earned his BA from Stanford University in Comparative Studies in Race and Ethnicity (Education focus). Cabrera is a former Director of a Boys & Girls Club in the San Francisco Bay Area, and is originally from McMinnville, Oregon. ▶

2022 AAHHE PLENARY SESSION

FRIDAY MARCH 11 ▶ 8:15 – 9:15 AM PST

Amalia Daché, PhD

Associate Professor
Higher Education Division
University of Pennsylvania



Amalia Daché, PhD, an Afro-Cuban American scholar, is an associate professor at the University of Pennsylvania's Graduate School of Education. 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. Daché engages in research within contested urban geographies, including Havana, Cuba; Cape Town, South Africa; and Ferguson, Missouri. Daché's major research areas are college access, Afro-Latina/o/x studies, and community- student resistance. She is lead editor of the book *Rise Up! Activism and Education* (2019). She 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". She completed Rockefeller Institute's Richard P. Nathan Public Policy Fellowship (2019) 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 (2014). ▶

Angela Valenzuela, PhD

Professor
Department of Educational Leadership and Policy
University of Texas at Austin



Angela Valenzuela, PhD, a Professor in the Department of Curriculum & Instruction and the Department of Educational Leadership and Policy at the University of Texas at Austin, is the Director of the Texas Center for Education Policy. She taught in the Department of Sociology at Rice University in Houston (1990-98) and was a

Visiting Scholar at the Center for Mexican American Studies at the University of Houston (1998-99). Valenzuela completed her doctorate at Stanford University. She is the author of the award-winning book, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* (1999), *Leaving Children Behind: How "Texas-style" Accountability Fails Latino Youth* (2005), and *Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latinola Youth* (2016). She founded and operates an education blog titled, [Educational Equity, Politics, and Policy in Texas](#). Valenzuela serves on the LULAC National Task Force on Higher Education, and is the Executive Director of the National Latina/o Education Research and Policy Project (NLERAPP), a consortium of ten institutions that enhances teaching for high school youth in Texas, California, Wisconsin, Chicago, New York, Colorado, New Mexico, and Arizona. Her most recent accomplishment is getting inducted into the 2021 cohort of the [National Academy of Education](#). ▶



We Are **DIVERSE**

By embracing **culture** and **differences**, we're making UNLV a model for **student success**.

MSI / HSI / AANAPISI

#1 for "campus ethnic diversity" (tie) - *US News & World Report*

UNLV

unlv.edu

CONFERENCE AGENDA ► FEATURED SESSIONS

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

THURSDAY MARCH 10, 2022
2:15 PM – 3:00 PM PST

FEATURED SESSION

155-FS Centering Intersectional Experiences of Central American Students in Higher Education Policy

Dr. Boj Lopez will focus on her research on the educational experiences of Guatemalans in Los Angeles. She will be presenting her original qualitative data alongside the historical context of Central American and Indigenous migration to examine the role of educational institutions in erasing or supporting Indigenous and non-Indigenous Guatemalan students.

Floralma Boj López, PhD
Assistant Professor
César E. Chávez Department of Chicana/o Studies
University of California, Los Angeles



Floralma Boj Lopez, PhD is an Assistant Professor in the César E. Chávez Department of Chicana/o and Central American Studies. Boj Lopez's work uses a transborder approach to analyze the experiences of Maya migrants as they cross settler colonial borders and encounter distinct racial logics in the United States. Her research examines

cultural production among the Guatemalan Maya diaspora with a particular emphasis on intergenerational relationships, gender, and the production of Indigenous migrant community in Los Angeles, CA. She is particularly interested in how these communities respond to structures of state violence and understand their relationship to indigeneity in ways that account for distinct experiences across generations. She is currently working on a manuscript entitled *Mobile Archives of Indigeneity: The Mayan Diaspora and Indigenous Cultural Production* which examines how Guatemalan Mayan migrants and youth in Los Angeles challenge notions of *Latinidad* through material objects such as digital photography, Mayan regional clothing, and children's literature. Her work has been published in the *Latino Studies Journal*, the *International Journal of Human Rights Education*, and in the book *U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance*. ►

FRIDAY MARCH 11, 2022
2:00 PM – 2:45 PM PST

FEATURED SESSION

256-FS Merging Testimonio with Praxis: Latina Leaders Transitioning to Faculty Positions

In this featured session, Dr. Mayra Olivares-Urueta discusses how her 16+ year experience as a practitioner impacts her work as a new full-time faculty member in higher education leadership. Through *testimonio*, *historias y consejos*, Dr. Olivares-Urueta is showing her students how theory and practice merge in high stakes leadership situations. Moreover, her time as a faculty member is providing a new meaning to “you can't judge someone until you walk a mile in their shoes”.

Mayra Olivares-Urueta, PhD
Associate Professor of Professional Practice
Program Coordinator, M.Ed.
Higher Education Leadership, College of Education
Texas Christian University



Mayra Olivares-Urueta, PhD works to remove institutional barriers and ensure the success for historically marginalized and excluded populations with an emphasis on Latinx students. Olivares-Urueta is associate professor of professional practice in the graduate Higher Education Leadership program at Texas Christian University, she also

coordinates the master's in Higher Education Leadership. Her research and writing focus on removing barriers to executive leadership for Latina mothers in community college; making college a family affair; and increasing access and success of Latinx students in higher education. Some of Olivares-Urueta's service and involvement outside of TCU include serving as a coach and consultant for the Hope Center for College, Community and Justice; serving as president of the Texas Association of Chicanos in Higher Education, and participating as member of the NASPA Community College Division's Latinx Task Force among others. In 2018 she was named an American Association of Women in Community Colleges 40 under 40 and in 2020 she became a fellow of the Aspen Institute's Presidential Fellows program. Olivares-Urueta is the proud spouse of Alejandro and mother of Isabel and Olivia my in-house and forever Latina executive interns. ►

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

The 2022 AAHHE National Conference theme '*Cultivating Justicia con Amor y Querencia: Embracing Healing through Policies and Practices that Transform Institutions for Latinx/a/o Communities*' showcases the transformative work happening within the Latinx community. The current precarious times lead us to foster higher education environments that center *amor* (love) and *querencia* (intentional care) in the pursuit of *justicia* (justice); *querencia* is the care received within a space that is safe, affirming, empowering and feels like home through the un-waivering *amor* from those within such a space. AAHHE hopes that by striving for justice through *amor* and *querencia*, higher education leaders will enact policies and practices that move beyond coping with injustices and instead offer healing moments for Latinx/a/o communities.

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

- Fostering *Querencia* by Centering Intersectional Identities and Experiences of Latinx/o/a Students.
- Building Coalitions through Latinx/a/o Intersectional Activism.
- Transforming Policy, Leadership, and Institutions through *Querencia* and Justicia.
- Forging Community Partnerships con *Cariño* for Equity in PreK-16 institutions.
- Prioritizing Healing through Latinx/o/a Communal, Radical, & Self Care.

Enjoy any of our thirty-one conference sessions presented as interactive symposia (IS), research papers (RP), round tables (RT), posters (PS), Outstanding Dissertations Competition presentations (ODC), and AAHHE Featured Sessions (FS).



COLLEGE OF PROFESSIONAL EDUCATION
TEXAS WOMAN'S UNIVERSITY

BOLDLY GO

Estamos enfocados en la excelencia inclusiva y buscamos facultad que comparta nuestro enfoque para elevar a nuestros estudiantes.

- A nivel nacional: la 4ta universidad más diversa
- A nivel estatal: la 2da universidad más diversa
- Designada como una institución al servicio de los hispanos (HSI por sus siglas en inglés)
- Sistema universitario a través de Texas con localidades en Denton, Dallas y Houston

We focus on inclusive excellence and need faculty who share that focus to elevate our students.

- Nationally: 4th most diverse university
- Statewide: 2nd most diverse university
- Hispanic Serving Institution
- University system throughout Texas with locations in Denton, Dallas and Houston

THURSDAY MARCH 10, 2022

2:15 - 3:00 PM PST

115 - New Leadership Academy Engaging Leadership in Strategic Diversity Planning

ROOM: CEB 111

Mary Ann Villareal, PhD
University of Utah

Betty Overton, PhD

Patricia Pérez, PhD
CSU Fullerton

From MSIs to PWIs, institutional leaders are engaged in strategic planning processes, many of which are prioritizing equity, diversity, and inclusion. Panelists from the New Leadership Academy will share their experiences in developing, consulting, or participating in strategic planning efforts at different institutional types. The discussion will focus on ways in which EDI should be included in strategic plans and related processes.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

2:15 - 3:00 PM PST

PRIORITIZING HEALING THROUGH LATINX/O/A COMMUNAL, RADICAL, & SELF CARE

125 IS - Radical Love in Nepantla: Latina/e PhDs Fostering Holistic Wellness and Querencia through Community

ROOM: CEB 112

Sponsored by



Theresa E. Hernandez, PhD
University of Southern California

Mabel Hernandez, PhD
University of Southern California

Cynthia Villareal, PhD
University of Southern California

Olivia González, PhD
University of Southern California

The study will provide strategies for supporting Latina/e PhD students through radical love and querencia. Topics include organization building and institutionalization, naming and language, fostering community in academia, validating our whole selves, and using technology to create safer spaces to carry out this work during a pandemic.

By the end of the session, participants will learn:

- a) About negotiating the institutionalization of Latina/e-serving organizations.
- b) To develop a consciousness around naming and language that is critical, anti-racist, feminist, decolonial, and queer.
- c) To create community and organize across academic silos (e.g., disciplines, stages of the doctoral journey/ dissertation process, etc.).
- d) To support and validate Latina/e PhD students holistically across their multiple, intersecting identities.
- e) To organize and cultivate safer, accessible spaces for community-building through social media.

2:15 - 3:00 PM PST

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS

135 IS - Project MALES Texas Male Student Leadership Summit: Fostering State-Wide Institutional Collaborations with Cariño

ROOM: CEB 211

Armando Lizarraga, MA
The University of Texas at Austin

Jase Kugiya, MSW
The University of Texas at Austin

Rodrigo Aguayo, MEd
The University of Texas at Austin

Julio J. Mena Bernal, BA
The University of Texas at Austin

Victor B. Saéñz, PhD
The University of Texas at Austin

For a decade, the Texas Male Student Leadership Summit has created intentional programming, fostering the importance of establishing a transfer culture for Latinx students at a flagship institution. This session highlights how the Summit has impacted thousands of young men and how this model can be replicated across institutions.

By the end of the session, participants will:

- a) Further develop their understanding of intentional programming that brings K-12 students to Texas' flagship institution, The University of Texas at Austin.
- b) Gain an understanding of the practices and impacts of the Texas Education Consortium for Male Students of Color Summer Male Leadership Summit.
- c) Be able to understand the importance of a statewide network like the Consortium that provides support for Latino and African American male students.
- d) Be able to develop practices showcasing intentionality which foster a Transfer Culture (Transfer Sending Culture & Transfer Receptive Culture) at community colleges and four-year institutions.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

2:15 - 3:00 PM PST

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS

145 RP - College Readiness Equity Index for Dual Language Learners in Texas

ROOM: CEB 212

Sponsored by



Marianna Olivares, EdD
Arizona State University

Cristóbal Rodríguez, PhD
Arizona State University

The research paper developed a school-level college readiness equity index specific for Dual Language Learners and used school funding expenditures across case study districts that projected needed necessary funding to achieve college readiness equity for DLLs. This study explored the relationship between Dual Language Learners access to college preparation coursework and school expenditures in Texas. Inequities specific to Latino and Dual Language students will be addressed.

By the end of the session, participants will:

- a) Have a greater understanding of college readiness inequities, specific to DLLs and the relationship to systemic factors like school finance data.
- b) Be able to identify pathways to addressing systemic equity through policies and finance systems.
- c) Obtain a framework, through an equity index, for state and local education agencies to utilize as a means of analyzing various equity criteria.

2:15 - 3:00 PM PST

FEATURED SESSION

155 FS - Centering Intersectional Experiences of Central American Students in Higher Education Policy

ROOM: CEB 231

Floralma Boj López, PhD
César E. Chávez Department of Chicana/o Studies
University of California, Los Angeles

Dr. Boj Lopez will focus on her research on the educational experiences of Guatemalans in Los Angeles. She will be presenting her original qualitative data alongside the historical context of Central American and Indigenous migration to examine the role of educational institutions in erasing or supporting Indigenous and non-Indigenous Guatemalan students.

3:15 - 4:15 PM PST

116 - Virtual Networking/ Social

ONLINE ONLY

Join us for a time of virtual community building and networking. This organic session is open to all AAHHE conference attendees (virtual or in-person). We look forward to seeing you and building and expanding a supportive AAHHE community.

3:15 - 4:15 PM PST

126 - Fellows Program Networking

ONLINE ONLY

The Faculty and Graduate Student Fellows Program invite current fellows and alumni to this virtual networking opportunity. During the session, the objective is to offer organic opportunities to connect with familia across campuses, disciplines, programs, and generations of fellows. Join us to reconnect with familia and meet new members! As always, this will be a memorable space in community.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

POSTER SESSION (IN-PERSON ONLY)

3:15 - 4:15 PM PST

LOCATION: CEB 2ND FLOOR FOYER

BUILDING COALITIONS THROUGH LATINX/O/A INTERSECTIONAL ACTIVISM

PS - Soy de Aquí y de Allá/I'm from Here and There: Exploring how Afro-Latinx students' Identity Development Shapes Mental Health

Natalie Munoz, PhD
Howard University

Growing evidence shows a health equity gap between Afro-Latinx and White Latinx due to the compounding experience of racism on Afro-Latinx in the United States. Mental health challenges can negatively impact student success and retention in college. Research has shown that positive ethnic/racial identity development can serve as a protective barrier for discrimination. Afro-Latinxs' unique positionality between Blackness and Latinidad, coupled with the intersectionality of various social identities, informs how they experience college. This poster session will encompass a literature review and possibly some preliminary findings which aims to understand how positive ethnic/racial identity development shapes mental health for Afro-Latinx college students at HBCUs.

Objectives:

- a) Gather a better understanding of the history of anti-Blackness within Latinidad and the diversity of the Black diaspora.
- b) Gain knowledge of how ethnic/racial identity development shapes mental health for AfroLatinx college students.
- c) Valuable knowledge of how to create a more inclusive campus climate for Afro-Latinx college students.

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS

PS - Improving the Future of Hispanic Health Care, Recruiting Future Nurses

Luzmaria Alcala, DNP, RN, CNS, CEN
CSU Sacramento

Over the last 10 years there has been a growth in the Latino population who also lack adequate health care. One of the barriers identified is the lack of trust. This can be improved through more Latino nurses available to care for this population.

Objectives:

- a) Recognize importance and necessity of having a nursing workforce that reflects the population.
- b) Examine some of the barriers that prevent Hispanic high school students from applying and completing a degree in nursing.
- c) Understand how to apply appropriate interventions that contribute to the recruitment of Hispanic students into nursing educational programs.
- d) Recognize the importance of a mentor program that can be implemented from high school through college to assist with success.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

POSTER SESSION (IN-PERSON ONLY)

3:15 - 4:15 PM PST

LOCATION: CEB 2ND FLOOR FOYER

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS

PS - Staying the course: Positive Outcomes for Latino Students Nearing Degree Completion During COVID-19

Kerrie S. DeVries, PhD
Bloomsburg University of Pennsylvania

Cristián Doña-Reveco, PhD
University of Nebraska at Omaha

Jonathan B. Santo, PhD
University of Nebraska at Omaha

Juan F. Casas, PhD
University of Nebraska at Omaha

Declines in Latinx/a/o college retention throughout the COVID-19 pandemic have raised concerns of widening achievement gaps. Using longitudinal persistence data over 5 academic years, this study suggests that Latinx/a/o students nearing degree completion may be able to overcome set-backs (even as substantial as COVID-19) and continue their education.

Objectives:

Engage in critical thought and discussion regarding:

- a) institutional persistence efforts specific to in Latinx/a/o college students nearing degree completion.
- b) leveraging family connections and institutional support for Latinx/a/o nearing degree completion.
- c) strategies for persistence during the COVID-19 pandemic for Latinx/a/o students nearing degree completion.

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

PS - The Power of the Student Voice: Transforming Data into Action

Diana Felix, Master of Science in Counseling
Mt. San Antonio College

Marialexia Zaragoza, PhD
University of Pittsburgh, School of Education

Joe Louis Hernandez, PhD
Mt. San Antonio College

Graciela Padilla, AA
Mt. San Antonio College

Crystal Chavira-Ordunez, AA
Mt. San Antonio College

Arlene Reyes, AA
Mt. San Antonio College

The poster utilizes testimonio to highlight voices of students who participated in a Participatory Action Project. The project allowed students from a two-year college, Mt. San Antonio College (Mt. SAC), to explore what it means for Mt. San Antonio College to become a Hispanic Serving Institution (HSI).

Objectives:

- a) Understand how undergraduate students created research projects about becoming a Hispanic-serving community colleges using a participatory action research approach.
- b) Learn with students as they share data on community college district demographics and provide their own narratives on what it means to become a Hispanic-serving community college.
- c) Learn how administrators at Mt. San Antonio College are responding to this projects and enacting change based on students' voices about the pressing issues students see.
- d) Learn how to create a participatory action project (PAR) at their campus and/or communities will learn how a group of educators, doctoral students, and undergraduate students did it.
- e) Observe how to utilize PAR in conjunction with testimonio style narrative development to highlight student voices.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

POSTER SESSION (IN-PERSON ONLY)

3:15 - 4:15 PM PST

LOCATION: CEB 2ND FLOOR FOYER

PRIORITIZING HEALING THROUGH LATINX/O/A COMMUNAL, RADICAL, & SELF CARE

PS - HOME: A Platica Group for Community Care

Arlin Gonzalez, MEd
California State University, Dominguez Hills

Norma Quintero, LCSW, PhD
California State University, Dominguez Hills

At California State University, Dominguez Hills, Student Psychological Services and the Toro Dreamers Success Center have joined forces to address the mental health needs of undocumented and mixed-status students. In this poster session presenters will highlight the value of inter-departmental collaboration and how they address community needs through group psychotherapy.

Objectives:

- a) Be informed on the challenges that undocumented students face that impact their mental health and well-being.
- b) Learn effective strategies to support the community needs and mental health of undocumented and mixed-status students in higher education.
- c) Learn the value of inter-departmental collaboration.

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

PS - Understanding Latinidad a través de Nueva Trova: Pre-service, Undergraduate Teachers Understanding Critical Consciousness as Praxis

Victor Lozada, MME
Texas Woman's University

Jorge Figueroa, PhD
Texas Woman's University

The poster showcases how pre-service, undergraduate teachers navigate applying critical consciousness as praxis in their teaching. Students use artistic responses to music to demonstrate a call to action for issues such as anti-Blackness, racism, sexism, and linguisticism among others to develop their pedagogical praxis.

Objectives:

- a) Understand critical pedagogy as it relates to teaching undergraduate, pre-service teachers.
- b) Understand Nueva Trova and the history of protest music, especially in the Americas.
- c) Apply critical pedagogy to Nueva Trova to develop critical consciousness in your pedagogy.

“The AAHHE FFP has given me a scholarly community that I can relate to, empathize with, and learn from. It is truly unique and I am grateful for the opportunity to be a part of it.”

Dr. Karlo Malaga
Bucknell University, '22 FFP Cohort

CONFERENCE AGENDA ► CONCURRENT SESSIONS

THURSDAY ► MARCH 10, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

POSTER SESSION (IN-PERSON ONLY)

3:15 - 4:15 PM PST

LOCATION: CEB 2ND FLOOR FOYER

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS


PS - Tackling the Pobrecito Mindset: Latinx students' ventajas and conocimientos

Lizette Ruiz, MS Clinical Psychology
CSU Fullerton

The study explored the experiences of Latinx students to identify the ventajas and conocimientos they use to navigate higher education and uses Yosso's (2005) community cultural wealth (CCW) model, conceptualized as a Critical Race Theory, as a theoretical framework to examine students' personal experiences. Further, it is proposed community cultural wealth (CCW) framework (Villalpando & Solórzano, 2005; Yosso, 2005; Yosso & García, 2007) as a way to challenge the deficit perspective by revealing how Latinx students draw on multiple forms of ventajas and conocimientos to navigate higher education.

Objectives:

- a) Learn about the marginalization and oppression experienced by Chicanx/Latinx students Learn about how Latinx students leverage marginalized forms of capital.
- b) Become familiar with how students use ventajas and conocimientos to navigate oppressive structures of higher education.



The world needs more Latinx male teachers. That's why TCU developed Maestro.

Maestro is a new College of Education initiative that recruits, prepares and supports Latinx men as they earn their degrees and teaching credentials.

Join us in diversifying the teaching workforce.

Learn more at maestro.tcu.edu

TCU

El Paso Community College
is proud to sponsor the
**2022 National Conference of the American
Association of Hispanics in Higher Education**



**MORE
THAN
72,000
HISPANIC
GRADUATES!**

The Best Place to Start *and Finish!*
epcc.edu



CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

FRIDAY MARCH 11, 2022

9:30 - 10:15 AM PST

212 ODC 3 - AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION, THIRD PLACE WINNER

A Narrative Analysis on Latino Male Youth's Identity and Self-advocacy in Connection to Career Preparation

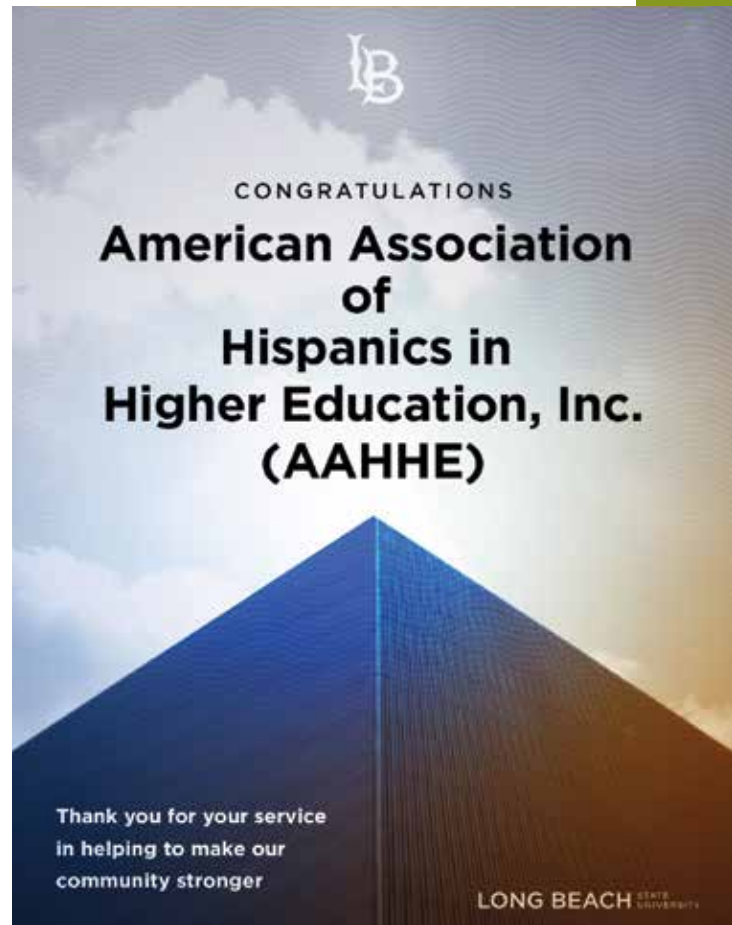
ROOM: CEB 111

Sponsored by



Elena Sada, PhD
University of Connecticut

Only half of the Latino male student population in the United States graduates from high school and pursues a 2- or 4-year career preparation program (Pew Research Center, 2015; U.S. Bureau of Labor Statistics, 2018). This phenomenon is problematic because the lack of career preparation jeopardizes this population's ability to reach fulfillment and live above the poverty level, perpetuating social inequities and semi-caste systems (Flores-Gonzalez, 2002; Schott Foundation for Public Education, 2016). This study uses the postcolonial theory and systems-thinking approach to explore the problem, through Riessman's (2008) thematic narrative analysis. It created and analyzed the stories of 10 Latino male 12th graders from the same urban school district and community where 5 of them are in post-secondary career preparation pathways, and 5 are not. The research addresses what is different between the narratives of Latino male students who are career prepared, and those who are not. And it analyzes the inflow and feedback-loops shaping Latino male adolescents' identities and self-advocacy in connection to career preparation. Finally, it investigates how political policies and jargon or the Trump effect affect immigrant students' image in relation to being inferior/superior, and the negative effect this has in their career preparation.



CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

9:30 - 10:15 AM PST

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS

222 IS - The Path of Opportunity: Promoting a New Generation of Latinx Researchers through Graduate Education

ROOM: CEB 112

Catherine M. Millett, PhD
ETS

Jorge Burmicky, PhD
Howard University

David R. Garcia, PhD
Arizona State University

Monique Posadas, MA
Claremont Graduate University
Assistant Director of McNair, CSU Fullerton

Victor B. Sáenz, PhD
The University of Texas at Austin

The goal of the symposia is to promote research training through graduate education. Our focus is threefold – quantity, quality and qualified. Quantity refers to increasing the pool of students. Quality refers to excellence in student-led research. Qualified refers to the standards and requirements for admissions and success.

By the end of the session, participants will be able to:

- a) See examples of opportunities for engaging K-12 and undergraduate Latinx students to conduct research with a goal of increasing the quantity of students on the path to research training through graduate education.
- b) Recognize the breadth of research-related skills that students acquire prior to applying to graduate school with the goal of being able to communicate the quality of their skills in applications.
- c) Employ lessons from this symposia when (i) guidance counselors as well as faculty/staff advisors work with students who are writing admissions essays to best present their research experiences to align with the standards and requirements for admissions and success and (ii) when writing letters of recommendation how to highlight students' qualities and experiences conducting research.

“The FFP has been a very necessary space for my development as a scholar. I feel honored to be part of an organization that truly mentors and guides educators.”

Dr. Elizabeth González Cárdenas
University of New Mexico, '22 FFP Cohort

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

9:30 - 10:15 AM PST

FORGING COMMUNITY PARTNERSHIPS CON CARIÑO FOR EQUITY IN PREK-16 INSTITUTIONS

232 RP - Research Collectives With, For, and By Undocumented Scholars in Higher Education

ROOM: CEB 211

Sponsored by



Cintha Salazar, PhD
Texas A&M University

Cindy Barahona
Texas A&M University

Andrea Romero
Texas A&M University

Juan Velasco
University of California, Davis

Bertha Palma
Texas A&M University

Karen Meza
University of California, Davis

Reneé Moreno
Texas A&M University

Research collectives designed with, for, and by undocumented scholars are critical mechanisms that promote student development, college persistence, and student success. We examine how research collectives, where undocumented students take a central role in the co-production of knowledge, serve as spaces of resistance, empowerment, revelation, validation, and liberation in education.

By the end of the session, participants will:

- a) Be able to understand the principles of participatory action research, a transformative methodology that facilitates the development of research collectives.
- b) Gain new perspectives on the structural conditions affecting undocumented students and their communities, particularly as they seek to engage in research opportunities while in college.
- c) Become familiar with one research collective model that has proven to serve as a space of resistance, empowerment, revelation, validation, and liberation in higher education for undocumented scholars.
- d) Learn how to strategically expand the development of research collectives with, for, and by undocumented students.

“As a Latina first-generation college student, I am navigating academia for the very first time. My family and community have motivated me to come this far in my studies, but it has been programs such as AAHHE that provide the tools and have taught me the “how” to move within this doctoral space and prepare me to reach the finish line”

Vanessa Castellanos
Fordham University, '22 GSFP Cohort

CONFERENCE AGENDA ▶ CONCURRENT SESSIONS

FRIDAY ▶ MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

9:30 - 10:15 AM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

242 RP - Examining how Campus and Athletic Interactions Influence Latinx College Athletes Intent to Graduate

ROOM: CEB 212

Guillermo Ortega, PhD
Idaho State University

CANCELED

The participation of Latinx college athletes in the National Collegiate Athletic Association is becoming evident, yet research remains limited. Thus, this quantitative study used the Student-Athlete Climate Study (SACS) dataset and Nora's (2003) Student Engagement/Institutional Model to examine what campus interactions are related to Latinx college athletes intent to graduate.

By the end of the session, participants will:

- Learn about Latinx college athletes racial and athletic identity.
- Be able to understand how athletic staff interactions relate to the intent to graduate for Latinx college athletes.
- Be able to understand how campus interactions are positively related to Latinx college athletes' intent to graduate.

9:30 - 10:15 AM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

252 RP - Student attitude about LGBTQ+ Men of Color: A Critical Feminist Theory Approach to Men of Color Programs

ROOM: CEB 231

Maritza Salazar, PhD
University of Southern California

Adrian H. Huerta, PhD
University of Southern California

Through a critical feminist theory perspective, this qualitative, comparative case study explores how men of color programs may have unintended consequences for LGBTQ+ men of color in postsecondary education. In particular, we explore how students involved in men of color programs perceive the involvement and acceptance of their LGBTQ+ peers.

By the end of the session, participants will:

- Gain insight on how LGBTQ+ men of color are perceived and welcomed by their peers.
- Be able to interrogate the challenges associated with men of color programming efforts.
- Consider implications for student affairs practitioners, education research and postsecondary education.

“Being a 2021-2022 Fellow for AAHHE has been such a blessing! As a fourth year Ph.D in a pandemic it has been critical to my success to surround myself with academic familia that believe in my scholarship and have similar shared values. I’m grateful for the knowledge, community and sense of belonging that the AAHHE familia has provided me.”

Natalie Muñoz
Howard University, '22 GSFP Cohort



Come to Mt. San Antonio College Full-time, Tenure-track Faculty

- Professor, Computer Information Systems - Network Security
- Professor, Ethnic Studies
- Professor, Mathematics
- Deaf and Hard of Hearing Programs Instructional Specialist
- Professor, Registered Veterinary Technology/Animal Science
- Professor, American Sign Language & Interpreting
- Professor, Graphic Design
- Professor, Astronomy
- Professor, Biological Sciences - Humans and the Environment
- Professor, Nursing
- Professor, Mental Health Technology/Psychiatric Technician

Apply Conveniently Online!

Complete and submit your application conveniently at:

<https://hrjobs.mtsac.edu>



If you need any special assistance or accommodation to complete the application process, or if you have a confidential inquiry, please call Human Resources at: (909)274-4225 • E-mail: employment@mtsac.edu

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

10:45 - 11:30 AM PST

213 ODC 2 - AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION, SECOND PLACE WINNER

Standardized Bilingual Assessments: A Means to Reduce Construct-Irrelevant Variance and Ethnic/Racial Stereotype Threat

ROOM: CEB 111

Sponsored by



Julio Caesar, PhD
University of Minnesota

Every academic year, Latino students are misassigned to special education, remedial classes, or less-efficient educational settings partially based on assessments that are not developed in the students' native language. Math assessments are usually developed with norming samples of White students, and include language that is complex. The unintentional language complexity introduces a source of construct-irrelevant variance when assessing mathematical ability because math ability is not the only construct being measured. To make matters worse, researchers on stereotype threat show that negative stereotypes systematically and negatively affect how students of color perform on assessments. In order to maximize the optimal testing conditions for Latinos, a bilingual assessment was used to investigate whether it would (a) reduce measurement invariance, (b) lessen stereotype threat-activating cues, and (c) preserve construct-related validity and reliability standards. A 2 (original language of assessment form) x 2 (language adaptation) x 3 (ethnic/racial stereotype threat) x 3 (gender stereotype threat) between-subjects quasi-experimental factorial design was used. The sample included 449 Latino participants from grades 10, 11, and 12.

Results highlighted that the complex (English-only) language increased the difficulty of the assessments. Specifically, participants who received a bilingual form scored on average .38 logits higher than those who received an English-only form (Cohen's $d = 0.33$). It was also found that bilingual assessments reduce ethnic/racial stereotype threat (ERST) effects ($g = 0.48$ and $g = 0.45$, when ERST was activated or in a control condition, respectively). Lastly, the construct-related validity and reliability evidence highlighted that bilingual assessment forms do not have an adverse impact on the construct being measured. In all, the use of bilingual assessments will provide equitable and fair access to learning opportunities for Latino students.

10:45 - 11:30 AM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

223 RP - The Role of Querencia In A Research Fellowship Program for Latina/o/x Community College Students

ROOM: CEB 112

Sponsored by



Marissa C. Vasquez, EdD
San Diego State University

Naomi Ramirez
San Diego State University

Danielle Huddleston
San Diego State University

The work highlights the role of querencia in an undergraduate enrichment-program and its impact on six Latina/o/x community college students. Review of the program's implementation of querencia and analysis of student interviews, illustrates that employing querencia results in an overall positive experience for students.

Participants will observe an illustration on how:

- a) Amor and querencia are incorporated in student enrichment programs.
- b) The lens of community cultural wealth and intersectionality are significant frameworks for critically analyzing student programs aimed toward student scholar identity development and sense of belonging in the academic space.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

10:45 - 11:30 AM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

233 IS - Collectively Supporting Undocumented Students: How Student Organizing and Student Support Services United to Effect Change

ROOM: CEB 211

Alicia Moreno, MEd
The University of Texas at Austin

Jocie Sobieraj, BA
The University of Texas at Austin

Katya Guzman
The University of Texas at Austin

The purpose of the session is to provide an overview of how undergraduate students and staff have united to effect change for the undocumented student community at UT Austin through the collaboration of three different programs/organizations: Monarch Student Program; University Leadership Initiative; and Rooted, the Immigrant Student Liberation Collective.

By the end of the session, participants will:

- a) Learn about three programs at UT Austin that are dedicated to servicing undocumented students: Monarch Student Program, University Leadership Initiative (ULI), and Rooted, the Immigrant Student Liberation Collective.
- b) Be able to understand common challenges that undocumented students face in navigating campus and how these three programs unify to mitigate those challenges.
- c) Explore the various approaches that these three programs have used and the lessons learned to foster an inclusive campus environment at UT Austin and other institutions.
- d) Leave with newfound knowledge and skills that they can incorporate at their respective institutions to support their undocumented student community.

10:45 - 11:30 AM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

243 RP - A Nuevo South collective for love and healing: Examining multiethnic intersectionality in research

ROOM: CEB 212

Elsa Camargo, PhD
University of Texas at Arlington

Delma Ramos, PhD
University of North Carolina at Greensboro

Cathryn B. Bennett
University of North Carolina at Greensboro

Destiny Z. Talley
University of North Carolina at Greensboro

Terry Chavis
University of North Carolina at Greensboro

A multiethnic team examined how our worldviews impact our research focused on Latinx students in southern, also known as Nuevo South states. This study significantly accounts for distinct researcher positionalities and worldviews that contribute toward socially just epistemological and methodological approaches for the uplift of Nuevo South Latinx communities.

Participants will gain an understanding on:

- a) Methods that can be used to empirically examine researchers' role in the process of researching Latinx college students and their communities.
- b) The contributions that researcher positionalities and worldviews can make to socially just epistemological and methodological approaches for the uplift of Latinx communities.
- c) The importance of researchers' worldviews in relation to geographic context when investigating Latinx college students.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

10:45 - 11:30 AM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

253 RP - Healing Epistemic Choque on the Journey to a Mental Health Degree: A Pláticas Study

ROOM: CEB 231

Maria Torres, MS
Texas Woman's University

Azucena Verdín, PhD
Texas Woman's University

We examine how epistemic choque was experienced by a Chicana student in a counseling master's program. Pláticas between the student and a Chicana professor facilitated a nurturing space in which to engage in reflection of how systems of oppression are hidden under norms of Whiteness and colonized epistemologies in higher education.

Participants will gain understanding on how to:

- a) Critically reflect on how colonized epistemologies shape how counseling education was experienced by a Chicana graduate student.
- b) Destrenzar/unravel the harm done to Chicana and Latinx students broadly when these colonized ways of knowing are left unexamined.
- c) Hold space for the healing potential of pláticas by inviting participants to engage with the transformative experiences of a Chicana graduate student.

11:45 AM - 12:30 PM PST

214 ODC 1 - AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION, FIRST PLACE WINNER

The Rhetorical Mediator: Understanding Agency in Indigenous Translation and Interpretation through Indigenous Approaches to UX Research

ROOM: CEB 111

Sponsored by



Nora Rivera, PhD
University of Texas - El Paso

In places where Indigenous language translation and interpretation are greatly needed, indigenous translators and interpreters face the lack of adequate systems to professionalize their field, withstanding Western practices that do not align with their worldviews. This interdisciplinary study analyzes the needs of and the issues faced by Indigenous interpreters and translators in Peru, Mexico, and the United States as a means to understanding their agency. It also examines the various ways in which Technical and Professional Communication (TPC), Translation and Interpreting Studies (TIS), and user experience (UX) research can better support the practices of Indigenous interpreters and translators. The purpose of this study is to advocate for Indigenous language practices which have been greatly sidelined by Western scholarship and systems. Through UX research, I examine testimonios and semi-structured interviews with Indigenous interpreters and translators conducted during a community-driven event to which I contributed as a co-organizer.

The findings in this study emphasize the needs of Indigenous interpreters and translators to contribute to their communities and to advocate for Indigenous linguistic rights. This study also highlights the Indigenous practices of dialogue and desahogo. As the lack of awareness of Indigenous matters and discrimination continue to have a strong effect on Indigenous professionals, TPC and TIS can help by raising awareness about Indigenous matters and practices, creating alliances with Indigenous organizations, and supporting Indigenous language revitalization projects. Additionally, UX researchers can help by including Indigenous practices, such as testimonios, to UX research and by placing equity rather than usability at its core. This study can help create more equitable systems and processes that directly benefit Indigenous people and can also serve as a steppingstone to foster Indigenous approaches to UX research.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

11:45 AM - 12:30 PM PST

PRIORITIZING HEALING THROUGH LATINX/O/A COMMUNAL, RADICAL, & SELF CARE

224 RP - Sobreviviendo la Pandemia: Capturing Healing, Hope, and Joy for Undergraduate Latinx/o* Masculinities Mental Health

ROOM: CEB 112

Gabriel Rodríguez Lemus, Jr., MSED
The University of Texas at Austin

The case study seeks to illuminate the ways undergraduate Latinx/o* men survived the pandemic by centering their well-being and mental health using autophotography and testimonios, specifically capturing the ways that healing, hope, and joy are enacted during a global pandemic at a Hispanic-Serving Institution in California.

By the end of the session, participants will:

- a) Examine the ways that undergraduate Latinx/o* men centered their well-being and mental health during a global pandemic.
- b) Learn how to utilize visual based research method with Latinx/a/o student populations.
- c) Be able to understand the ways undergraduate Latinx/o* men found healing, hope, and joy while living through a pandemic.

11:45 AM - 12:30 PM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

234 RP - “It Takes a Degree of Ganas”: Latino Men’s Career Preparation in Texas Community Colleges

ROOM: CEB 211

Sponsored by



Diana Cervantes, MA
The University of Texas at Austin

Gabriel Rodríguez, MSED
The University of Texas at Austin

Rodrigo Aguayo, MEd
The University of Texas at Austin

Emmet Campos, PhD
The University of Texas at Austin

The multi-site case study seeks to understand the asset-based factors that contribute to the way Latino men prepare for their future careers while enrolled in Texas community colleges. We consider institutional practices that foster validation to empower Latino men and their success in the community college.

By the end of the session, participants will:

- a) Learn the latest data regarding Latino men in higher education.
- b) Learn of institutional practices that produce positive outcomes for Latino men.
- c) Receive research-based recommendations to intentionally foster validation and querencia for Latino men enrolled in community colleges.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

11:45 AM - 12:30 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

244 RP - Book Author Plática: Understanding the Latina/o/x Community College to Four-Year College/University Transfer Pipeline

ROOM: CEB 212

Marissa C. Vasquez, EdD
San Diego State University

José Del Real Viramontes, PhD
University of Illinois, Urbana-Champaign

Nancy Acevedo, PhD
California State University, San Bernardino

Cynthia Estrada, MA
University of California, Los Angeles

Fernando Garcia, MA
University of California, Los Angeles

Rodrigo Aguayo, MEd
The University of Texas at Austin

The interactive symposium brings together the co-editors and chapter authors of an upcoming book on the pre- and post-transfer experiences of Latina/o/x students. Our plática brings colegas together as an act of querencia, while discussing how contributions to the book further justicia in both research and practice.

By the end of the session, participants will:

- a) Better understand the pre- and post-transfer experiences of Latina/o/x students.
- b) Be able to consider partnerships between academic and student affairs to enhance transfer sending and transfer receptive cultures.

11:45 AM - 12:30 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

254 RP - Nepantla aquí, Nepantla allá: The borderlands of identity from Mexican American women in STEM

ROOM: CEB 231

Norma E. Garza Reyes, PhD
The University of Texas at Arlington

Sarah L. Rodriguez, PhD
Texas A&M University - Commerce

The study aims to understand how Mexican American women in STEM utilized Anzaldua's borderlands of identity to successfully navigate between Mexican American cultures and STEM cultures. This study highlights theories and concepts that humanize Mexican American women in STEM in higher education institutions.

By the end of the session, participants will:

- a) Learn how Mexican American women navigate their STEM journeys through Anzaldua's framework.
- b) Understand how students make sense of their experiences at the borderlands of identity, culture, and higher education pursuits.
- c) Learn how to encourage scholars and practitioners to create justicia-oriented spaces and structures to heal individuals and communities.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

2:00 - 2:45 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

216 RP - Querencia and Social Justice in the Borderlands of Higher Education

ROOM: CEB 111

Spencer R. Herrera, PhD
New Mexico State University

Christina Medina, PhD
New Mexico State University

Nancy Aguirre, PhD
The Citadel

Areli Chacon, PhD
University of Texas, El Paso

Kandice Diaz, MA
University of Texas, San Antonio

Frank G. Pérez, PhD
University of Texas, El Paso

For students to feel nurtured they must feel supported and understood and their education must reflect their values. To accomplish this in higher education we must transform the university through transforming both the professoriate and the curriculum. Our panel focuses on different areas that center Latino experiences within higher education.

By the end of the session, participants will gain an understanding on:

- a) How different strands that all contribute to Latinx/a/o student success.
- b) The reason it is important to recruit/retain Latinx/a/o faculty to support Latinx/a/o students.
- c) The reason it is important to develop Latinx/a/o curricula across the university to support Latinx/a/o students.

2:00 - 2:45 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

226 RP - Latina/o Legislators, Education Policy, and Policy Ways of Knowing

ROOM: CEB 112

Sponsored by



Azucena Martinez, PhD
University of Nevada, Las Vegas

Drawing from a policy case study on Latina/o state legislators championing a state “promise” higher education policy, I describe their policy ways of knowing. Their policy ways of knowing were shaped by naming the sources of structural and systemic inequities; embracing political humility; and reimagining a new social compact.

Participants will be provided with:

- a) An introduction and examination on Latina/o policy ways of knowing.
- b) Discussion on the role of Latina/o legislators in state higher education policy.
- c) Information on how to assist in identifying new lines of inquiry related to Latina/o legislators and education policy.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

2:00 - 2:45 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

236 RP - Transitioning During a Pandemic: Examining the Impact of COVID-19 on Latina/o/x Students' Transition to College.

ROOM: CEB 211

Eligio Martinez Jr., PhD
Cal Poly Pomona

Everardo Barraza
Cal Poly Pomona

Audrey D. Paredes
University of California, Los Angeles

The purpose of this study is to understand the impact of COVID-19 on the college transition for Latina/o/x students who enrolled at Citrus State College during the Fall 2020. The authors explore the effects of the pandemic on students' sense of belonging, academic integration, and access to campus resources.

By the end of the session, participants will:

- a) Learn about college transition for Latina/o/x students during the pandemic.
- b) Identify practices for supporting students upon return to campus.
- c) Gain an understanding on the role of institutional neglect at a Hispanic Serving Institution (HSI).

2:00 - 2:45 PM PST

PRIORITIZING HEALING THROUGH LATINX/O/A COMMUNAL, RADICAL, & SELF CARE

246 IS - Project MALES: Mentoring Men of Color through Culturally Empowering Curriculum and Restorative Practices Post COVID-19

ROOM: CEB 212

Rodrigo Aguayo, MEd
The University of Texas at Austin

Lesley Rivas, BA
The University of Texas at Austin

Celine Norman, MA
The University of Texas at Austin

Julio J. Mena Bernal, BA
The University of Texas at Austin

Gabriel Martinez, BA
The University of Texas at Austin

For a decade, the Project MALES Student Mentoring Program has created intentional programming, fostering the importance of restorative practices for male students of color. This session highlights how Project MALES impacts young men of color and how this mentoring model can be replicated through a workshop of curriculum and practices.

By the end of the session, participants will:

- a) Understand the importance of implementing curriculum through asset-based and culturally validating frameworks of Critical Mentoring, Restorative Practices, and Social-Emotional Learning.
- b) Explore how they can implement the topics discussed in this session in their day to day practitioner and researcher work.
- c) Engage in conversation of translating research to practice, specially when working with men of color to foster successful mentoring relationships.
- d) Leave with a heightened critical awareness of the importance of working with boys and young men of color which they can sustain through their work at their respective institutions.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

2:00 - 2:45 PM PST

FEATURED SESSION

256 FS - Merging Testimonio with Praxis: Latina Leaders Transitioning to Faculty Positions

ROOM: CEB 231

Mayra Olivares-Urueta, PhD
Texas Christian University

In this featured session, Dr. Mayra Olivares-Urueta discusses how her 16+ year experience as a practitioner impacts her work as a new full-time faculty member in higher education leadership. Through testimonio, historias y consejos, Dr. Olivares-Urueta is showing her students how theory and practice merge in high stakes leadership situations. Moreover, her time as a faculty member is providing a new meaning to “you can’t judge someone until you walk a mile in their shoes”.

AREAS OF PRACTICE FOR CULTURAL CHANGE

**Aligning Leadership Teams
Through a DEI Lens**

Latinx Diversity, Equity and Inclusion Consultation

**Executive Leadership Coaching for
Women and People of Color**

Higher Education Leadership:

A Roadmap to Advance Equity Policies and Practices

Roadmaps for Organizational Diversity Strategy



ARREDONDOADVISORYGROUP.COM

3:00 - 3:45 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

217 RP - Criminal and disciplinary history questions in college admissions: A mixed-methods analysis of Hispanic Serving Institutions.

ROOM: CEB 111

Sponsored by



Estefanie Aguilar Padilla
MSTAT Econometrics
University of Utah

The research paper examines the inclusion and use of disciplinary and criminal history questions on undergraduate admissions applications at Hispanic Serving Institutions. Using a mixed-methods approach, the data for this study include a methodical review of admissions applications as well as interviews with and surveys distributed to admissions directors.

By the end of the session, participants will:

- a) Learn about the barriers in college access for individuals who have a criminal or disciplinary record.
- b) Learn the number of institutions with a Hispanic-Serving designation that include questions about criminal or disciplinary history in undergraduate admissions applications.
- c) Review and understand the types of questions and information HSI's ask record-bearing undergraduate applicants to report on the admissions application.
- d) Discuss the experiences of higher education practitioners regarding the presence or exclusion of criminal or disciplinary history questions in the undergraduate admissions process.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

3:00 - 3:45 PM PST

PRIORITIZING HEALING THROUGH LATINX/O/A COMMUNAL, RADICAL, & SELF CARE

227 RP - Reflections from a Faculty Mentor and Graduate Student Mentee: Two Latinas Decolonizing the Mentoring Relationship

ROOM: CEB 112

Sylvia Martinez, PhD
Indiana University, Bloomington

Amy Nuñez, PhD (ABD)
Indiana University, Bloomington

Alarcón & Bettez' (2017) conceptualization of “muxerista mentoring” provides a helpful mentorship framework, especially for Latinas in academia. In this study, one Latina faculty member and one Latina doctoral student reflect on their mentoring relationship and explore how they've decolonized mentorship by learning from each other, while emphasizing care throughout.

By the end of the session, participants will:

- a) Learn about the existing literature on mentorship, including gaps in the research that encourage folks to think outside of the traditional hierarchical mentoring approach.
- b) Analyze the concept of “decolonizing mentorship”.
- c) Reflect on their own experiences with mentorship and examine the ways that we can reimagine what mentorship looks like in academia, while considering all of the different perspectives, experiences, and identities that exist in higher education institutions.

“AAHHE’s Faculty Fellowship Program has provided me with an opportunity to work with and be part of a collective that refuses practices of dehumanization within academia. Participating in AAHHE has broaden my network of support among peers on similar tenure track trajectories, and has enabled me to receive caring and supportive guidance from others who have walked this path while remaining whole. AAHHE has been crucial to both my personal and professional development, and I feel extremely fortunate to call it one of my professional homes.”

Dr. Ruby Batz
University of Nevada Reno, '22 FFP Cohort

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

3:00 - 3:45 PM PST

TRANSFORMING POLICY, LEADERSHIP, AND INSTITUTIONS THROUGH QUERENCIA AND JUSTICIA

Round Table

ROOM: CEB 211

237 RT - Enseñamos en el Valle Central: Paving Pathways to Success for Latinx Communities

Patricia Lopez, PhD
California State University Fresno

Sergio Fernando Juárez, PhD
California State University Fresno

Ana K. Soltero López, PhD
California State University Fresno

Marivel Bravo-Mendoza, MA
California State University Fresno

Deyanire Del Toro, MA
California State University Fresno

CANCELED

Enseñamos en el Valle Central is a collaboration focused on cultivating pathways for future bilingual and Latinx teachers beginning in high school and continuing through community college. Our efforts establish explicit partnerships with local community college campuses, offering pathways into higher education among underrepresented students of Color and Latinx communities.

Participants will be provided with information on:

- a) Purposefully promoting culturally and linguistically sustaining pedagogies that are grounded in an anti deficit, anti racist, and anti oppressive framework.
- b) Growing anti-racist educators and education advocates who commit to the journey of embodying and enacting anti-racist and anti-oppressive epistemologies and striving for liberation and freedom in their work with youth and communities.
- c) Providing future Latinx teachers access and visibility to/with Latinx leaders from various walks of life and professions; valuing community service, political awareness, and critical civic engagement for the public good.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

237 RT - The Compromiso of Faculty of Color to Support Students of Mexican Descent

Rocío Mendoza, PhD
University of Redlands

The study explores the perceptions of faculty of color who support the research experiences of students of Mexican descent at a large comprehensive institution. Findings suggest that faculty have a sense of compromiso, justicia y querencia that informs their pedagogical approaches and mentoring practices in supporting students' research experiences.

By the end of the session, participants will:

- a) Learn about the role of faculty of color in supporting Latinx students.
- b) Be able to identify institutional constraints to academic opportunities and the ways in which faculty and others may work to disrupt or work through these constraints.
- c) Reflect on their own practices and approaches they may adopt in supporting Latinx students in accessing future research experiences and other academic opportunities.

237 RT - (Re)framing Higher Education Querencia through a Critical Race-/Trauma-Informed Latina/o/x Composite Counterstory

Joshua M. Anzaldúa, PhD
University of Texas at San Antonio

Brianda De León, PhD
University of Texas at San Antonio

CANCELED

The study utilizes Critical Race and Trauma theoretical and methodological bodies of knowledge to contextualize how potentially traumatic life experiences were exacerbated amidst a global health crisis and how these experiences impact a Latinx student's academic and overall wellness during their doctoral studies at South Texas University.

Participants will be provided with conceptual information on:

- a) Latinx student composite counterstory to wrestle with topics/questions based on the authors' experiences navigating doctoral studies.
- b) Centering this composite counterstory as a way to empower Latina/o/x doctoral students to reclaim power, agency, and establish a platform to begin healing from dominant graduate education structures which systematically silenced their voice(s).
- c) Elevating the importance of understanding how structural oppressions (i.e., racism, sexism, genderism, classism, heterosexism) within higher education systems (re)create conditions that de-center, harm, exploit, victimize, and potentially (re)traumatize/ vicariously traumatize Latina/o/x doctoral students.
- d) (Re)envisioning how such understandings can help inform transformative race-/trauma-informed higher educational support structures that mediate/minimize harmful policies, processes, procedures, and practices threatening Latina/o/x educational resilience, persistence, enrollment, success, and lifelong prosperity.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

3:00 - 3:45 PM PST

FORGING COMMUNITY PARTNERSHIPS CON CARÍÑO FOR EQUITY IN PREK-16 INSTITUTIONS

Round Table

ROOM: CEB 212

247 RT - “Échale ganas, tú puedes”: Latinx/a/o Parents Supporting Students’ College Aspirations Amidst Trumpism and COVID-19

Mayra Nuñez Martinez, BA
University of California, Davis

Natalia Deeb-Sossa, PhD
University of California, Davis

Marcela G. Cuellar, PhD
University of California, Davis

Blas Guerrero, PhD
Samuel Merritt University

The study centers Latinx/a/o parents’ counternarratives that highlight their commitment to supporting students’ college aspirations despite the deficit notions that have been exacerbated by anti-immigrant sentiments and COVID-19. It emphasizes the importance of cultivating partnerships between institutions and Latinx/a/o parents to better support students’ college aspirations.

By the end of the session, participants will:

- a) Learn how Latinx/a/o parents supported their students’ college aspirations during the Trump era and COVID-19 pandemic.
- b) Learn how Latinx/a/o parents resist and disrupt barriers and oppressive systems that have historically and continue to impact our communities’ access to higher education.
- c) Discuss ways institutions can cultivate culturally-relevant partnerships that center and acknowledge Latinx/a/o parents’ knowledge, commitment to their student’s education, and various forms of capital in supporting students’ college aspirations.

ECMC
Foundation

Thank you to ECMC Foundation
for your conference sponsorship.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

247 RT - Impacting Latina/o/x Community College Undergraduate Scholar Identities Through Mentorship/Femtorship Relationship

Melissa Abeyta, EdD
University of Texas Rio Grande Valley

Andrew Mutsalklisana
Master of Educational Leadership
San Diego State University

Marissa Vasquez, EdD
San Diego State University

Through intentionally and culturally-relevant research programming and mentorship/femtorship, this study seeks to explore how Latina/o/x community college undergraduate students develop their scholar identities in the academy. Study findings include students' self-efficacy, readiness for undergraduate research, and access to scholars who share similar academic, cultural, and personal experiences.

By the end of the session, participants will:

- a) Understand the student relationship between their mentor/femtors as they engage in social science research.
- b) Explore how Latina/o/x community college students make meaning of their experiences in an undergraduate research program.
- c) Understand how Latina/o/x community college students foster a scholar identity through mentorship/femtorship relationships.

247 RT - College Beyond High School: Examining Experiences of Latina Alumnae of an Early College High School

Ruth M. López, PhD
University of Houston

Vincent D. Carales, EdD
University of Houston

Authors investigated the experiences of Latina graduates of a majority Latinx Early College High School (ECHS) program partnered with a community college designated as a Hispanic-Serving Institution in Southeast Texas. The participants' experiences while attending the ECHS, graduating high school during the pandemic, and transferring to other colleges will be discussed.

By the end of the session, participants will:

- a) Learn about district and community college partnerships that aim to increase college degree attainment of Latinx students.
- b) Gain insight into the experiences of Latina Early College High School alumnae who graduated high school with their associates degree.
- c) Learn about the experiences of Latina students who graduated from high school and enrolled in college during the COVID-19 pandemic.
- d) Have the opportunity to engage in dialogue about examining Latina student agency in research.

CONFERENCE AGENDA ► CONCURRENT SESSIONS

FRIDAY ► MARCH 11, 2022 (ALL TIMES ARE IN U.S. PACIFIC TIME ZONE)

3:00 - 3:45 PM PST

FOSTERING QUERENCIA BY CENTERING INTERSECTIONAL IDENTITIES AND EXPERIENCES OF LATINX/O/A STUDENTS

Round Table

ROOM: CEB 231

257 RT - Mis Papas No Entienden: Influence of Parental Encouragement on Educational Experiences of First-Generation Latina Undergraduates

Monica Quezada, MS
The Ohio State University

The study reports how parents of first-generation Latina undergraduates conveyed their care via dichos or constructive advice grounded in pedagogies of the home. Familial relationships marked by justice, love, and healing were central to daughters' persistence and college graduation. Recommendations for educators and further research are presented.

By the end of the session, participants will:

- a) Discuss strategies to support first-generation Latina students and families in their higher educational journey. (justicia).
- b) Gain a better understanding of Latina college students' experiences through the pedagogies of the home framework. (amor).
- c) Be provided with the opportunity to continue exploring Latinx family relationships among college institutions. (healing)

257 RT - Querencia: The impact of place for undergraduate Mexican men and a Latinx/a/o cultural center

Hermen Díaz III, PhD
SUNY Buffalo State College

The study examined the relationship between a Latinx/a/o cultural center and undergraduate Mexican men and how these men were both influenced and invested in a physical space that represented querencia or a "beloved place". Using Latino critical theory and a participatory ethnographic methodology, findings included belonging, safety and vulnerability.

By the end of the session, participants will be:

- a) Able to understand and explore the role of physical and culturally based environments in the experience of Mexican undergraduate men.
- b) Offered considerations in environmental design that supports Latino men in their educational journey.
- c) Offered an asset-centric framing of place based sense of self for Latinx/a/o cultural centers and Mexican men.

4:00 – 4:45 PM PST

Closing Program

2022 AAHHE BOOKS OF THE YEAR AWARDS

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

In 2022, AAHHE is celebrating authors in its Early Career and Edited Volumes categories.

2022 BOOK OF THE YEAR AWARD – EARLY CAREER CATEGORY

Of Love and Papers: How Immigration Policy Affects Romance and Family.

Laura Enriquez, PhD, Associate Professor, Chicano/Latino Studies, University of California, Irvine.

2022 BOOK OF THE YEAR AWARD – EDITED VOLUME CATEGORY

An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation.

Elsa Gonzalez, PhD, Assistant Professor, Department of Educational Leadership and Policy Studies, University of Houston.

Frank Fernandez, PhD, Assistant Professor, Higher Education Administration & Policy, University of Florida.

Miranda Wilson, Principal, Institutional Research, Baylor College of Medicine.

Studying Latinx/a/o Students in Higher Education: A Critical Analysis of Concepts, Theory, and Methodologies

Nichole Garcia, PhD, Assistant Professor, Graduate School of Education, Rutgers University, New Brunswick.

Cristobal Salinas, Jr., PhD, Associate Professor, Educational Leadership and Research Methodology Department, Florida Atlantic University.

Jesus Cisneros, PhD, Associate Professor, Educational Leadership and Foundations, University of Texas at El Paso.

2022 AAHHE BOOKS OF THE YEAR AWARDS

2022 BOOKS THE YEAR AWARDS SELECTION COMMITTEE

Julián V. Heilig, PhD
AAHHE Board of Directors, Committee Chair
University of Kentucky

Gilberto Conchas, PhD
Penn State University

Emir Estrada, PhD
Arizona State University

Jeremiah J. González, PhD
Los Angeles Unified School District

Sylvia Martínez, PhD
Indiana University
Carlos Nevarez, PhD
California State University Sacramento

Georgina Cecilia Pérez

Reyna García-Ramos, PhD
Pepperdine University

Stephanie Reyes-Tuccio, PhD
University of California, Irvine

“The AAHHE GSFP has been a revitalizing experience. During a time full of chaos and uncertainty, our sessions with GSFP have become a place to build comunidad (community) and nurture our spirits. Coming from different disciplines and spaces as fellows, we have created a space to share resources and support one another in a holistic way as we navigate our doctoral programs.”

Sergio Gonzalez
Claremont Graduate University, '22 GSFP Cohort

2022 AAHHE BOOKS OF THE YEAR

EARLY CAREER CATEGORY AUTHOR

Of Love and Papers: How Immigration Policy Affects Romance and Family

Laura Enriquez, PhD

Associate Professor, Chicano/Latino Studies
University of California, Irvine



Laura Enriquez is associate professor of Chicano/Latino Studies at the University of California, Irvine. She earned her Ph.D. in Sociology from the University of California, Los Angeles. Her research illuminates how immigration policies structure the lives of undocumented immigrants and their citizen family members. Focusing primarily on 1.5-generation young adults who came to the U.S. as children, she investigates how laws and policies make undocumented immigration status consequential in everyday life and turn these into a lasting source of inequality for the immigrant generation and beyond. She deploys an intersectional approach to examine how social locations like gender and race differentiate experiences of illegality. Enriquez is passionate about conducting research that can inform policies that can mitigate the negative effects of immigration laws. She often collaborates with undocumented students and community stakeholders and frequently translates findings into policy briefs, institutional reports, and op-eds. ▶

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

- 2021** Emir Estrada, PhD, *Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles*, Early Career Category
Gilberto Conchas, PhD and Nancy Acevedo, PhD, *The Chicano/o/x Dream: Hope, Resistance, and Educational Success*, Senior Scholars Category
Vasti Torres, PhD, Ebelia Hernandez, PhD and Sylvia Martinez, PhD, *Understanding the LatinX Experience*, Senior Scholars Category
Susan Paik, PhD, Stacy Kula, PhD, Jeremiah González, PhD and Verónica González, PhD, *High Achieving Latino Students*, Edited Volume Category
- 2020** Gina A. García, PhD, *Becoming Hispanic Serving Institutions: Opportunities for Colleges and Universities*
- 2019** 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*

2022 AAHHE BOOKS OF THE YEAR

EDITED VOLUME CATEGORY AUTHORS

An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation



Elsa Gonzalez, PhD

**Assistant Professor, Department of Educational Leadership and Policy Studies
University of Houston**

Elsa Gonzalez, PhD is associate professor of higher education in the Department of Educational Leadership and Policy Studies in the University of Houston. Dr. Gonzalez is the Regional Editor of the *International Journal of Qualitative Studies in Education (QSE)*, and Board Member of the *Journal of Hispanic in Higher Education*. She is the author of 90 publications, her research interests include issues in higher education such as underrepresented students, Latinx students, access, resilience, retention, and graduation in STEM fields; HSI institutions; higher education leadership and methodological issues in cross-language qualitative methodology. Recently she was awarded from the National Science Foundation (NSF) – with a CAREER grant award for her project: CAREER: Broadening Participation in STEM: A Qualitative Analysis of Resilience Experiences and Strategies of Latina STEM Majors in HSIs. She is the author of the book “An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation, and Success.” ▶



Frank Fernandez, PhD

**Assistant Professor, Higher Education Administration & Policy
University of Florida**

Frank Fernandez, PhD is assistant professor of Higher Education & Leadership at University of Florida. He writes about educational policy and equity issues. In 2018 he received first-place in AAHHE’s Outstanding Dissertation Competition. Fernandez helped co-edit *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead* (Routledge, 2015) and co-edited *Gender Equity in STEM in Higher Education: International Perspectives on Policy, Institutional Culture, and Individual Choice* (Routledge, 2022). His latest co-authored book is *Transformational Leadership: A Case Study for 21st Century Leaders and Aspirational Research Universities* and is available for pre-order for release in April 2022. ▶



Miranda Wilson

**Principal, Institutional Research
Baylor College of Medicine**

Miranda Wilson is the assistant provost of Institutional Research at Baylor College of Medicine. She received a PhD in Higher Education Leadership and Policy Studies at the University of Houston. Her research includes the examination of higher education strategic planning, funding, and equity focused research methodologies. ▶

2022 AAHHE BOOKS OF THE YEAR

EDITED VOLUME CATEGORY AUTHORS

*Studying Latinx/a/o Students in Higher Education:
A Critical Analysis of Concepts, Theory, and Methodologies*



Nichole Garcia, PhD

**Assistant Professor, Graduate School of Education
Rutgers University, New Brunswick**

Nichole Garcia, PhD, assistant professor of Higher Education and College Student Affairs in the Graduate School of Education at Rutgers University, New Brunswick and Chicana/Puerto Rican, researches the intersections of race, feminisms of color, and Latinx/a/o communities in higher education. Garcia, a mixed-methodologist, focuses on the differences and similarities between Latinx sub-ethnic groups, students, and families regarding their college readiness, retention, and completion. A 2020 Faculty Fellow for The American Association of Hispanics in Higher Education (AAHHE), she was named a 2020 Emerging Scholar under 40 for Diverse Issues in Higher Education. Garcia has published internationally and nationally. She received her PhD in Social Science and Comparative Education with a specialization in Race and Ethnic Studies from the University of California, Los Angeles. ▶



Cristobal Salinas, Jr., PhD

**Associate Professor, Educational Leadership and Research Methodology Department
Florida Atlantic University**

Cristobal Salinas, Jr., PhD is an associate professor in the Educational Leadership and Research Methodology Department at Florida Atlantic University. His research promotes access and equality in higher education and explores the social and political context of education opportunities for historically marginalized communities. Salinas is the Founder and Editor-in-Chief for the Journal Committed to Social Change on Race and Ethnicity. He has published over 25 peer-reviewed articles, over 27 book chapters, and co-edited 5 books and has received over 26 international and national awards for his commitment to social justice, diversity, equity, and inclusion. His research has been featured in CNN, CNN Español, NBC News, NPR, Telemundo, and Good Morning America. ▶



Jesus Cisneros, PhD

**Associate Professor, Educational Leadership and Foundations
University of Texas at El Paso**

Jesus Cisneros, PhD is an associate professor of educational leadership and foundations at the University of Texas at El Paso. Through his research, he highlights the intersection of education and immigration and the disparity between politics and evidence-based practices. Specifically, his research moves gender, sexuality, and immigration status, and their conceptual margins, to the center of analysis in an effort to explore and understand the way politics and identity interact with various axes of inequality. ▶

2022 AAHHE FACULTY FELLOWS PROGRAM

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

José Aguilar- Hernández, PhD

AAHHE Faculty Fellows Program, Co-chair
Associate Professor
Cal Poly Pomona



José Aguilar-Hernández, PhD is an associate professor in the College of Education & Integrative Studies at Cal Poly Pomona. His academic trajectory began at Moorpark College; he received his BA, MA, and PhD from UCLA, where he was trained by Dr. Daniel G. Solórzano, whose teaching and mentorship informed

his career as an interdisciplinary scholar. Using critical race theory in education & historical methods, Aguilar-Hernández's research and publications include: 1) charting 1990s Student of Color activism in higher education in Southern California and 2) engaging critical pedagogy in higher education through a critical race and queer of color framework. He most recently published a co-authored manuscript in the *Latino Studies Journal* titled "Resisting the Death of Diversity" about the formation of the first Chicana/o Latina/o cultural center at Cal Poly Pomona. He also served as co-editor with Dr. Cindy Cruz of a special issue with the *Association of Mexican American Educators Journal* titled, "Grounding Emerging Scholarship on Queer/Trans* Chicana/o/x and Latina/o/x Pedagogies." He was an AAHHE Faculty Fellow (2016), and credits the program and his Faculty Fellow mentor Dr. Julie Figueroa, for his success in being awarded tenure in June of 2020. He is honored to give back to AAHHE and to serve as co-chair of the Faculty Fellows Program for the upcoming years. ▶

Marcela G. Cuellar, PhD

AAHHE Faculty Fellows Program, Co-chair
Associate Professor
University of California, Davis



Marcela G. Cuellar, PhD is an associate professor in the School of Education at the University of California, Davis. Her research examines higher education access and equity with a focus on Latinx/a/o student experiences and outcomes at Hispanic-Serving Institutions (HSIs), campus climate, and community college

baccalaureates. Her scholarship has been published in the *American Journal of Education*, *Community College Review*, *Review of Higher Education*, and *Teachers College Record*. Originally from Oxnard, California, she is the proud daughter of Mexican immigrants. She holds a BA in Psychology and Spanish from Stanford University, a MA in Higher Education Leadership from the University of San Diego, and a PhD in Education at the University of California, Los Angeles. AAHHE has played a central role in her professional trajectory. She was an AAHHE Faculty Fellow in 2018 and was the first place winner of 2013 AAHHE/ETS Dissertation Award. She is honored and excited to serve as a Faculty Fellows Co-Chair and support the trajectories of our Latinx/a/o scholars. ▶

“AAHHE’s FPP has been a breath of fresh air for junior faculty like myself that often times feel lost in the tenure-track process. Having a comunidad of like-minded Latina/o/x folks to lean on and learn from challenges the traditional individualistic structures of academia and nurtures our growth and pathway to tenure. Grateful for this experience and all the great folks I’m in community with.”

Dr. Tanya J. Gaxiola Serrano
University of Texas at San Antonio, '22 FFP Cohort

Patricia A. Pérez, PhD

**AAHHE Board of Directors Liaison,
Faculty Fellows Program
Professor of Chicana and Chicano Studies
Associate Dean for Faculty
College of Humanities and Social Sciences**



Patricia A. Pérez, PhD is associate dean for faculty in the College of Humanities and Social Sciences and Professor of Chicana/o Studies 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. ▶

2022 AAHHE FACULTY FELLOWS

Ruby Batz, PhD

Teacher Preparation Program
University of Nevada, Reno



Ruby Batz, PhD specializes in the interdisciplinary study of family engagement practices in early learning settings examining the intersection of race/ethnicity, language, and disability. Batz joined the faculty of Special Education in the College of Education and Human Development at the University of Nevada,

Reno (UNR), in 2020 as an assistant professor. She received her undergraduate training in special education and educational psychology from Universidad Del Valle and Universidad Rafael Landívar in Guatemala City, and her MA and PhD in early intervention and early childhood special education from the University of Oregon. A current ITOC Teacher Educator fellow (2021-2022), a former Fulbright fellow. Her work is currently being supported by an early career grant from the Society for Research in Child Development, and internal seed funding from UNR. Prior to her current position and life in the United States, she taught preschool and kindergarten for three years and spent five years working as a special education teacher for students with significant disabilities in Guatemala. She also worked as a consultant, leading a few national research projects for the Ministry of Education of Guatemala and other international nonprofit organizations. ▶

Liliana Castellón, PhD

Department of Educational Foundations and Leadership
Duquesne University



Liliana E. Castellón, PhD is an assistant professor in the Department of Educational Foundations and Leadership at Duquesne University, in Pittsburgh, PA and Director for the UCEA Center for Educational Leadership and Social Justice. She is a first-generation college student/graduate, who grew up attending

overcrowded, under-resourced, and underfunded schools. Liliana's schooling experiences drive her research, teaching, and service which center educational justice by interrogating how racism manifests within education policy and practice. Her overarching research strands include— policies at the intersections of immigration and education, students of color and immigrant student experiences, as well as policy enactment and policy actors. Using frameworks grounded in critical race theory and social justice leadership, her research unpacks how the political environment, and political ideologies, influence educational policy decisions for undocumented immigrant students. Another strand of research positions educators as policy actors who, while caught between policy agendas that might not be in their control, have agency to work within their power to leverage resources to maximize opportunities for students. She interrogates how context influences how educators enact policy and make everyday policy decisions that can have lasting effects on the experiences of students of color and immigrant students. ▶

2022 AAHHE FACULTY FELLOWS

Juan David Coronado, PhD

History/ Latino & Puerto Rican Studies
Central Connecticut State University



Juan David Coronado, PhD is a fronterizo from the Río Grande Valley of South Texas. He is assistant professor of Latino and Public History at Central Connecticut State University and Coordinator of Latino & Puerto Rican Studies. A social and oral historian, Coronado's research and teaching interests include

the Latino military experience, Chicana/o/x history, oral history, and Latina/o/x history with an emphasis on class and gender. In his award-winning book, "I'm Not Gonna Die in this Damn Place": Manliness, Identity, and Survival of the Mexican American Vietnam Prisoner of War (2018), Coronado shares the oral histories of Latino POWs. From 2015-2019, he was the lead interviewer for the Oral History of Latinos in Michigan at the Julian Samora Research Institute at Michigan State University. Coronado previously served as co-president of the Southwest Oral History Association. ▶

Hermen Díaz III, PhD

Higher Education Administration
SUNY, Buffalo State College



Hermen Díaz III, PhD is an assistant professor in the Higher Education Administration Department at SUNY-Buffalo State College. He brings over a decade of experience as a scholar-practitioner in higher education administration and student affairs. His scholarly interests center on the experiences of

Latino men and students of color at institutions of higher education. His research specifically concentrates on the transactional relationship between the campus environment and men of color as it relates to belonging, equity and liberation. As a teacher and facilitator, he focuses on creating a collaborative and co-constructed learning environment that empowers aspiring/current campus leaders and administrators. He received a BA in Psychology from Grand Valley State University, a MS in Student Personnel Administration from the SUNY Buffalo State College and a PhD in Higher Education Leadership from Colorado State University. Díaz is involved in the Association for the Study of Higher Education (ASHE), American Association of Hispanics in Higher Education (AAHHE), NASPA – Student Affairs Administrators in Higher Education and College Student Personnel Association of New York (CSPA-NYS). ▶

2022 AAHHE FACULTY FELLOWS

Luis Garcia, PhD

Art

California State University, Sacramento



Luis-Genaro Garcia, PhD is an artist, former high school educator, and Assistant Professor of Art Education at Sacramento State University. Guided by the theoretical frameworks of Funds of Knowledge, Critical Pedagogy, and Critical Race Theory, he uses art as a tool for social transformation by drawing on the home

knowledge of students as part of their creative and learning process. His unique approach to art education combines the teaching and learning of art through a critical race perspective to recognize students as creators and beholders of knowledge and creativity. Garcia uses students' home and community experiences to challenge systems of oppression such as racism, classism, and sexism. In addition to teaching, he has put on several workshops around the game of La Loteria, Dia de Los Muertos, and Car Culture to highlight critical art methodologies and practices in the k-12 and higher education classroom. As an activist teacher-scholar and artist he is committed to improving the academic and sociopolitical experiences of Students and Communities of Color through the creative process. His artwork has been used in various book covers, museums, organizations and most importantly in the classrooms of educators. ▶

Tanya Gaxiola Serrano, PhD

Educational Leadership and Policy Studies

University of Texas, San Antonio



Tanya J. Gaxiola Serrano, PhD is an assistant professor in Department of Educational Leadership & Policy Studies at The University of Texas at San Antonio. As a first generation immigrant and college student from the border region of Tijuana-San Diego, Dr. Gaxiola Serrano's lived experiences

have deeply shaped her professional trajectory into higher education. Her research explores the racialized and gendered experiences of students and faculty of color when navigating education in an effort to expose the functions of systemic oppression. Currently, a large part of her research agenda focuses on the inequities faced by Latina/o/x students when navigating community college in the US-Mexico border region. Dr. Gaxiola Serrano draws from Critical Race Theory in Education and Chicana/Latina Feminist Epistemologies as theoretical frameworks that illuminate the strengths and assets embodied by communities of color. Her research has been published in different venues, including in different edited books such as in *Why They Hate Us: How Racist Rhetoric Impacts Education* and journals including the *Journal of Latinos and Education*. One of her current projects includes continuing to develop Chicana/Latina feminist methodologies in educational research by adding to the scholarship on pláticas and walking pláticas methodologies. ▶

2022 AAHHE FACULTY FELLOWS

Elizabeth González Cárdenas, PhD

Department of Chicana Chicano Studies
University of New Mexico



Elizabeth González Cárdenas, PhD was born and raised in Boyle Heights, California. Her family migrated to East Los Angeles in the early 1960s from México. Her research approach is multi-disciplinary and incorporates the fields of education, sociology, and history to examine the efficacy of

Chicana Chicano Studies curriculum and pedagogy. Using oral interviews and archival research, her findings demonstrate that participants developed and maintain a social justice ethos in their career, family, and community. Her research also demonstrates that Chicana Chicano Studies provides culturally relevant support for students during their baccalaureate attainment. Participants in her research also credit Chicana Chicano Studies for their post-baccalaureate achievement and careers. González Cárdenas has published research on community-based learning in Chicana Chicano Studies and is currently researching the intellectual, curricular, pedagogical, and research impact of Chicana Chicano Studies. González Cárdenas has also taught K-Graduate School in public schools from 2000-2019 that include LAUSD, LBUSD, CSU, UC, and LACCD systems. She received her PhD and MA from UCLA GSE&IS in Social Sciences and Comparative Education with an Emphasis in Race and Ethnic Studies and a BA in Chicana Chicano Studies with an emphasis in Language and Literature from CSUDH. ▶

Karlo Malaga, PhD

Biomedical Engineering
Bucknell University



Karlo Malaga, PhD is an assistant professor of Biomedical Engineering (BME) at Bucknell University. He graduated from the University of Michigan in 2019 with a PhD in BME. Karlo earned a bachelor's degree in BME from the University of Minnesota in 2012 and a master's degree in BME from the

University of Michigan in 2014. His research interests are in neural engineering, specifically neuroprosthetics and electric field modeling of deep brain stimulation, a surgical therapy for movement disorders such as Parkinson disease. Complementing his scholarly work is a passion for teaching and mentoring, which is what led him to Bucknell. ▶

2022 AAHHE FACULTY FELLOWS

Melissa Navarro, PhD

Dual Language and English Learner Education
San Diego State University



Melissa A. Navarro Martell, PhD (ella/she/her(s)) is an assistant professor in the Department of Dual Language and English Learner Education at San Diego State University, a Hispanic Serving Institution in the land of the Kumeyaay. Her research and teaching center the need to prepare critically conscious

multilingual educators on the sociopolitical, ideological, cultural, and linguistic aspects of teacher preparation in general, and K-8 equitable STEM and dual-language education specifically; pushing the need to decolonize science education and approach mathematics from an anti-racist perspective. Navarro Martell is a Whisenton Scholar through the Kettering Foundation and most recently completed her participation as a scholar for the Quantitative Research Methods for STEM Education Program, an NSF-funded project offered by the University of Maryland, College Park, aimed at building capacity in STEM Education research. Additionally, she has been a member of the Research & Equity Scholarship Institute (RESISTE) team at SDSU since 2016. Her experiences as an immigrant 6th grade student from Tijuana, México, inspired her path as an educator who understands bilingual/multilingual learners. Dra. Navarro Martell is a former 4th and 8th grade social-justice math and science Spanish/English dual-language teacher. ▶

Adrian Rodriguez, PhD

Human Services
California State University, Fullerton



I am a proud first generation college student and the first in my family to earn a doctorate. I owe much of my success to my grandparents who provided me with the unconditional love and support I needed to make it here! I am also multicultural: a Mexican, Native (Ohlone), and Black/African American, Gay man. I celebrate every

part of my identity in my work and personal life. I have a PhD in Counseling Psychology from the University of Tennessee Knoxville, a MS in Counseling from Cal State University, Long Beach, and a BA in Music from Cal Poly Pomona. I am an Assistant Professor of Human Services at Cal State University, Fullerton, where I teach undergraduate courses in mental health, addictions, self-awareness, and supporting Veterans. Through my Students of Color research lab, I train and collaborate with primarily first generation and Latinx college students but also those from other demographics on investigating ways to support students of color in their mental health, relationship building, and persistence through college. Highlights include our recent publications in the *Hispanic Journal of Behavioral Sciences* and the *Journal of Human Services*. I live in Southern California with my partner and my 14-year-old cockapoo, George. ▶

2022 AAHHE FACULTY FELLOWS PROGRAM

Gabriel Rodriguez, PhD

Social and Cultural Studies of Education
Iowa State University



Gabriel Rodriguez, PhD is an assistant professor of Social and Cultural Studies in Education in the School of Education at Iowa State University. His interdisciplinary research explores the relationship between educational inequality and race, specifically the interplay between the

academic achievement, equality of opportunity, and the identities of Latinx youth and other youth of color in the context of demographically changing schools. His critical ethnographic research draws from anthropological and sociological perspectives in education as well as frameworks in critical youth studies and ethnic studies. His research has been published in *Race Ethnicity and Education*, *Equity & Excellence in Education*, and the *Journal of Latinos & Education*. He earned a PhD in Educational Policy Studies from the University of Illinois at Urbana-Champaign. ▶

Emarely Rosa-Dávila, PhD, MSW

Social Work
Texas Woman's University



Emarely Rosa-Dávila, PhD is an assistant professor of Social Work and its undergraduate program director for the College of Arts and Sciences at Texas Woman's University. She also holds appointments as Affiliate Faculty of Psychology and in the Woodcock Institute at Texas Woman's University.

She has over 20 years of experience as a practitioner in mental health, specializing in children and adolescents and 12 in higher education. Her research focuses on mental health and culturally competent practices in the Hispanic-Latinx community living in the United States. Her work has appeared in the *Journal of Mental Health and Social Behaviour*, *Journal of Social Work in the Global Community*, *Voces del Trabajo Social*, and *Ámbito de Encuentros*. Rosa-Dávila is an Executive Leadership Academy fellow (Class 2021) from UC-Berkeley and a New Leadership Academy fellow (Class 2017) from the University of Michigan-Ann Arbor. She holds a Bachelor of Arts in Social Work from the University of Puerto Rico, Humacao campus, a Masters degree in Social Work (MSW) with specialization in Families with Children and Adolescents, and a PhD in Social-Community Psychology, both from the University of Puerto Rico, Rio Piedras campus. ▶

2022 AAHHE FACULTY FELLOWS PROGRAM

Cinthya Salazar, PhD

Educational Administration and Human Resource Development, Texas A&M University



Cinthya Salazar, PhD is an assistant professor of Higher Education Administration at Texas A&M University. She received her PhD in Higher Education, Student Affairs, and International Education Policy at the University of Maryland. Dr. Salazar's research focuses on the mechanisms used by undocumented students to

access, persist, and succeed in higher education. She uses participatory action research and engages undocumented students as co-researchers to generate localized student success models that can promote their college retention. She received the prestigious Ford Foundation Dissertation Fellowship to fund her dissertation research in 2019, and the 2020 Bobby Wright Dissertation of the Year award conferred by the Association for the Study of Higher Education (ASHE). Salazar is an active member of ASHE, serving as the co-chair for the Presidential Commission on Undocumented Immigrants. Salazar's research and pedagogy are informed by her former experiences as a higher education administrator. She worked as a student affairs educator for over eight years, primarily in college access and retention programs. Salazar serves as the Region III representative for the Undocumented Immigrants and Allies Knowledge Community within the National Association for Student Personnel Administrators (NASPA). ▶

Anthony Villa, PhD

Educational Psychology
University of California, Riverside



Anthony Muro Villa III, PhD is an assistant professor of STEM Teaching and Learning in the Graduate School of Education at University of California, Riverside. He taught high school mathematics for eleven years in Ventura, CA. He has broad experience working and producing scholarship within a

research-practice partnership, teacher education, and student mathematical learning. Villa's work centers on how power operates in mathematics classrooms to promote or inhibit students' learning opportunities. His research incorporates the views of teachers and students, innovative approaches to video analysis, and partnering with multiple educational stakeholders to promote practices, theories, and policies that push beyond equity. His teaching utilizes critical perspectives to offer educators lenses to address systematic inequities and promote equitable practices. He seeks to use his expertise to recruit underrepresented researchers and teachers to further investigate how mathematics can be genuinely incorporated in ways that enhance teacher education and improve students' STEM experiences, particularly for those populations that have been historically marginalized and barred from its access. ▶

Benjamin Villarreal, EdD

English
New Mexico Highlands University



Benjamin J. Villarreal, EdD is an assistant professor of English at New Mexico Highlands University, where he is also the Director of the Center for Teaching Excellence, a member of the President's Council on Diversity, Equity, and Inclusion, and the faculty sponsor of the NMHU Esports Club. Villarreal

completed his EdD in English Education at Teachers College, Columbia University in 2018. His dissertation "It's Dangerous to Go Alone": An Autoethnography of College English Students Reading Video Games as Texts explores how video games influenced his own education as well as how students played and studied video games in his course. He is also the author of "Truth, Justice, and the Victorian Way: How Comics and Superheroes Might Subvert Student Reading of Classic Literature" in the book *With Great Power Comes Great Pedagogy: Teaching, Learning, and Comics* and "Imposter Syndrome in the Writing Center: An Autoethnography of Tutoring as Mindfulness" in the WLN: A Journal of Writing Center Scholarship digital edited collection *Wellness and Care in Writing Center Work*. Villarreal's research involves modelling, mentoring, and learning with educators and future educators; studying how students respond to using different forms of popular culture; and studying his own experiences as autoethnography. ▶

“FFP has opened another window of opportunity for me. It has given me a forum to discuss the barriers and challenges of academia with people who make me feel capable, heard, and supported. Through this program, I have a clearer picture of what I can do to stay true to my community and myself while plodding my pathway to tenure. It gave me a whole new level of solidarity and uplift when I needed it the most. ”

Dr. Anthony Muro Murillo III
University of California, Riverside, '22 FFP Cohort

2022 AAHHE GRADUATE STUDENT FELLOWS PROGRAM

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

Luis F. Avilés González

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



Luis F. Avilés González, a first generation transfronterizo student of the San Ysidro–Tijuana borderlands, is currently pursuing a doctorate degree 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, Avilés 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.

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, Luis teaches Folklorico at St. Edwards University. When not dancing, he enjoys putting together websites, road tripping, and traveling. ▶

Merylou Rodriguez

AAHHE Graduate Student Fellows Program, Co-chair
Education
Rutgers University – New Brunswick



Merylou Rodriguez, proudly hailing from Dominican and Puerto Rican parent and a first-generation, part-time doctoral candidate in the Higher Education Program at Rutgers University-New Brunswick, earned both her bachelor's degree in psychology and master's (2017) from Rutgers University-New Brunswick.

She was an undergraduate Educational Opportunity Fund student. Rodriguez is interested in diversity, social justice, and access work and serves as the Director of Scholarships, Housing, and Student Engagement at Douglass Residential College, a residential women's program, at Rutgers University-New Brunswick. A part-time lecturer in the Department of Latino and Caribbean Studies and Women's, Gender, and Sexualities Studies, her research focuses on recovering, re-centering, and reclaiming Puerto Ricans' histories and stories in the United States; specifically on how Puerto Rican college students create legacies on campus through activities while maintaining community and culture connections. She engages in archival research and 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. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS PROGRAM

Roberto C. Orozco

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



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. ▶

Vanessa Nuñez

**AAHHE Graduate Student Fellows Program Social Media,
Co-chair
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, Vanessa 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. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS PROGRAM

Celine Cortes

**AAHHE Graduate Student Fellows Program Alumni,
Chair
Oklahoma State University**



Celine Cortes, born and raised in southern California, received her Bachelor's degree in biology from UCLA, during which 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. She worked as an assistant language teacher of English at middle and elementary schools in a rural area of western Japan for two years. Cortes is currently in the Biomedical Sciences doctoral program in the anatomy and vertebrate paleontology track at Oklahoma State University Center for Health Sciences (OSU-CHS). She has taught human anatomy to medical and graduate students as a teaching assistant, and is currently researching the ecological consequences of historical sympatry among wolves, coyotes, and dogs in the Southern Great Plains region of U.S. Cortes, the current vice president of the Biomedical Sciences Graduate Student Association (BSGSA) at OSU-CHS, regularly participates in STEM-based outreach events for underserved students. She is 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. She enjoys playing soccer and hiking with her roommates. ▶

Rubi Gonzales

**AAHHE Graduate Student Fellows Program Alumni,
Co-chair
University of Texas El Paso**



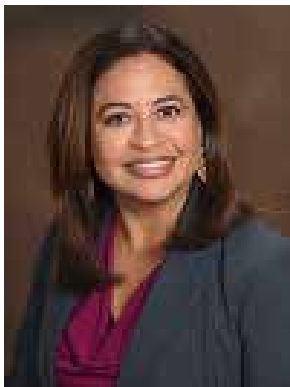
Rubi Gonzales is a Health Psychologist by training. Her research sits at the nexus of racism and health. In particular, her work examines how social systemic factors have detrimental effects on an individual's health and well-being. As an interdisciplinary scholar, she is dedicated to promoting health equity and is trained

in quantitative and qualitative methodologies. Rubi aims to bridge 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" and has worked for the Meadows Mental Health Policy Institute. She has published in journals such as the *Journal of Ethnicity in Substance Abuse*, *Addictive Behaviors Reports*, and the *Journal of Consulting and Clinical Psychology*. Currently she is a T32 post-doctoral research scholar in the School of Medicine at the Washington University in St Louis. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS PROGRAM

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. ▶

“My experience throughout the AAHHE Graduate Student Fellows Program (GSFP) can be described in one word, *comunidad!* Having the opportunity to build *comunidad* and learn from and with *colegas* who are also on their Ph.D. journey has been critical in my scholar identity development. From the validation shared, the space to be critical, and *consejos* exchanged, I am grateful for this opportunity.”

Juanita Hinojosa
University of Nevada Las Vegas, '22 GSFP Cohort

2022 AAHHE GRADUATE STUDENT FELLOWS

Rebecca Avalos

Communication

University of Colorado, Boulder



Focusing on the meeting point of critical race studies, racial formation, Latinx studies, queer women of color critique, white supremacy and presidential rhetoric, Avalos is currently completing her PhD at the University of Colorado Boulder in rhetoric and culture. Before her four years of residence at the

University of Colorado Boulder, Avalos received her MA in Communication Studies with a focus on social movement rhetorical theory from California State University, Fullerton and holds a BA in Communication Studies and a BA in Chicana/o, Latina/o Studies from California State University, Long Beach. Raised in Los Angeles, California, Avalos shares a deep and unwavering commitment to the pursuit of justice. ▶

Vanessa Castellanos

Social Work

Fordham University



Vanessa Castellanos, a proud South Central LA native, she began her academic career at UCLA where she double majored in Sociology and Chicana Studies. She then attended USC for her Master's Degree in Social Work where she conducted research on underserved communities in the South Central area.

This ignited in her a passion to help more students from communities like hers. As one of the first in her family to complete an undergraduate program, and the first to pursue a graduate degree, she has made it her mission to help others accomplish this goal. Since then, she has poured that passion back into her community through founding First Generation Frameworks, a space for events and workshops in hopes to inspire, create visibility, and provide mentorship for other Latinx first generation college students. Her work and journey led her to the Bronx, where she is currently a third year PhD student in the Social Work department at Fordham University. She is preparing to write her dissertation on the intersection of social work, critical race theory, and Latinx first generation college students with a focus on how microaggressions can create an environment that “pushes out” first generation Latinx students from academic settings. ▶

“My experience as an AAHHE fellow has been extremely rewarding. I love the fact that as a STEM person I get to be exposed to social scientists who are doing cutting edge research into the workings of latinos in society which I find amazing. I find this experience very rewarding and will mark me for life!”

Jorge Galvez Vallego

Iowa State University, '22 GSFP Cohort

2022 AAHHE GRADUATE STUDENT FELLOWS

Marisol Diaz

Justice Studies
Arizona State University



Marisol Juarez Diaz is a proud Arizona Native, a PhD Justice Studies candidate, and a Senior Research Analyst within Arizona State University's (ASU) Southwest Interdisciplinary Research Center. Marisol received her J.D. from the Sandra Day O'Connor College of Law at Arizona State

University, her M.Ed. from Northern Arizona University, and her BA from the University of Arizona. Marisol is passionate about prevention research and grounds her work in community-centered and culturally inclusionary research methods with importance in health equity for underserved communities. Her dissertation explores the phenomenon of vicarious resilience among National Child Abuse Hotline counselors. The qualitative study focuses on how the hotline counselors demonstrate resilience while implementing new hotline services (text and chat) before and during the COVID-19 pandemic. Marisol also serves as chair for the Collective for Research Equity and Diversity within ASU and is a proud co-author of *Ancestral Knowledge Systems: A Conceptual Framework for Decolonizing Research in Social Science*. In 2012 was honored with Valle del Sol's Hispanic "40 under 40" award, and she has over 20 years of first-hand experience conducting training in diversity, inclusion, and community engagement. Marisol enjoys spending time with her husband, Jason, and 3-yr old daughter, Isla Elena. ▶

Luis Esparza

Chicana and Chicano Studies
University of New Mexico



Luis Oswaldo Esparza originates from Tototlán, Jalisco, Mexico, but raised in the Inland Empire region of California. Luis identifies as Queer, Joto, Xicano, and most importantly, a social justice warrior. Esparza obtained an associate degree from San Bernardino Valley College in 2014. Esparza then transferred

to California State University, San Bernardino where they graduated with a BA in Media Studies and an MA in Communication Studies. Esparza is both happy and honored to be part of the UNM Chicana and Chicano Studies PhD program. Esparza's experiences as a queer person of color have ultimately shaped the direction of their research. Much of Esparza's research is centered around de-colonial theories and methodologies. That is, de-centralizing European ways of knowing as 'universal knowledge' and centering subaltern and indigenous epistemologies. Esparza also focuses on rural queerness in los ranchos y los pueblos, Queer Indigenous studies, and Queer subversive complicity. Esparza hopes to one day see a world free of eurocentrism, racism, hierarchization, homophobia, transphobia, machismo, patriarchy, and any other kind of system of oppression. *Un mundo Trans-moderno* (Dussel, 1993). *Un mundo sin fronteras!* ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Eileen Galvez

Education

Colorado State University, Fort Collins



Eileen Galvez is a scholar-practitioner, as a PhD student of the Higher Education Leadership program at Colorado State University and as Assistant Dean & Directora of Yale's La Casa Cultural de Julia de Burgos: the Latine/x Cultural Center. Galvez is Salvadoran American, making her the first

Central American director of the center in its over fifty-year history. For the past decade, Galvez has worked at various higher education institutions, working with and for marginalized student groups which has shaped her development as a community-based scholar. Her research agenda aims to center the experiences of U.S. Central Americans & Isthmians in higher education by exploring their racial and ethnic identity development, and also, hegemony of Latinidad. More recently, Galvez founded the Central American & Isthmian Writer's group during the on-set of the Covid-19 pandemic. Through online spaces, Galvez has worked alongside fellow community members to support and amplify the voices of Central Americans to further lay claim of their often invisibilized experiences. Galvez also serves on the board of the Association for the Study of Higher Education as one of two graduate student representatives. Within her role, Galvez serves and advocates for graduate students, in particular, scholar-practitioners. ▶

Jorge Luis Gálvez Vallejo

Chemistry

Iowa State University



Jorge Luis Gálvez Vallejo was born in the city of Tampico, Tamaulipas in his native Mexico. His first taste of adventure came through an exchange program to Germany in 2011; this inspired him to start to think outside the box and learning from different cultures. He went to the Universidad de las

Américas Puebla for undergraduate, obtaining a bachelor's degree with honors in Chemistry. After his undergraduate degree, he continued itching for research and decided to pursue a PhD at Iowa State University under Professor Mark S. Gordon, he is currently in his 5th year and expected to graduate in 2022. Here he has undertaken research in high performance computing and computational chemistry. Gálvez Vallejo holds passions outside science, he is a philosophy aficionado and a literature fanatic, especially Latin American literature. He enjoys sharing the Mexicanity with his friends and is always interested and excited to learn from anyone. He loves to cook dishes from cuisines from all over the world and has recently become a tea lover. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Sergio A. Gonzalez

Education

Claremont Graduate University



Sergio A. Gonzalez is a PhD candidate in the School of Educational Studies at Claremont Graduate University (CGU). He received his MA in Applied Gender Studies at CGU, his M.Ed. in Postsecondary Administration and Student Affairs from the University of Southern California (USC) and his

BA in Communication Studies from Manhattanville College. Gonzalez writes from the core of who he is: joto, Latinx, feminist, hijo de a first-generation Madre and Mexican Immigrant Padre, jotería scholar, activist. As Lorde (2007) states, “I HAVE COME to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood” (p. 40). For this reason, his connection to Jotería derives from his experiences navigating the Ivory Tower and understanding where he can exist within that space. As a scholar/activist, he focuses on co-creating counternarratives of queer Latinx/a/o individuals within higher education. Currently, he is a Research Associate at the Center for Minority Serving Institutions (CMSI) and the Samuel Dewitt Proctor Institute for Leadership, Equity, and Justice at Rutgers University. His research interests focus on Jotería pedagogy, social justice, undocumented/Dacamented students, and Queer Latinx students in higher education. ▶

Jeannette Hernández

Sociology

University of Nevada, Las Vegas



Jeannette Hernández a PhD student in the department of Sociology at the University of Nevada, Las Vegas. She was born and raised in Southern California and is the eldest daughter of four children born to Mexican parents. Her current research is an ethnography of youth soccer leagues in Las Vegas. She is exploring

how Latinx youth makes sense of their soccer participation in a time where the privatization of youth sports has impacted their ability to play competitively. Hernández’ previous work was a qualitative study on the experiences of Latinx students in the Los Angeles area who experienced suspension and/or expulsion from secondary schools. Jeannette has two cats—a 13-pound Tabby named Little and a recent rescue Siamese named Lola. At only six pounds, Lola runs the household. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Juana Hinojosa

Higher Education
University of Nevada, Las Vegas



Juana Hinojosa is a doctoral student pursuing her PhD in Higher Education at UNLV, under the guidance and support of her advisor Dr. Blanca Rincón. Having immigrated from México as a child, Juanita identifies as a first-generation immigrant scholar amongst other salient identities. As an immigrant scholar who

was previously undocumented, her lived experiences inform her work and research. Hinojosa is passionate about researching, developing, and implementing inclusive practices and policies that advocate for and support students in higher education, particularly those who have been historically marginalized. Juanita's research agenda is further guided by her dedication to supporting Latina/o/x students retention, persistence, and graduation, particularly those from the rural US. ▶

Sandra Jimena González Lozano

Physics
University of Wisconsin, Madison



Jimena González Lozano is a fourth-year physics PhD student at the University of Wisconsin-Madison. She is currently a dissertator and works on observational cosmology. Specifically, she studies the nature of dark energy, which is the substance inducing the universe to expand with increasing acceleration.

González Lozano recently received the Albert R. Erwin, JR. & Casey Durand Award for her 2021 research work, and in her first year of graduate school, she earned the Firminhac Fellowship to further assist with her doctoral education. Both awards were granted by the UW-Madison Physics Department. Jimena obtained her master's degree in physics in August 2020 as part of her doctorate program. She completed her undergraduate studies at the Universidad de Los Andes, where she obtained the Quiero Estudiar scholarship for her excellent results in the Colombian National Examination ICFES Saber 11. As a college senior, she participated in the Summer Undergraduate Research Fellowship Program offered by Purdue University. González Lozano was born in Santander, Colombia, where she attended a public school. At 16, she discovered her passion for physics and decided to pursue a career that would allow her to study the mysteries of the universe. This decision drives her to work enthusiastically in her research. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Natalie Muñoz

Social Work
Howard University



Natalie Muñoz, LMSW is a fourth year PhD student in the School of Social Work at Howard University. Driven by her passion to build community and bridge the gap in educational equity she served as the 2020-2021 President of the Graduate Student Council. Last Spring, she was recognized by the Graduate Student

Association for her excellence and commitment to the Graduate Student experience. She is a proud Afro-Latina born and raised in Nueva York. For the past 15 years, she has played a key role in the retention of underserved students in higher education, shaping academic success for low-income students, and promoting social justice on college campuses. Her research interests focus on how Afro-Latinx ethnic/racial identity development is shaped by Mental Health at Historically Black Colleges and Universities. Upon graduation she looks forward to joining the less than 1% of Afro-Latinas in academia. During her free time, she enjoys dancing bachata, playing with her puppy and cocinando some of her abuela's favorite dishes. ▶

Natalia Navas

Sociology
Stony Brook University



Natalia Navas is a doctoral candidate in the Sociology Department at Stony Brook University in New York. Her areas of research broadly include immigration and transnationalism; Latinx in the United States and the relationship between legality, and political participation.

She was born in El Salvador and moved to New York at a young age. As a child, she learned of the many hurdles immigrants face including discrimination, racism, barriers to documentation, and family separation. Thus, following her undergraduate career she joined labor rights grassroots organizations in New York to develop several participatory action research projects that became labor rights policy. She entered academia and sociology because she strongly believes that her contributions to research and policy changes can be greater with the support of a discipline that advances the study of immigrants in a continuously changing globalized world. Her dissertation entitled, "Transnational Political Participation in the Global Age: The Salvadoran Case of Diaspora Politics," examines how different forms of legality affect modalities of political participation among diasporas. Using the Salvadoran case, she looks at whether and how different forms of legal status (or its absence) shape the way immigrant communities participate politically in their home and host country simultaneously. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Dominga Sanchez

Civil and Construction Engineering
Oregon State University



Dominga Sanchez is a doctoral student in the School of Civil and Construction Engineering Department at Oregon State University (OSU). Her research interests include innovative pedagogies in engineering education, conceptual understanding and development, and efforts for inclusion and

diversity within the engineering culture. Her doctoral project goals are to explore the experiences of engineering undergraduates in engineering student organizations and how participation contributes to the development of their engineering identity, particularly with a focus on students from marginalized communities. Sanchez received her Civil Engineering MS degree at Oregon State University and her Structural Engineering BS degree at UC San Diego. For her MS thesis, she explored the differences in conceptual understanding of strength of material concepts across engineering undergraduates and professional civil engineers to better understand their knowledge and application of the content. During her undergraduate studies, she participated in research involving earthquake engineering. Upon graduation, she focused on Engineering Education and Outreach endeavors, developing STEM educational opportunities for underserved and marginalized K-14 communities. In addition to her research, she has served as the president of the Earthquake Engineering Research Institute Student Chapter at OSU and collaborated with faculty to implement modular learning materials that introduce graduate engineering students to social justice discussions. ▶

Cynthia Sánchez Gómez

Higher Education
Rutgers University, New Brunswick



Cynthia N. Sánchez Gómez is a part-time doctoral candidate in the Higher Education PhD program at Rutgers University-New Brunswick. Her research focuses on exploring the experiences of immigrant youth, particularly of undocumented/ DACAmented undergraduate students enrolled in

higher education in the state of New Jersey. She has held various roles as a higher education administrator for nearly a decade, including her work in the areas of STEM education, student activities, student organization and academic advising, new student orientation, and first-year experience. She currently serves as an Assistant Dean for the School of Arts and Sciences Honors Program at Rutgers University- New Brunswick. Cynthia is proud of her heritage and immigrant identities as a native from Lima, Perú. ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Bri Sérráno

Higher Education Leadership
Colorado State University



Bri Sérráno is a doctoral candidate, Capricorn, first generation, neurodiverse Latinx trans masc, non-binary, and queer scholar born and raised throughout Southern California who lives in the unceded territory of the Tongva people in Los Angeles County. Bri earned two Bachelor of Arts degrees from California State

University, Fullerton, their Masters of Education degree from The Pennsylvania State University, and is a PhD Candidate in the Higher Education Leadership program at Colorado State University. Sérráno is the program director of the Queer Culture and Resource Center at California State University, Dominguez Hills and is adjunct faculty at California State Polytechnic University, Pomona in the Ethnic and Women's Studies department where he teaches courses on race, law, sexuality, and gender. He is also a Chancellor's Doctoral Incentive Program Fellow in the California State University system. Bri's research focuses on the experiences of transgender students, faculty, and staff in higher education related to policy and utilizes the Critical Trans Politics (Spade, 2015) framework. Sérráno's research analyzes policy and discrimination disclosure with the variables of race, ethnicity, legal protections and non-discrimination policies. Sérráno has multiple publications with upcoming research on race consciousness and the gender binary in holistic admissions and insider/outsider perspectives. ▶

Henedina Tavares

Educational Policy
University of Washington



Being raised in a Mexican immigrant farmworker family and community has deeply shaped Henedina's commitment to Latinx communities. Her family's sacrificio working in backbreaking agricultural labor from sunrise to sundown taught her the value of una educación and the fortaleza to navigate

educational obstacles. Her abuelitos have instilled that education is only meaningful if it serves community in caring ways. Drawing on these cultural values of resiliency and care, Tavares aspires to become a faculty member and cultivate meaningful relationships with first-generation Latinx students. Tavares is currently a doctoral candidate at the University of Washington interested in the family engagement and leadership of (im)migrant Latinx communities in farmworker contexts. Her research focuses on how the collective leadership of Latinx (im) migrant families can contribute to school improvement efforts. Specifically, her dissertation study seeks to learn how the cultural knowledges, repertoires, and experiential wisdom of families can be leveraged in a rural high school to support change-making efforts in dual credit (DC) and Advanced Placement (AP) opportunities. When Tavares is not studying, she enjoys spending time with her family in the Yakima Valley eating some delicious tacos de lengua with spicy tomatillo salsa. She also enjoys dancing una sabrosa cumbia sonidera to reenergize! ▶

2022 AAHHE GRADUATE STUDENT FELLOWS

Melissa Tolosa

Geography and Urban Studies
Temple University



Melissa Tolosa is a doctoral student in Geography and Urban Studies at Temple University. She received her BA in Sociology from CSU Bakersfield, and MA in Sociology from CSU Dominguez Hills. Her MA work focused on the spatial struggles associated with the informal economy and the role of public

policy in criminalizing such labor. This study examined how paleteros (ice cream vendors) navigated through regulated spaces and the ways in which they found safety measures and strategies through narratives and participant observations. Melissa's current research will examine the spatiality of the carceral state and how it shapes undocumented, immigrant women's im/mobility, safety, and identities. By examining immigration from a carceral framework, the research will expand our understanding of how immigration policies connect to and are shaped by the logics of domestic carcerality; as well as extending our understanding beyond the national borders. Tolosa's research will focus on a sanctuary city to better understand how organizations have helped change the policies shaping women's experiences as well as assisting with their individual needs. Her interests include carceral geographies (as it pertains to immigration and detention), feminist geopolitics, Latinx geographies, immigration and social justice. ▶

Angelica Waner

Hispanic Languages & Literatures
University of California, Los Angeles



Angelica Waner is a third year doctoral student in the Department of Spanish and Portuguese at UCLA. She was born and raised in Los Angeles but spent her undergraduate years in the east coast. She graduated from Brown University in 2016 with a double concentration in Comparative Literature

(Honors) and Ethnic Studies. Broadly, her research interests are in Latin American Decolonial Theory, Indigenous epistemologies, and the relationship between Indigenous communities and nation states. Her dissertation revolves around three Zapotec literary magazines that were published in Mexico from the 1930s-1990s. On campus she is also involved with the First-Generation Graduate Student Council (FGGSC) to create programming and community with other first generation graduate students and the Graduate Outreach and Advising Link (GOAL) to mentor undergraduate students in her department. During her free time she likes to watch tv series and movies, explore restaurants in LA, and spend time with her dogs. ▶

Supporting Educational Opportunities for All

We congratulate the winners of the 2022 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:

Sowing the Seeds of a New Normal in U.S. Higher Education



John B. King Jr.

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

Search for more ETS reports at search.ets.org/researcher

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)

SPONSORED BY ETS



Jamal Watson, PhD

Executive Director, Center for Advocacy & Philanthropy, ETS



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

Our support of the winners of the Outstanding Dissertations Competition, the Student Success Institute and the Tomás Rivera Lecture series demonstrates ETS’s strong commitment to supporting educational opportunities for the Hispanic population and for all people no matter their social or economic condition. I am personally very pleased with the outcomes realized through the association of our two organizations and wish AAHHE the very best for an energized and successful 2022 conference.

Dr. Jamal Watson is the Director of the ETS Center for Advocacy and Philanthropy. In this role, Watson’s oversees all of the organization’s philanthropic and advocacy efforts. An experienced educator and communication professional, Watson served for many years as the top editor at *Diverse: Issues In Higher Education*. He is a graduate of Georgetown University and earned master’s degrees from the Columbia University Graduate School of Journalism and the University of Delaware. He earned a Ph.D. in Afro-American Studies from the University of Massachusetts Amherst. He can be reached at atjwatson002@ets.org. ▶

AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

2022 AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION FIRST PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

SPONSORED BY ETS



Nora Rivera, PhD

Assistant Professor of English
Chapman University

Dissertation Title:

The Rhetorical Mediator: Understanding Agency in Indigenous Translation and Interpretation through Indigenous Approaches to UX Research.

Degree Discipline: Rhetoric and Composition

Degree Granting Institution:

University of Texas, El Paso



Nora K. Rivera, PhD is a community-engaged practitioner born and raised in the US-Mexico Borderland. She is an Assistant Professor at Chapman University where she teaches rhetoric and composition courses. She graduated from the University of Texas at El Paso with a Ph.D. in Rhetoric and Composition where she received the Rhetoric and Composition Outstanding Research student award in 2019. She holds a MA in Spanish Literature and Linguistics and a MBA. Her extensive teaching experience includes teaching English, Spanish, writing, rhetoric, digital media, journalism, business, and technical communication. Rivera's research centers on Latinx and Indigenous rhetorics and their intersections with technical and professional communications in both local and transnational contexts. Her multidisciplinary work has been published in *College Composition and Communication* journal, the flagship journal in rhetoric and composition studies; the *Chicana/Latina Studies Journal of Mujeres Activas en Letras y Cambio* (MALCS); *Programmatic Perspectives*, the journal of the Council for Programs in Technical and Scientific Communication (CPTSC); and the *Journal of*

Teaching Writing. Rivera is currently working with Indigenous collaborators in Hueyapan, Morelos, México in a research project that aims at creating an antiracist curriculum to help revitalize the Náhuatl language in that community. ▶

AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

2022 AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION SECOND PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

SPONSORED BY ETS



Julio Caesar, PhD

Director of Research, Evaluation and Assessment
Bloomington Public Schools

Dissertation Title:

Standardized Bilingual Assessments: A Means to Reduce Construct-Irrelevant Variance and Ethnic/Racial Stereotype Threat

Degree Discipline: Educational Psychology

Degree Granting Institution:

University of Minnesota



Julio Caesar, PhD, director of the Research, Evaluation and Assessment Department at Bloomington Public Schools (BPS) in Bloomington, Minnesota, holds a doctorate in Educational Psychology from the University of Minnesota, an MA in General Psychology from Adelphi University, and a BA in Psychology from Hofstra University. Caesar's research interests focus on measurement, including bilingual assessments, scale design, survey design and analysis, as well as ethnic/racial academic and attainment differences, immigrant education, and stereotype threat in culturally and linguistically diverse students. He has co-authored and published a number of peer-reviewed articles, a book chapter, and has presented at national and international conferences. His work has been featured in *Education Week*, *K-12 Dive*, and *The Hechinger Report*. Caesar developed a Graduate Longitudinal Data System that maximizes historical cognitive and noncognitive data from students at BPS to predict postsecondary and workforce success utilizing data from the Minnesota Statewide Longitudinal Education Data System. He has been a part of the

Minnesota Youth Development Research Group, a group that explores methodological and substantive challenges and assets in youth development, and the Minnesota Education Equity Partnership's Research Collaborative Table. ▶

AAHHE & ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

2022 AAHHE & ETS OUTSTANDING DISSERTATION COMPETITION THIRD PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

SPONSORED BY ETS



Elena Sada, PhD

TWIN-CS Program Director and Faculty
Boston College

Dissertation Title:

A Narrative Analysis on Latino Male Youth's Identity and Self-advocacy in Connection to Career Preparation

Degree Discipline: Curriculum and Instruction, Bilingual and Multicultural Education

Degree Granting Institution:

University of Connecticut



Elena Sada, PhD is the Program Director of the Two-Way Immersion Network of Catholic Schools, a Boston College initiative that supports dual language schools servicing immigrants. She also teaches the Certificate in Bilingual Education. Prior to this, she spent 20 years as a teacher, and school and dual language district administrator, in New York and Connecticut. Sada earned her doctorate in Curriculum and Instruction, Bilingual and Multicultural Education at the University of Connecticut. She acquired two Masters of Science degrees – Administration and Supervision of Schools from Hunter College, CUNY; and Theology from the University of Dallas, Texas; her undergraduate degree is on Education from the Anahuac University in Mexico City. She has been the recipient of the Teacher Leader Award (2004), in New York City; Neag School of Education Alumni Board award and the John Leach Fellowship (2018), the Yaoxin and Ethel Rong awards (2019), at UCONN, and the Phi Delta Kappa Virginia Grazymkowski Scholarship (2020) while serving as faculty at Eastern Connecticut State University, for her dedication to her field. Sada's research focuses on the area of Latinx identity in connection to schooling and career pathways. Her mission as a Latina is to fight stigma and build the Latinx community. ▶

2022 AAHHE – ETS OUTSTANDING DISSERTATIONS COMPETITION (ODC)

ODC JUDGES

David R. Garcia, PhD, Chair
Arizona State University

Nelson Flores, PhD
University of Pennsylvania

Jason Casellas, PhD
University of Houston

Maricela Oliva, PhD
University of Texas – San Antonio (Emeritus)

Leticia T. Bustillos, PhD
Campaign for College Opportunity

“The Faculty Fellows Program (FFP) is a safe place for us to learn how to face the tenure and promotion process, but also it is a place to realize we are not alone within the process. It is a way of self-care. It is one step on the ladder to achieve equitable representation in higher education. I’m humbled and honored to be part of the 2022 AAHHE FFP.”

Dr. Emarely Rosa-Dávila
Texas Woman's University, '22 FFP Cohort



ALMOST THREE DECADES OFFERING JOBS IN HIGHER EDUCATION

FINDING YOUR NEW JOB
JUST GOT EASIER

VISIT OUR **BRAND NEW** JOB BOARD AT
WWW.HISPANICOUTLOOKJOBS.COM TODAY!

HISPANIC OUTLOOK MAGAZINE
SERVING THE HISPANIC COMMUNITY SINCE 1990

2022 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**



de los Santos served as vice chancellor for Student and Educational Development at the Maricopa Community Colleges (1978–1999) and held appointments at the Hispanic Research Center and Mary Lou Fulton Teachers College, Arizona State University. He was the principal investigator for the NSF-funded Maricopa Advanced Technology Education Center.

de los Santos served on the Tomás Rivera Policy Institute Board of Trustees; Multicultural Education, Training and Advocacy, Inc.; Jobs for the Future, Inc.; the National Center for Public Policy and Higher Education; 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; Partnership for Service–Learning; the Carnegie Foundation Board of Trustees; the College Board; 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 (American Association of Community Colleges, 2004), the Reginald Wilson Award (American Council on Education, 2001), the Harold W. McGraw, Jr. Prize in Education (1998), Special Recognition Award for Scholarly Research in Bilingual Education (National Association for Bilingual Education, 1994), and the Education Achievement Award (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. He 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). ▶

2022 AAHHE AWARDS

2022 AAHHE ALFREDO G. DE LOS SANTOS, JR. DISTINGUISHED LEADERSHIP AWARD RECIPIENT

Carlos Santiago, PhD

Commissioner
Massachusetts Department of Higher Education



Carlos E. Santiago, PhD was appointed Massachusetts Commissioner of Higher Education in 2015. The Commissioner serves as the State Higher Education Executive Officer (SHEEO). He works closely with the leadership of the three segments of public higher education: the community colleges, State Universities, and the University of Massachusetts. The Massachusetts Department of Higher Education has broad oversight over independent institutions, including closure, consolidation, and merger processes and was selected as the recipient of the 2021 SHEEO Exceptional Agency Award.

The first Puerto Rican president of a major U.S. research university, Santiago, previously served as the Chancellor of the University of Wisconsin-Milwaukee (UWM). He has served as provost and vice president for academic affairs at the University at Albany, State University of New York (SUNY). Santiago was a professor of economics at UWM and SUNY-Albany and holds a PhD in economics from Cornell University. He is also the author or co-author of six books and has published dozens of articles. Santiago was recently named to the Council of Higher Education Accreditation (CHEA), the Advisory Committee of the Smithsonian Museum of African American Culture and History, and the Wheelock Educational Policy Center, Boston University. In 1996 and 2011, Santiago was named one of the 100 most influential Hispanics in the United States by *Hispanic Business* magazine. ▶

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

2021 Ann Quiroz Gates	2012 J. Michael Ortiz	2005 Blandina Cardenas and Miguel A. Nevarez	1996 Lattie F. Coor
2020 Chon Noriega	2011 Leonardo de la Garza and Shirley Reed	2004 Estela López	1995 Victor Alicea
2019 Mildred Garcia	2010 Milton Gordon	2003 B. Roberto Cruz	1994 Juliet García
2018 Nora R. Garza	2009 Dolores M. Fernández	2002 Margarita Benitez	1993 José González
2017 James E. Brenneman	2008 Silas H. Abrego	2001 Douglas X. Patiño	1992 Manuel Pacheco
2016 Ted Martinez, Jr.	2007 Diana Natalicio and Ernest H. Moreno	2000 Cecilia L. Lopez	1991 Alfredo G. de los Santos Jr.
2015 Havidán Rodríguez	2006 Jose Jaime Rivera	1999 Jesús Rangel	1990 Not awarded
2014 David López		1998 Celestino Fernández	1989 Jaime Escalante
2014 Tomás Morales		1997 Eduardo Padrón	1988 Tomás Arciniega
2013 Norma L. Hernandez			1987 Arturo Madrid

2022 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). He earned a doctorate degree in Library and Information Sciences (University of Illinois, Urbana). He held directorships of libraries at California State University, San Bernardino; Central Connecticut State University; Pikeville College; and Lamar Community College. Areas of specific interest included increasing CSUSB's endowment, philanthropy to complete the building of the CSUSB Palm Desert Campus, and the general overall improvement of the Advancement Division. Aguilar was awarded several distinguished awards for outstanding performance, including the 1998 Diversity Award from CSU, San Bernardino; Hispanic Leadership Fellowship Recipient (1986); Kellogg Educational Policy Fellowship (1983–84); National Hispanic Scholarship Fund Recipient (1981–83); and Title II Higher Education Act Fellowship (1973, 1980). He received several grants for work related to information and technology and holds membership in several professional organizations. ▶

2022 AAHHE AWARDS

2022 AAHHE WILLIAM AGUILAR CULTURAL ARTS AWARD RECIPIENT

Elizabeth Acevedo, MFA

Best Selling Author and Poet



Elizabeth Acevedo, MFA is the *New York Times*-bestselling author of *The Poet X*, which won the National Book Award for Young People’s Literature, the Michael L. Printz Award, the Pura Belpré Award, the Boston Globe–Horn Book Award, and the Walter Award. She is also the author of *With the Fire on High*—which was named a best book of the year by the New York Public Library, NPR, *Publishers Weekly*, and *School Library Journal*—and *Clap When You Land*, which was a Boston Globe–Horn Book Honor book & Kirkus finalist. She is a National Poetry Slam champion and holds an MFA in creative writing from the University of Maryland. Acevedo lives with her partner in Washington, DC. ▶

List of past recipients of the Williams Aguilar Cultural Arts Award

2021	Javier Ávila	2015	Rolando Hinojosa-Smith	2009	Bessy Reyna	2004	Alberto Rios
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		

2022 AAHHE AWARDS

2022 AAHHE UNIVERSITY FACULTY AWARD RECIPIENTS

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.

Gilberto Q. Conchas, PhD

The Wayne K. and Anita Woolfolk Hoy
Endowed Professorship of Education
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*, *The Chicana/o/x Dream*, and *Race Frames in Education*. 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. He was also Senior Program Officer for the Bill & Melinda Gates Foundation. ▶

Kristine Molina, PhD

Associate Professor
University of California, Irvine



Kristine Molina, PhD associate professor of Psychological Science and faculty affiliate in Chicano/Latino Studies at the University of California, Irvine, has a joint PhD in Psychology and Women's Studies (University of Michigan), and BA in Psychology (Smith College). She researches how different dimensions of inequality—existential and resource-based—are embodied

at multiple levels to affect health across the life course and intergenerationally, and investigates contexts of coping with and resisting inequities and injustices among Latinxs and other marginalized groups. Her research has implications for policies addressing social determinants of health and programs that empower marginalized communities to transform social and institutional structures that perpetuate injustices in all its forms. Molina has published in high-impact interdisciplinary health journals (e.g., *Annals of Behavioral Medicine*, *Social Science & Medicine*, *American Journal of Public Health*), and co-authored chapters/encyclopedia entries on embodiment of inequality at the intersection of multiple marginalized structural identities. She received the National Hispanic Science Network's Award of Excellence in Research (2015) by a New Investigator and was named a "Rising Star" by the Association for Psychological Science. Molina is passionate about providing equitable access to empowering high-quality mentorship/training to historically disenfranchised students through her Research on Equity and Advancement of Latinxs (REAL) Lab. Her research and mentoring-training activities have been funded via federal agencies, foundations, and institutional grants. ▶

List of past recipients of the University Faculty Award

2021 Veronica Terriquez	2012 Cynthia Feliciano	2003 Rogelio Sáenz	1993 Arturo Madrid
2020 Adriana Briscoe	2011 Sylvia Hurtado	2002 Sergio Aguilar-Gaxiola	1992 Paul Roldán
2019 Antonio Agustín García	2010 George J. Sanchez	2001 Virginia Sánchez-Karroll	1991 Sonia Nieto Rodriguez
2018 Karen Lozano	2009 Denise A. Segura	2000 Yvonne Enid González	1990 Mari-Luci Jaramillo
2018 Erika Camacho	2008 Alberta M. Gloria	1999 Kris Gutiérrez	1989 Frank Talamantes
2017 Armando Martínez-Cruz	2007 John Alderete	1998 Edna Acosta-Belén	1988 Piedad Robertson
2016 Frederick Luis Aldama	2006 Marta Tienda	1997 Laura Rendón	1987 Flora Mancuso Edwards
2015 Estela Bensimon	2006 Jorge Chapa	1996 Gloria Bonilla-Santiago	
2014 Aida Hurtado	2005 Patricia Gándara	1995 Rolando Hinojosa Smith	
2013 Margarita Calderón	2004 Raymond V. Padilla	1994 Frank Bonilla	



**Successfully Matching
Employers and Job Seekers
in Higher Education**

*Search Our Postings or
Post a Job Today!*

860.632.7676
www.LatinosinHigherEd.com

The #1 Resource for Latina/o Professionals in Higher Education

2022 AAHHE AWARDS

2022 AAHHE COMMUNITY COLLEGE AWARD RECIPIENTS

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.

Estela Gutierrez, MA

Vice President for Student Services and Diversity
Truckee Meadows Community College



Estela Gutierrez, MA lives in Reno, Nevada with her husband, Jesse. She enjoys traveling, camping, dancing, music and film. Education is a passion for Gutierrez. She has been involved in education for over 32 years. Gutierrez is the vice president of Student Services and Diversity at Truckee Meadows Community College, with

more than 29 years of experience, she is dedicated to student achievement. Gutierrez served on the Washoe County School District Board of Trustees and co-founded the Mariposa Dual Language Academy in Reno. When she was elected as president of the WCSD Board of Trustees in 2010, she became the first minority to lead an elective entity in Washoe County. Gutierrez currently serves on the Northern Nevada Medical Center Board of Governors, NASPA Latinx Task Force and United Way Board. Gutierrez has worked to promote educational reform at the state level. In November 2010, she was named to Governor Brian Sandoval's transition team comprised of various leaders around the state to help the governor—this included a subcommittee on education. As a Latina in her leadership roles, she stresses strong collaboration between the community and the institutions of education. She promotes student success for all, with a specific lens for the Latinx population and their families. ▶

Ángel Reyna, EdD

President
Madera Community College



Ángel Reyna, PhD officially took over as president of Madera and Oakhurst College Centers (now Madera Community College) on May 20, 2019, a little bit of history came with it, as he is the first on-campus president in school history. Reyna comes to the Central Valley from Renton (WA) Technical College, where he served as

vice president of Instruction since December of 2015. Prior to that, he served as Dean of Workforce Education at Walla Walla Community College and Director for Workforce Education and ESL adjunct instructor at Yakima Valley Community College. Reyna has a very diverse resume, having served as mayor of the City of Mabton, Washington from 2010- 2013 and a city councilmember from 2006-2009. He also worked as a seasonal migrant farmworker in the state of Washington for 13 years. President Reyna recently completed his doctorate in organizational leadership at Northeastern University. He previously earned his MA in Educational Administration and BA in History and Education from Washington State University. Reyna was recently selected, through a highly competitive process, as one of the 25 leaders for the 2021-22 class of the Aspen New Presidents Fellowship. ▶

List of past recipients of the AAHHE Community College Award

2020 William Serrata	2017 Cristina Alfaro	2012 Amaury Nora	2007 Enrique Chavez
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

2022 AAHHE AWARDS

2022 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.

Amelie G. Ramirez, Dr.PH

Director, Salud America! National Program, UT Health San Antonio
Director, Institute for Health Promotion Research, UT Health San Antonio
Chair, Department of Population Health Sciences, UT Health San Antonio



Amelie G. Ramirez, DrPH is a health equity pioneer who has achieved local, state, national, presidential, and international recognition for her successes in reducing Latino cancer health disparities and championing system and policy changes that promote health equity for Latinos. As chair and full professor of the Department of Population Health Sciences at UT Health San Antonio, a Hispanic-Serving Institute, Ramirez leads a multidisciplinary team of public health researchers, data scientists, and communication specialists in addressing the cancer experience of Latinos. As leader of community outreach at the Mays Cancer Center at UT Health San Antonio, Ramirez has implemented system changes that have enhanced surveillance of the South Texas cancer burden, improved equity and diversity in cancer clinical trial recruitment, and engaged the community in clinical research and preventive cancer care. Ramirez also leads the communication program of *Salud America!* (www.salud-america.org; @SaludAmerica), a national network of over 500,000 community, school, and healthcare leaders who are fueled with content and tools to advocate for equitable changes in policies and systems related to healthcare access, housing, transportation, and

social cohesion in Latino communities. *Salud America!*'s core members have led 275 health policy changes. Dr. Ramirez has been recognized by the Society of Behavioral Medicine, the Obama White House, the National Academy of Medicine, and more. Ramirez is a native of Laredo, Texas. ▶

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

2021 Esther Elena Mulnix	2012 Jeanett Castellanos	2003 Rick Noriega	1994 Ada López
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-Rodriguez	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	

2022 AAHHE AWARDS

2022 AAHHE EARLY CAREER AWARD RECIPIENTS

In its second 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.

Antonio Duran, PhD

Assistant Professor
Florida International University



Antonio Duran, PhD is an assistant professor in the Higher Education program at Florida International University. Originally from Phoenix, Arizona, Duran attended New York University for his bachelor's degree and was a part of a first-generation college student scholars' program. After his time at NYU, he

attended Miami University in Oxford, OH, for his master's degree in Student Affairs in Higher Education. While at Miami University, he discovered his passion for engaging in research that would better the lives of minoritized individuals in postsecondary education. He pursued this goal by obtaining his PhD in Higher Education and Student Affairs from The Ohio State University. Now, his scholarship involves understanding how historical and contemporary legacies of oppression influence college student development, experiences, and success. His research agenda focuses on how queer and trans people of color navigate postsecondary education institutions. ▶

Vanessa Fonseca-Chávez, PhD

Assistant Dean of Diversity, Equity, and Inclusion
Arizona State University



Vanessa Fonseca-Chávez is the associate dean of Diversity, Equity, and Inclusion for the College of Integrative Sciences and Arts at Arizona State University. She also is an associate professor of English and teaches courses on Chicana and Indigenous literature and culture, as well as graduate courses

in the MA in Narrative Studies Program. Her research focuses on the legacies of colonialism and the ways in which rural Hispano communities understand and narrate their sense of belonging. Fonseca-Chávez is the Co-Director of the Following the Manito Trail project, which documents Hispanic New Mexican, or Manito, migration from the mid 1800s to the present. She is the co-editor of *Spanish Perspectives on Chicano Literature: Literary and Cultural Essays* (Ohio State UP, 2017) and *Querencia: Reflections on the New Mexico Homeland* (University of New Mexico P, 2020). She is the author of *Colonial Legacies in Chicano Literature and Culture: Looking through the Kaleidoscope* (University of Arizona P, 2021) and a co-editor of the book series, *BorderVisions*, with the University of Arizona Press. ▶

2022 AAHHE AWARDS

2022 AAHHE DOCTORAL STUDENT AWARD RECIPIENT

In its second 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.

Roberto C. Orozco, PhD Candidate

Rutgers University - New Brunswick



Roberto C. Orozco is a doctoral candidate in Higher Education at Rutgers University–New Brunswick. He also obtained a graduate certificate in Women’s, Gender, and Sexuality Studies as part of his doctoral degree. He was raised in Sioux City, Iowa, and honors his journey growing up in the Midwest. His research explores questions around race, gender, and sexuality, student activism, college student development, and queer resistance and world making in and outside of higher education contexts. He grounds his work at the intersection of Jotería Studies, Critical Race Theory, and Chicana/Latina Feminisms to examine the identity and socio-political consciousness of queer Latinx/a/o student activists in higher education. He is particularly interested in how queer Latino/a/o college students engage in forms of resistance that allow for self-development and consciousness and allows for building queer kinships and material possibilities. He is a 2021-2022 Ford Foundation Dissertation Fellow, a 2020-2021 Rutgers University and Louis Bevier Dissertation Fellow, 2020 AAHHE

Graduate Fellow, and a 2014 Melvane D. Hardee Fellow at Florida State University. His work has been recognized and funded by the Center for Latino Arts and Culture at Rutgers University–New Brunswick, the Rutgers University Chancellor Research Award, and a Rutgers University–New Brunswick School of Graduate Studies Research Award. ▶

2022 AAHHE AWARDS

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.

Founding Members (January 2003) include:

William Aguilar

Vice President Emeritus
California State University, San Bernardino
San Bernardino, CA

Norma V. Cantú

Professor
School of Law, University of Texas at Austin
Austin, TX

Dr. Jaime Chahin

Dean
Texas State University
San Marcos, TX

Dr. Mildred García

President
American Association of State Colleges &
Universities
Washington, DC

Mr. Dave Gonzales

Retired, Senior Vice President
State Farm Insurance Companies, Western Zone
Bloomington, IL

Dr. Juan C. Gonzales

Professor of Practice
College of Education, University of Texas at Austin
Austin, TX

Dr. Virginia Gonzalez

Professor
North Hampton Community College
Bethlehem, PA

Dr. Alfredo de los Santos Jr.

Research Professor
Hispanic Research Center, Arizona State University
Tempe, AZ

Dr. Estela López

Connecticut State University System
Hartford, CT

Dr. Loui Olivas

Founding President, AAHHE
Professor Emeritus, WP Carey School of Business
Arizona State University
Tempe, AZ

Dr. Eduardo Padrón

President, Retired
Miami Dade Community College
Miami Florida

Mr. Jesus Rangel

Anheuser-Busch Company
St. Louis Missouri

Dr. Ricardo Romo

President, Retired
The University of Texas – San Antonio
San Antonio Texas

2022 AAHHE AWARDS

2022 AAHHE FOUNDERS' AWARD RECIPIENT

Adela de la Torre, PhD

President
San Diego State University



Adela de la Torre, PhD is the first woman and first Latina to serve as a permanently appointed president of San Diego State University (2018). An accomplished economist, public health researcher and higher education leader for more than three decades, President de la Torre is known for her authenticity and collaborative approach to leading by listening and example. Throughout her academic career, de la Torre has advanced the values of inclusion, equity, and achievement, focusing on the support that students and faculty need to be highly successful in their chosen fields.

President de la Torre was vice chancellor for Student Affairs and Campus Diversity at University of California, Davis. She also served for 14 years as director for the UC Davis Center for Transnational Health, chair of the UC Davis Chicana/Chicano Studies Department and director of the Hispanic Center of Excellence in the College of Medicine at the University of Arizona, where she was also director of the Mexican American Studies and Research Center. Formerly a professor at California State University, Long Beach, the University of Arizona, and UC Davis, where she was the first

Latina to rise to the rank of Distinguished Professor, President de la Torre earned her bachelor's degree in the political economy of natural resources from the University of California, Berkeley. She also received her master's degree and PhD in agricultural and resource economics from UC Berkeley.

Born and raised in the San Francisco Bay Area, she is the granddaughter of Mexican immigrants and daughter of a single mother who taught public school for 40 years. She holds a deep appreciation for cultural traditions, the importance of family and hard work and for the transformative power of education. ▶

List of past recipients of the Founders' Award

2021 Joseph I. Castro

List of past recipients of the President's Award

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

INSTITUTIONAL MEMBERS

As of February 1, 2022

A.T. Still University
Mesa AZ

Adams State University
Alamosa, Colorado

Alamo Community
College District
San Antonio, Texas

Alverno College
Milwaukee, Wisconsin

Atlantic University College
Guaynabo, Puerto Rico

Austin Community
College District
Austin, Texas

Azusa Pacific University
Azusa, California

Baylor University
Waco, Texas

Blackburn College
Carlinville, Illinois

California Lutheran University
Thousand Oaks, California

California State University
Dominguez Hills Campus
Carson, California

California State University
Northridge Campus
Northridge, California

California State University
Bakersfield Campus
Bakersfield, California

California State University
Fresno Campus
Fresno, California

California State University
Fullerton Campus
Fullerton, California

The California State University
Long Beach, California

California State University
Los Angeles Campus
Los Angeles, California

California State University
San Bernardino Campus
San Bernardino, California

Chapman University
Orange, California

Christian Brothers University
Memphis, Tennessee

University of New York City
New York City, New York

Clemson University
Clemson, South Carolina

Coast Community College
District
Costa Mesa, California

Coastal Bend College
Beeville, Texas

College of DuPage
Glen Ellyn, Illinois

Contra Costa Community
College District
Martinez, California

Dallas College
Dallas, Texas

Eastern Connecticut State
University
Willimantic, Connecticut

El Camino Community College
Torrance, California

El Paso Community College
El Paso, Texas

Florida Gulf Coast University
Fort Meyers, Florida

Florida State University
Tallahassee, Florida

Fresno Pacific University
Fresno, California

Galveston College
Galveston, Texas

Gateway Community College
Phoenix, Arizona

Gonzaga University
Spokane, Washington

Hartwick College
Oneonta, New York

Hope College
Holland, Michigan

Houston Community College
Houston, Texas

Indiana University Northwest
Gary, Indiana

Lamar State College - Port
Arthur
Port Arthur, Texas

Laredo College
Laredo, Texas

Lone Star College System
The Woodlands, Texas

Maricopa County Community
College District
Tempe, Arizona

Marquette University
Milwaukee, Wisconsin

McMurry University
Abilene, Texas

Menlo College
Atherton, California

Mercy College
Dobbs Ferry, New York

Mesa Community College
Mesa, Arizona

Metropolitan State University
of Denver
Denver, Colorado

Midland College
Midland, Texas

Mills College
Oakland, California

Montana State University
Bozeman, Montana

Mount Tamalpais College
San Quentin, California

Mt San Jacinto College
San Jacinto, California

INSTITUTIONAL MEMBERS

As of February 1, 2022

Nevada State College
Henderson, Nevada

New Jersey City University
Jersey City, New Jersey

New Mexico State University
Carlsbad Campus
Carlsbad, New Mexico

Northern Arizona University
Flagstaff, Arizona

Northwestern College
Orange City, Iowa

Ohio State University
Columbus, Ohio

Olin College of Engineering
Needham, Massachusetts

Paradise Valley
Community College
Phoenix, Arizona

Pima Community
College District
Tucson, Arizona

Prairie View A&M University
Prairie View, Texas

Rio Salado
Community College
Tempe, Arizona

Rose-Hulman Institute of
Technology
Terre Haute, Indiana

Rutgers School of Environ-
mental Biological Science
New Brunswick, New Jersey

Salem State University
Salem, Massachusetts

San Antonio College
San Antonio, Texas

San Diego Mesa College
San Diego, California

San Diego State University
San Diego, California

San Jacinto College District
Pasadena, Texas

Santa Monica College
Santa Monica, California

Santa Rosa Junior College
Santa Rosa, California

Seton Hall University
South Orange, New Jersey

Shasta College
Redding, California

Sonoma State University
Rohnert, California

South Mountain
Community College
Phoenix, Arizona

South Texas College
McAllen, Texas

Southern University
Law Center
Baton Rouge, Louisiana

Southwestern College
Community College District
Chula Vista, California

St. Edward's University
Austin, Texas

Texas A&M University
Corpus Christi Campus
Corpus Christi, Texas

Texas A&M University
Kingsville Campus
Kingsville, Texas

Texas State University
San Marcos Campus
San Marcos, Texas

Texas Tech University
Lubbock, Texas

Truman State University
Kirksville, Missouri

Union Institute & University
Cincinnati, Ohio

University of California
Irvine Campus
Irvine, California

University of California
Merced Campus
Merced, California

University of California
Riverside Campus
Riverside, California

University of California
San Diego Campus
La Jolla, California

University of Central Florida
Orlando, Florida

University of Houston
Houston, Texas

University of Houston
Clear Lake Campus
Houston, Texas

University of Houston
Downtown Campus
Houston, Texas

University of Incarnate Word
San Antonio, Texas

University of Iowa
Iowa City, Iowa

University of Kentucky Col-
lege of Education
Lexington, Kentucky

University of Missouri
St. Louis Campus
St. Louis, Missouri

University of Nebraska
Omaha Campus
Omaha, Nebraska

University of Nevada
Las Vegas Campus
Las Vegas, Nevada

University of Rochester
Rochester, New York

University of San Diego
San Diego, California

University of Scranton
Scranton, Pennsylvania

University of
Southern Mississippi
Hattiesburg, Mississippi

INSTITUTIONAL MEMBERS

As of February 1, 2022

University of Tennessee
Knoxville Campus
Knoxville, Tennessee

University of Texas
Arlington Campus
Arlington, Texas

University of Texas
System Administration
Austin, Texas

University of Texas
El Paso Campus
El Paso, Texas

University of Texas
Austin Campus
Austin, Texas

University of Texas
San Antonio Campus
San Antonio, Texas

University of Texas
Rio Grande Valley Campus
Edinburg, Texas

US Naval War College
Newport, Rhode Island

William Paterson University of
New Jersey
Wayne, New Jersey



UNLV | COLLEGE OF EDUCATION

INNOVATION

In addition to our traditional scholarship efforts, the College of Education is dedicated to developing and disseminating evidence-based models for use by practicing educators and mental health professionals through our **Scholarship in Practice** webinar series.

LEADERSHIP

Through our **Holmes Scholars** and **Nevada Institute on Teaching and Educator Preparation Fellowship** programs, we're fostering the next generation of diverse education professionals and thought leaders who will drive change in education and our communities.

DIVERSITY

As part of a **Minority-Serving Institution (MSI)** and a **Hispanic-Serving Institution (HSI)**, we attract a high percentage of ethnically diverse students, faculty and staff through our commitment to supporting their academic and professional success.

Learn more at unlv.edu/education.

INDIVIDUAL MEMBERS

As of February 1, 2022

Melissa Abeyta
San Diego State University

Edna Acosta-Belen
University at Albany, SUNY

Arely Acuña Avilez
Cal State LA

Rodrigo Aguayo
Project MALES-UT Austin

Estefanie Aguilar Padilla

José M. Aguilar-Hernández
Associate Professor
Cal Poly Pomona

Melissa Aguilera
University of Texas at El Paso

Nancy Aguirre

Ruth Aguirre
Teachers College
Columbia University

Luzmaría Alcalá
CSU Sacramento

Luis Alcázar
Oregon State University/
Napa Valley College

Jesse Aleman
University of New Mexico

Kendra Allen
Colorado State University

Nancy Allen

Eddy Francisco Alvarez Jr.
Assistant Professor
California State University-Fullerton

Joshua Anzaldúa
University of Texas at San Antonio

Tracy Arámbula Ballysingh
The University of Vermont

Patricia Arredondo
Arredondo Advisory Group

Rebecca Avalos
University of Colorado, Boulder

Maria Avalos
College of the Desert

Luis Aviles
UT Austin

Audrey Baca Lopez
CSU San Bernardino,
San Diego Miramar College, &
Moreno Valley College

Sofia Bahena
Assistant Professor
UTSA

Helen Ballestas
The Citadel

Rosa Banda
Associate Professor
Educational Leadership
Texas A&M University-Corpus Christi

Cindy Barahona

Everardo Barraza

Joanna Barreras
CSU, Long Beach

Adriana Batiz Daleccio

Karina Beltran
University of Tennessee, Knoxville

Cathryn Bennett
University of North Carolina,
Greensboro

Estela Bensimon
University of Southern California

Sandra Bertram Grant
University of Denver

Christian Bracho
Associate Professor
University of La Verne

Jorge Burmicky
University of Texas at Austin

Julio Caesar
Director of Research

Evaluation and Assessment
Bloomington Public Schools

Elsa Camargo
University of Texas at Arlington

Emmet Campos
University of Texas at Austin

Arlene Cano Matute
University of California, Riverside

Vincent Carales
Assistant Professor
University of Houston

Albert Carrion
Attorney
Richards, Rodriguez & Skeith

Jaqueline Castaneda
The Chicago School of Professional
Psychology

Mari Castaneda
University of Massachusetts
Amherst

Vanessa Castellanos
Fordham University

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

Bianet Castellanos
University of Minnesota, Twin Cities

Josefina Castillo-Baltodano
Founder/Executive Director
Executive Leadership Academy
University of California, Berkeley

Elizabeth Castro
Graduate Studies/School of
Education/PhD in Education

Diana Cervantes
Department of Educational Leader-
ship and Policy/Program for Higher
Education Leadership

INDIVIDUAL MEMBERS

As of February 1, 2022

Alyssa Cervantes Benavides
Texas Tech University
Texas Tech University Health
Sciences Center El Paso

Maritza Cha
Claremont Graduate University

Jaime Chahin
Dean
College of Applied Arts
Texas State University

Lynnette Chaparro
University of Florida

Carlos Chavarria
University of La Verne

Daisy Chavez
University of Michigan

Jose Coll
School of Social Work
Portland State University

Lauren Contreras
University of Denver

Minerva Cordero
Professor
Mathematics and Senior Associate
Dean of Science
University of Texas at Arlington

Juan Coronado

Monique Corral
UCLA

Juan Cortes
Johns Hopkins School of Education

Celine Cortes
Center for Health Sciences
Oklahoma State University

Igdalia Covarrubias
The Ohio State University

Georgina Cronin
Hillsborough Community College

Stephanie Cuellar
Texas Christian University

Marcela Cuellar
Associate Professor
University of California, Davis

Teresita Curiel
California State University, Chico

Carmen Curiel
Dean of Students Office
Division of Student Affairs
California State University, Fullerton

Anthony De Jesus
University of Saint Joseph

José Del Real Viramontes

Edward Delgado-Romero
Associate Dean for Faculty and
Staff Services & Professor
University of Georgia

Marisol Diaz
ASU

Walter Diaz
Vice President
Student Affairs
Eastern Connecticut State University

Hermen Díaz III
SUNY - Buffalo State College

Adriana Dominguez
UTEP

Audrey Dow
The Campaign for College
Opportunity

Antonio Duran
Assistant Professor
Higher Education
Florida International University

Oscar Duran
San Diego City College

Samuel Echevarria-Cruz
Austin Community College District

Andre Ellis
Cal State LA

Luis Esparza
University of New Mexico

Maria Espino
Iowa State University

Cynthia Estrada

Edith Fernandez
Nevada State College

Frank Fernandez
University of Florida

Stephanie Fernandez
University of Massachusetts,
Boston

Deniz Fierro
Director
Educational Partnerships &
Programs/ Promise
Fullerton College

Nick Figueroa
Roger Williams University

Jorge Figueroa
Associate Dean of Research Inclusion
& Innovation
College of Professional Education
Associate Professor of Bilingual &
ESL Education
Department of Teacher Education
Texas Woman's University

Stacey Flores
Arizona State University

Vanessa Fonseca-Chávez
Associate Dean of Diversity, Equity,
and Inclusion
Arizona State University

Elena Foulis

Lillianna Franco Carrera
Graduate Enrollment Management
Counselor
University of Houston, Clear Lake

Jacqueline Fuentes
University of Georgia

Mayra Fuentes
Associate Professor
Tarrant County College

INDIVIDUAL MEMBERS

As of February 1, 2022

Mari Fuentes-Martin
Texas A&M University, San Antonio

Eileen Galvez
Colorado State University, Fort Collins

Jorge Luis Galvez Vallejo
Iowa State University

Raúl Gámez
PhD Candidate
University of Michigan

Ariana Garcia
University of Nevada, Las Vegas

Christina Garcia
Director
Eastern Washington University

Fernando Garcia

David Garcia
Arizona State University

Eugene Garcia
Dean
College of Education
Arizona State University

Gina Garcia
Associate Professor
University of Pittsburgh

Ángel García
University of Illinois at Urbana-Champaign

Claudia García-Louis
Education Leadership & Policy Studies
University of Texas, San Antonio

Delfa Iris Garcia
Delfa Garcia Educational Consulting

Regina Garza Mitchell
Professor
Western Michigan University

Adriana Garza-Flores
Texas A&M, Kingsville

Tanya J. Gaxiola Serrano
University of Texas at San Antonio

Raquel Gonzales
Dept. of Political Science
Texas Tech University

Nancy Gonzales
Arizona State University

Rubi Gonzales
University of Texas at El Paso

Elsa Gonzalez
University of Houston

Rico Gonzalez
Project MALES
UT Austin

Jimena Gonzalez
University of Wisconsin, Madison

Amber Gonzalez
California State University
Sacramento

Angelica Gonzalez
SWC

Angel Gonzalez
San Diego State University

Elizabeth González Cárdenas
The University of New Mexico

Luis Gracia
Teacher
Pasadena ISD

Glenda Guerrero
Saint Peter's University

Tito Guerrero
Director
La Academia de Liderazgo
HACY HACU

Alexis Guizar-Diaz
Eastern Washington University

Monica Gutierrez
Arizona State University

Andrea Guzman
Florida Atlantic University

Fany Hannon
Puerto Rican/Latin American
Cultural Center
University of Connecticut

Roger Haro
Associate Dean
University of Wisconsin, La Crosse

Joe Louis Hernandez
Claremont Graduate University

Edwin Hernandez
California State University
San Bernardino

Theresa Hernandez

Julio Hernandez

Jeannette Hernández
University of Nevada, Las Vegas

Susana Hernández
CSU Fresno

Felisha Herrera
San Diego State University

Spencer Herrera

Juanita Hinojosa
University of Nevada, Las Vegas

Lori Marie Huertas
Barry University

Jessica Hurtado

Fiona Jaramillo
School of Professional Studies
New York University

Aurora Kamimura
Washington University in St. Louis

Rebecca Kemper
COSI

Karina Kline-Gabel
Assistant Dean for Diversity, Equity,
and Inclusion

James Madison University

Ezequiel Korin
University of Nevada, Reno

Liandra Larsen
Higher Educational Leadership and
Policy Studies

INDIVIDUAL MEMBERS

As of February 1, 2022

Holly Lopez
Arizona University Global Campus

Edgar Lopez
PhD/Research Assistant
University of Southern California

Marlynn Lopez
Florida Atlantic University

Ruth López
University of Houston

Victor Lozada
Texas Woman's University

Jarett Lujan
Research Assistant
Higher Education Research

Karlo Malaga
Bucknell University

Gerardo Mancilla
Edgewood College

Tony Marin
Assistant Vice President
New Mexico State University

Phil Martinez
Lane Community College

Gloria Martinez
Center for Diversity and
Gender Studies
Texas State University

Melissa A. Martinez
Texas State University

Sylvia Martinez
Associate Professor
Indiana University

Magdalena Martinez
Assistant Professor
University of Nevada, Las Vegas

David G. Martínez
University of South Carolina

Carmen Martínez-López

Patricia Maruca
Point Loma Nazarene University

Emanuel Maverakis
University of California, Davis

Thayne McCulloh
Gonzaga University

Christina Medina

Andrew Medrano
LAUSD

Julio Jesus Mena Bernal

Lina Mendez

Donald Miles
Condesa Publications

Karim Moghrabi
Texas A&M University – Commerce

Sonja Montas-Hunter
National Science Foundation

Marie Mora
Associate Vice Chancellor for
Strategic Initiatives
University of Missouri, St. Louis

Natalie Munoz
Howard University

Oscar Navarro
California State University
Long Beach

Melissa Navarro Martell
Assistant Professor
San Diego State University

Natalia Navas
Stony Brook University

Jenelle Nila
Claremont Graduate University

Rex Nobles
Graduate Research Asst.
Rutgers University-Newark

Vanessa Nunez
University of Nevada, Las Vegas

Mayra Nuñez Martinez
University of California, Davis

Marianna Olivares
Post Doc Researcher
Arizona State University

Mayra Olivares-Urueta
Associate Professor of
Professional Practice
Texas Christian University

Maria Oropeza Fujimoto
Assistant Professor

Roberto Orozco
Rutgers University–New Brunswick

Joseph Ortiz
University of Texas at El Paso

Izamar Ortíz-González
University of California, Davis

Emma Perez
University of Houston

Angela Perez
Educational Leadership

Patricia A. Perez
Professor & Associate Dean for Faculty
California State University, Fullerton

David Perez II
Associate Professor
Syracuse University

Angelica Perez-Johnston
Community College of Allegheny
County

Rosa Perez-Maldonado
Stockton University

Jose Picart
North Carolina State University

Annette Picora
Mercy College

Monique Posadas
McNair Scholars Program
California State University, Fullerton

Samantha Prado
Education Studies

Michael Pretes
University of North Alabama

INDIVIDUAL MEMBERS

As of February 1, 2022

Sandra Quinones
Research Assistant/Doctoral Student
Duquesne University

Tiffany Quinones-Payiaivas
Program Manager
The Ohio State University

Neda Ramirez
UTRGV

Ladanya Ramirez Surmeier
Sociology Department

Jeffrey Tador Reeder
Sonoma State University

Laura Rendon
Professor
University of Texas at San Antonio

Blanca Rincón
Assistant Professor of Higher
Education
University of Nevada, Las Vegas

Marlen Rios-Hernandez
CSU Fullerton

Lesley Rivas
Project MALES

Nora Rivera
Assistant Professor
Chapman University

Andrya Rivera-Burciaga
UTRGV

Gloria M. Rodriguez
University of California Davis

Gabriel Rodriguez

Adrian Rodriguez
California State University, Fullerton

Merylou Rodriguez
Rutgers University-New Brunswick

James L. Rodriguez
California State University
Bakersfield

Sarah Rodriguez
Associate Professor
Texas A&M University - Commerce

Cristóbal Rodríguez
Arizona State University

Gabriel Rodríguez Lemus, Jr.
The University of Texas at Austin

Emarely Rosa-Dávila
Texas Woman's University

Kiara Ruesta-Cayetano
Puerto Rican/Latin American
Cultural Center
University of Connecticut

Chantel Saban
University of Oregon

Elena Sada
Program Director and Faculty
Two-Way Immersion Network
Boston College

Andrea Sadek
Fullerton College

Victor Saenz
Chair & Professor
University of Texas at Austin

Maritza Salazar
Rossier School of Education
University of Southern California

Cynthia Salazar
Texas A&M University

Cristobal Salinas Jr.
Florida Atlantic University

Dominga Sanchez
Oregon State University

Cynthia Sánchez Gómez
Rutgers University - New Brunswick

Ana Sanchez-Birkhead
University of Utah, College of Nursing

Adrian Sandoval
UTRGV School of Medicine

Ana Sandoval
Rutgers University- Newark

Azara Santiago
Department of Psychology
Felician University

Bri Sérráno
Colorado State University

Michele Siqueiros
Campaign for College Opportunity

Cecilia Suarez
University of Florida

Jennifer Sutton
University of Texas at Arlington

Bianca Abigail Tarango
Director of Special Projects &
Strategic Initiatives
Ysleta ISD

Henedina Tavares
University of Washington

Lettycia Terrones
University of Illinois at
Urbana-Champaign

Estefania Toledo
OISE
University of Toronto

Melissa Tolosa
Temple University

Denise Truth
Texas State University

Sofia Ugarte
New Mexico State University

Jessica González Uhlig
St. Mary's University

Vanessa Valdés
Macaulay Honors College at CUNY

Dianne Valdivia
Doctoral Student/ Director of
Advisement and Career Services
Miami Dade College

Angela Valenzuela
The University of Texas at Austin

Julian Vasquez Heilig
University of Kentucky

Michael A. Vazquez
Harvard University

INDIVIDUAL MEMBERS

As of February 1, 2022

Erika Vega

Academic Advisor/Assistant Professor
Community College of Philadelphia

Angela Vidal-Rodriguez

McNair Program Director
Northeastern Illinois University

Anthony Villa

Assistant Professor of STEM
Teaching and Learning
UC Riverside

Cynthia Villarreal

Johan von Knorring
President
Stylus Publishing, LLC

Angelica Waner

UCLA

Cynthia Welle

University of California, Riverside -
University Extension

Arturo Zavala

California State University
Long Beach

Yolanda Zepeda

Assistant Provost for Diversity and
Inclusion
The Ohio State University



BOK Financial is proud to support the **American Association of Hispanics in Higher Education Conference**

With today's complex transactions, clients need an experienced partner. For more than 40 years, BOK Financial has provided corporate trust services to the capital markets, serving the needs of issuers, investors, bondholders, and lenders who have relied on our experience and client-focused approach.

BOK Financial is among the nation's largest trustees. We offer escrow, trustee, agency, and other financial services. Recognized as an independent and trusted third party, we bring credibility and stability to complicated financial transaction.

WE GO ABOVE SO YOU CAN GO BEYOND

Erin Fitzpatrick, SVP
National BDO
972.892.9972 | Phone
efitzpatrick@bokf.com



Jose Gaytan, SVP
Texas BDO
512.813.2002 | Phone
jgaytan@bokf.com

[BOK Financial - Corporate Trust and Escrow Services](#)



American Association of Hispanics in Higher Education, Inc.

2022 AAHHE NATIONAL CONFERENCE

STAFF

LUCIA GUTIÉRREZ, PHD
AAHHE EXECUTIVE DIRECTOR

LISA MARBURGER
AAHHE FINANCE OFFICE

KAYLA REED
AAHHE MEMBERSHIP & MARKETING

KAYLA REED & LUCIA GUTIERREZ, PHD
PROGRAM EDITORS

AMBAR SPONSORS



JADE SPONSORS

