

2023 PROGRAM

18th ANNUAL AAHHE CONFERENCE
COLLEGE OF SOUTHERN NEVADA

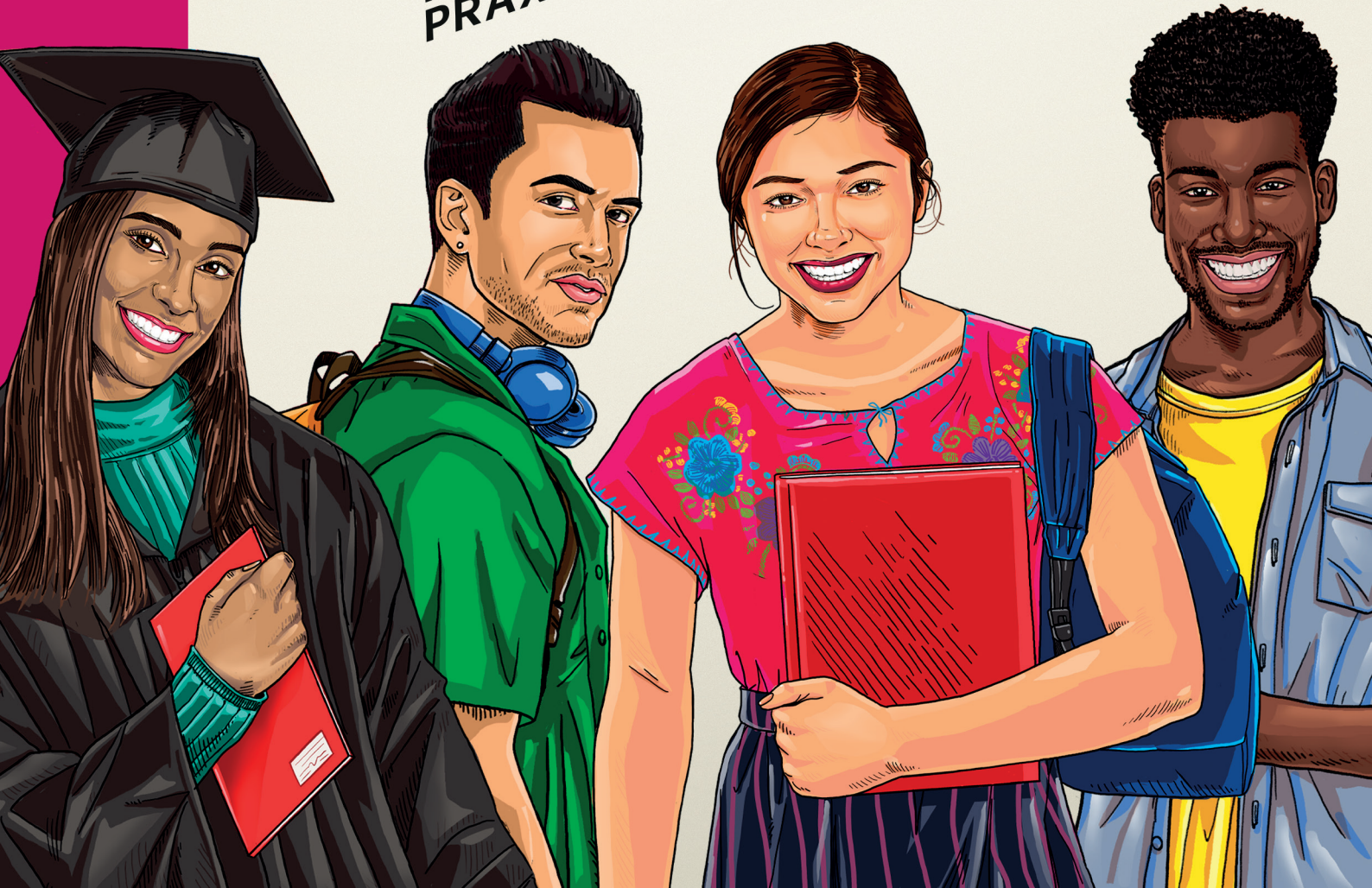
NORTH LAS VEGAS CAMPUS • NORTH LAS VEGAS, NV



College of
Southern Nevada
Investing in Our Future. Students First.

LAUCHA STAGE

REFUSAL, RESISTANCE, AND
PRAXIS AT CRITICAL JUNCTURES





Transforming Learning Into Opportunity

ETS is proud to celebrate AAHHE's 18th 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



**Many thanks to College of Southern Nevada
for hosting the 2023 AAHHE conference**



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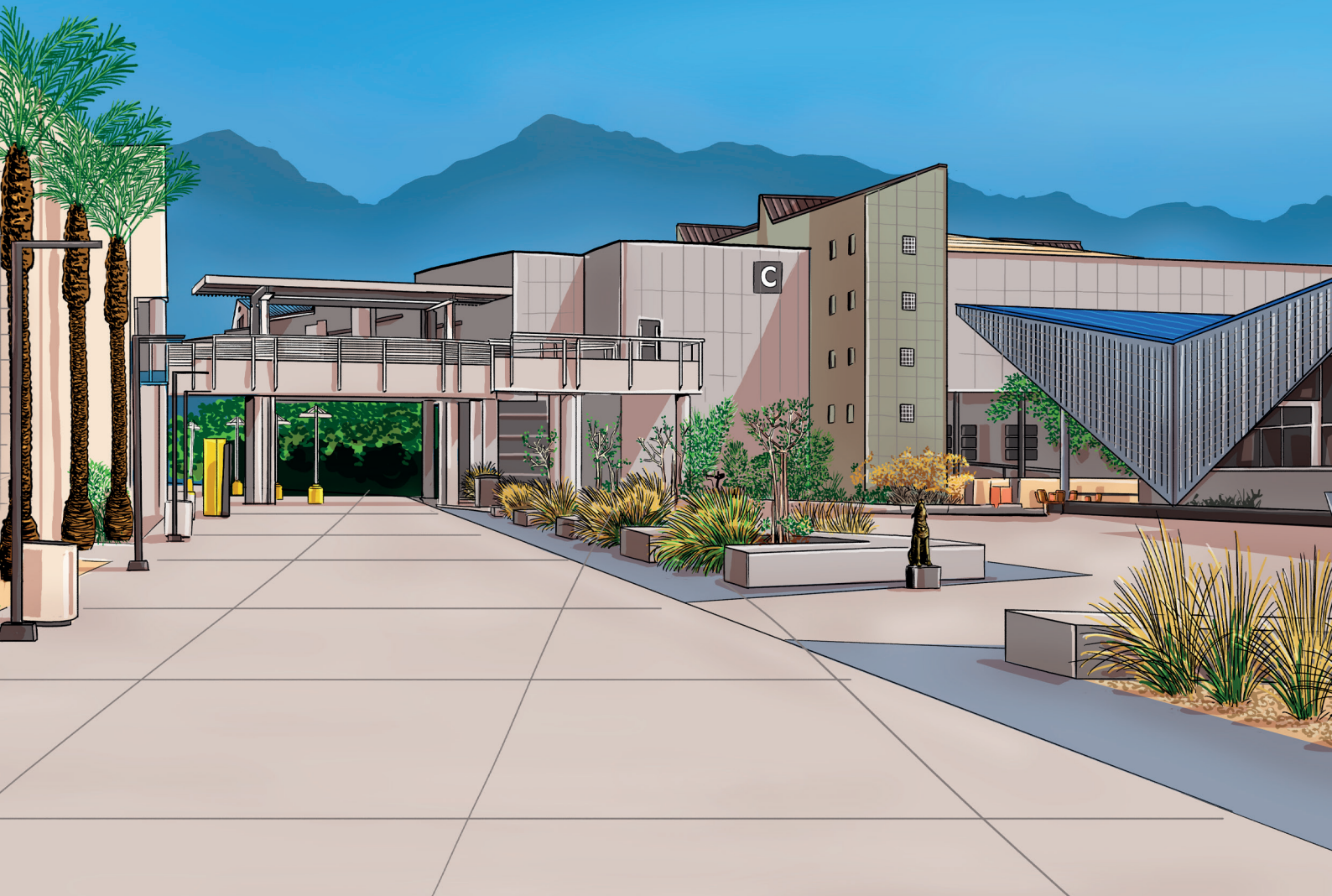


Table of Contents

Welcome

Land Acknowledgement

Conference at a Glance

AAHHE Featured Sponsors & Partners

About AAHHE

AAHHE Leadership

2023 Conference Planning Committee

Pre-conference Institute

AAHHE & ETS Latinx Student Success Institute

AAHHE Community College Institute

AAHHE Undergraduate Student Fellows Program Institute

Conference Agenda

Plenary Sessions

39th Annual Tomás Rivera Lecture

7th Annual Cigarroa Family Medical/STEM Lecture

Plenary Session Resistance, Refusal and Praxis at Critical Junctures

Featured Sessions

Concurrent Sessions

AAHHE Books of the Year Awards

2023 Books of the Year Award Committee

2023 AAHHE Faculty Fellows Program

2023 AAHHE Graduate Student Fellows Program

2023 AAHHE Undergraduate Student Fellows

AAHHE & ETS Outstanding Dissertations Competition (ODC)

2023 AAHHE Awards

Institutional Members

Individual Members

Welcome



Patrick L. Valdez, Ph.D.

**Chair, AAHHE Board of Directors (2022-23)
Visiting Professor, Department of Educational Policy Studies &
Evaluation University of Kentucky**

Dear 2023 AAHHE National Conference participants,

Welcome to the 2023 AAHHE national conference hosted by our partner the College of Southern Nevada - North Las Vegas Campus. On behalf of the AAHHE Board we are thankful to President Federico Zaragoza and Campus Vice President Clarissa M. Cota, and the CSN community for their hospitality in hosting our annual conference--being held for only the second time at an AAHHE member institution.

Our 2023 AAHHE conference theme is "La Lucha Sigue: Refusal, Resistance and Praxis at Critical Junctures." I offer my sincere thanks and appreciation to our conference co-chairs Dr. Hermen Diaz (SUNY-Buffalo State College) and Dr. Audrey Baca Lopez (Mt. San Jacinto College) as well as our conference planning committee for their outstanding work to organize a compelling theme and program. This year's theme showcases the "transformative action taking place within our respective communities, the intentional individual and communal actions of refusal and resistance needed to actively contribute to the liberation in totality

for Latinx/a/o/e students, staff, faculty and communities, and the critical junctures between AAHHE and the Latinx/a/o/e community due to intersectional injustices, political oppression, and the ongoing effects of the pandemic that continue to impact our realities."

In addition, AAHHE is proud to feature outstanding keynote speakers including Dr. Daisy Gonzales, Chancellor, California Community Colleges (Tomas Rivera Lecturer), Dr. Bryan Leyva, University of Minnesota, (Cigarroa Family Lecturer), and a featured panel on Resistance, Refusal and Praxis at Critical Junctures that includes Danyeli Rodriguez Del Orbe (Writer/Poet, John Jay College), Bamby Salcedo (President/CEO The TransLatin Coalition, California State University Los Angeles), and Dr. Anita Tijerina (Professor & Chair, Department of Chicana (o) and Latina (o) Studies, California State University Los Angeles).

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, New Leaders Academy Fellows (through our continued partnership with the University of Utah), and our inaugural group of Undergraduate Fellows. Finally, we are honored to recognize Latinx/a/o/e 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 2023 AAHHE national conference. Welcome, and have a great conference!



Our commitment to inclusive excellence

Ohio State's **Diverse Faculty and Scholars Recruitment Collaborative** works to increase diversity among faculty and postdoctoral scholars through enhanced and targeted outreach practices and strategic networking.

Are you a candidate interested in joining the Buckeye community? Visit oaa.osu.edu/diversity to learn about our commitment to diversity and view open positions.



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WashU proudly supports

AAHHE and Latinx/a/o/é leaders,
faculty, staff, and students.

We look forward to welcoming
you to our campus for the
AAHHE 2024 Conference.

 Washington University in St. Louis

Welcome



Dear 2023 AAHHE National Conference Participants,

Welcome to the 2023 AAHHE National Conference. We are excited to be among higher education leaders, campus professionals, faculty members and students dedicated to the Latinx/a/o/e community, both inside and outside the academy. For the past 18 years, AAHHE has worked to address obstacles faced and strategies enacted by Latinx/a/o/e communities within the field of higher education. The 2023 AAHHE National Conference, *La Lucha Sigue: Refusal, Resistance and Praxis at Critical Junctures*, seeks to be a call to action that looks beyond the mere survival of Latinx/a/o/e people and instead facilitates the thriving of our communities. We acknowledge that intentional individual and communal actions of refusal and resistance are needed to actively contribute to the liberation in totality for Latinx/a/o/e students, staff, faculty and communities. In 2023, the Latinx/a/o/e community continues to arrive at critical junctures due to intersectional injustices, political oppression, and the ongoing pandemic that continues to impact our realities. The fight against the status quo continues.

We invite you to engage in this ongoing fight through the various session formats our conference offers. These sessions include plenary sessions, roundtables, poster sessions, interactive symposiums and concurrent research paper presentations. In all of these offerings, the 2023 AAHHE Conference Planning Committee sought to recognize that acts of refusal, resistance and justice-oriented praxis exist in both micro and macro forms. Additionally, such acts of refusal, resistance and justice-oriented praxis require the exploration and embracing of ideas and approaches that are interdisciplinary and anti-colonial; these ideas and approaches challenge anti-Blackness, anti-Indigeneity, transphobia and other systems of oppression. With such acknowledgement, the 2023 AAHHE Conference Planning committee designed this year's conference to include the following conference strands:

- Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis
- Transformative Policy and Practices at Critical Junctures
- Resisting Traditional Ideas and Advancing New Approaches in Education Research
- Praxis: Igniting Action for the Progress of Latinx/a/o/e Communities
- Creating Coalitions in Solidarity to Address Inequities

We highly encourage attendees to take full advantage of all the opportunities designed to develop the relationships and strategies needed to continue in this fight. Whether it be the 39th annual Tomás Rivera Lecture, ETS-AAHHE Outstanding Dissertation Awards Ceremony, 7th annual Cigarrora Family STEM/Medical Lecture, Annual Awards Luncheon, the Graduate Fellows and Faculty Fellows programs, or informal settings of networking and relationship building, we hope you are able to make lasting connections at this conference for the critical junctures ahead.

A sincere thank you to the 2023 Conference Planning Committee members for all of your time, talent and dedication in making the conference a reality. Welcome to the 18th AAHHE national conference!

En La Lucha Contigo,
Hermen Díaz III (he/him) y Audrey Baca Lopez (she/her)

Welcome



Welcome from the Office of the President, College of Southern Nevada

Dear Colleagues,

It is my sincere honor to welcome you to the College of Southern Nevada for the 18th Annual Conference of the American Association of Hispanics in Higher Education, Inc. As the largest and most diverse institution of higher education in the state, and Nevada's first Hispanic Serving Institution, CSN is uniquely suited to host educators and advocates from around the country who are working to prepare, support and advance Latina/o/é students for success.

I invite you to explore the potential of transformative action based in our common values of educational equity, justice, anti-racism, and student empowerment. Hispanic representation in higher education has seen exponential growth over the last decade. This is certainly true in Southern Nevada, where nearly half of students in the Clark County School district and 40 percent of the CSN student body is Hispanic.

Indeed, our first Title V grant as an HSI was for a program that shows tremendous results in helping guide students through college-level math. The El Mapa Matemático program was partially modeled after what other HSIs are doing successfully. We've also launched Mariachi Plata, which has taken first place two years in a row at the Mariachi Vargas national competition.

Rising Hispanic populations in higher education speaks to the need for advocacy, engagement and inclusion efforts to support Hispanic student populations. The need has truly never been greater, and we thank you for taking the time to become an agent of change for Hispanic students in higher education. I look forward to the work we will do together to enable our students and communities to achieve, succeed and prosper.

Sincerely,

*Federico Zaragoza, Ph.D.
President, College of Southern Nevada*

Land Acknowledgement



Before beginning we take a moment to recognize that here in Nevada we stand on the land of the: Wa She Shu- Washoe Numu - N. Paiute Nuwe - Western Shoshone Nuwu- S. Paiute. We take a moment to recognize and honor their stewardship that continues into today. With this recognition we state an intention to rightfully include their voice and respect them as the 27 sovereign tribal nations of Nevada.

Sondra Cosgrove is a history professor at the College of Southern Nevada and the Executive Director of Vote Nevada, which is a nonpartisan nonprofit focused on civic engagement. Living in Nevada since 1986, Sondra is actively involved in many community organizations that empower Nevadans to be civic citizens.

19TH Annual AAHHE National Conference

SAVE THESE DATES
MARCH 13 -15, 2024

Washington University in St. Louis St. Louis, Missouri

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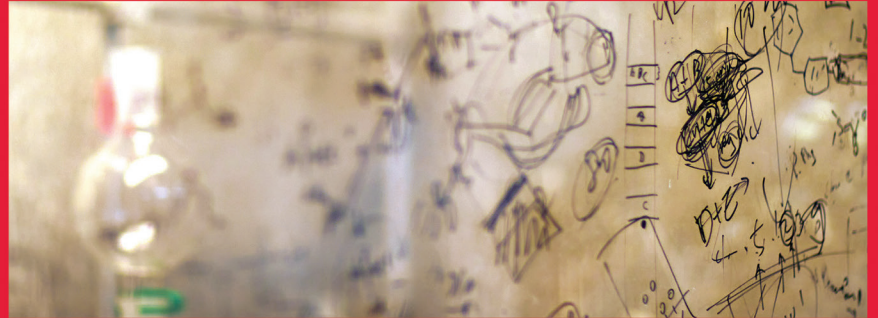

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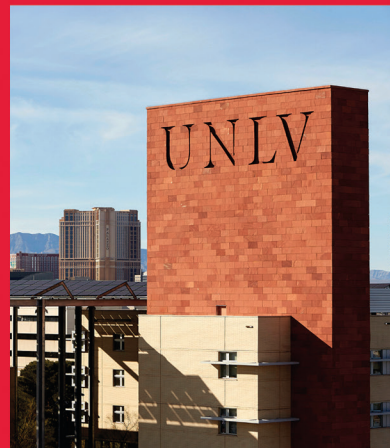
REBELS

Our status as one of the nation's most diverse universities is more than a bragging point. It's a responsibility. As a founding member of the Alliance of Hispanic-Serving Universities, we're committed to supporting first-generation students like Citlally Lopez, who is on a quest to unlock medical cures for underserved communities.

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Conference at A Glance

2023 AAHHE National Conference | Hybrid Format College of Southern Nevada, North Las Vegas, NV

March 1-3, 2023

La Luche Sigue: Refusal, Resistance and Praxis at Critical Junctures
The Fight Continues: Refusal, Resistance and Praxis at Critical Junctures

Pre-conference Events ~ In-person Only
(all times are in U.S. Pacific Time Zone)

Wednesday March 1, 2023
8:00 AM – 1:00 PM PST
ETS Latinx Student Success Institute
Room: NLVU 126

Sponsored by



***Unspoken Realities of Undocumented Latina/o/x students with and without DACA status:
Creating Awareness and Action through Policies, Programs, Practices, and Politics.***

Presenters

Luis Ponjuán, PhD, Institute Chair and Associate Professor, College Of Education and Human Development, Texas A&M University.

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

Keynote Speaker:

Cinthia Salazar, PhD, Assistant Professor, Higher Education Administration, Texas A & M University

Conference at A Glance

Wednesday March 1, 2023

8:00 AM – 1:00 PM PST

Community College Institute

Room: NLVU 128

La Lucha Sigue: Honoring and Recognizing the Unique Role of Community Colleges

Presenters

Patrick L. Valdez, PhD, Community College Summit Co-chair; AAHHE Board Chair
Visiting Professor, College of Education & Program Chair, Senior Diversity Officer Certificate Program, University of Kentucky.

Audrey Baca Lopez, EdD, Community College Summit Co-chair, Assistant Professor of English, Mt. San Jacinto College.

Clarissa Cota, JD, Community College Summit Co-chair; Vice President, North Las Vegas Campus.

Magdalena Martínez, PhD, Community College Summit Co-chair; Associate Professor, Department of Public Policy and Leadership, College of Urban Affairs & Director of Education Programs, The Lincy Institute, University of Nevada, Las Vegas.

Wednesday March 1, 2023

8:00 AM – 1:00 PM PST

Undergraduate Fellows Program Institute

Room NLVU: 130

Sponsored by



Presenters

Monique Posadas, MA, ETS/AAHHE Undergraduate Student Fellows Program Chair
Graduate Student Mentorship Program Coordinator, University of California Riverside.

Abraham Peña, PhD, Executive Director of the Center for Academic Access & Opportunity and TRIO Programs, Suffolk University.

Maria Morales, PhD, MIM Consulting: Diversity, Equity & Inclusion.

Armando Lizarraga, Doctoral Student, University of Texas at Austin.

Nelly Cruz, University Innovation Alliance Fellow, University of California Riverside.

Jennifer Vilchez, Doctoral Candidate, Rutgers University.

Roberto C. Orozco, PhD, Presidential Postdoctoral Associate, Organizational Leadership, Policy, and Development, University of Minnesota–Twin Cities.

Conference at A Glance

Wednesday March 1, 2023

1:15 PM – 2:15 PM PST

Opening Plenary

Room: NLVH 109 – Horn Theater

Sponsored by



2:15 PM – 2:30 PM PST

Break

2:30 PM – 3:30 PM PST

Concurrent Session RP 113 | Emerging as an HSI: Emergiendo para Servir.

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Concurrent Session IS 123 | Making the Move From Grad Student to Professor.

Room: NLVU 128.

Sponsored by



Concurrent Session RT 133 | "Healing the Split": Cultivando Comunidad Amongst the Whiteness.

Room: NLVU 130.

CANCELED

Concurrent Session RP 143 | An Auto-ethnographic Understanding of Urban Planning, Coalition Building, and Education Opportunities.

Room: NLVS 113.

Sponsored by



Conference at A Glance

Concurrent Session RP 153 | Echémonos Flores: Developing Mentoring Relationships with First-generation, Bilingual, Latina Doctoral Students.

Room: NLVH 144.

Sponsored by



Concurrent Session RP 163 | STEMujeres: First-generation Latinas exceling at critical points along the engineering pathway.

Room: NLVS 234.

CANCELED

3:30 PM – 3:45 PM PST
Break

3:45 PM - 4:45 PM PST

Concurrent Session RP 114 | Leveraging Latinx Community Wisdom Toward Higher Education Scholar-Activism in the South. Room: NLVU 126.

Concurrent Session IS 124 | Unidx Por Justicia: How COLEGAS advances equity for Latina/o/x/e people in the California Community Colleges.

Room: NLVU 128.

Concurrent Session RT 134 | Disrupting Transfer-level English: A Praxis-based Response to AB 705.

Room: NLVU 130.

Concurrent Session RP 144 | Social Media as a Bridge to Foster a Sense of Belonging among Latinx LGBTQ+ university students.

Room: NLVS 113.

Concurrent Session RP 154 | Texas State University First Gen Proud: Implementing Promising Practices Using Qualitative Research.

Room: NLVH 144.

Concurrent Session RP 164 | Teachers of Color Resistance as Praxis: Elevating Consciousness and Fostering Thriving Students.

Room: NLVS 234.

4:45 PM – 5:00 PM PST
Break

5:00 PM – 6:00 PM PST

Networking Mixer

NLVU – Student Union Outdoor Patio

Conference at A Glance

Thursday March 2, 2023

8:30 AM – 9:00 AM PST

Welcome Program

Room: NLVH 109 – Horn Theater

9:00 AM – 10:00 AM PST

39th Annual Tomás Rivera Lecture

Room: NLVH 109 – Horn Theater

Sponsored by



Daisy Gonzales, PhD, Chancellor, California Community Colleges

10:00 AM – 10:30 AM PST

ETS Outstanding Dissertation Competition Awards

Room: NLVH 109 – Horn Theater

Sponsored by



10:30 AM – 10:45 AM PST

Break

10:45 AM – 11:45 AM PST

Concurrent Session RP 212 | ¿Quién soy yo?: (Re)claiming self in the academy.

Room: NLVU 126.

Concurrent Session IS 222 | Project MALES: Sharing Wisdom through Platica.

Room: NLVU 128.

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Educational Leadership and Policy

College of Education

Concurrent Session RT 232 | We are here to thrive: Latino/x/e men in higher education/student affairs masters programs.

Room: NLVU 130.

Concurrent Session RP 242 | Structures that Promote Career Pathways for Latinx Students in STEM.

Room: NLVS 113.

**Concurrent Session RP 252 | Culturally Engaging Campus Environments for Undocumented College Students:
A Comparative Case Study.**

Room: NLVH 144.

Concurrent Session 262 NLA Programming - Leading for Equity Beyond the Institution.

Room: NLVS 234.

Conference at A Glance

11:45 AM – 12:00 PM PST

Break

12:00 PM – 1:15 PM PST

AAHHE Awards Ceremony

Sponsored by



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



AAHHE Awards:

- **Alfredo G. de los Santos Jr. Distinguished Leadership Award** ~ Raymund Paredes, Professor of Practice, University of Texas at Austin.

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- **Community College Award** ~ Lydia CdeBaca-Cruz, PhD, Professor, Austin Community College.
- **Doctoral Student Award** ~ Merylou Rodriguez, Chair of AAHHE GSFP, Doctoral Candidate, Director of Research and Assessment for the Department of Residence Life, Rutgers University – New Brunswick.
- **Early Career Award** ~ Cinthya Salazar, PhD, Assistant Professor, Texas A&M University.
- **Mildred Garcia Founders' Award** ~ The Campaign for College Opportunity, Audrey Dow, Senior Vice President, Policy and Research Organization.
- **Outstanding Support of Hispanic Issues Award** ~ Mariana Martínez, PhD, Director of College Assistance Migrant Program, Mendocino-Lake Community College.
- **Sylvia Hurtado University Faculty Awards**
 - Gina Garcia, PhD, Association Professor, University of Pittsburgh.
 - Gilberto Rosas, PhD, Interim Chair of Latina/Latino Studies, Associate Professor, Departments of Anthropology and Latina/Latino Studies, University of Illinois Urbana-Champaign.
- **William Aguilar Cultural Arts Award** ~ Maria de Los Angeles, Critic & Assistant Director, Yale School of Art.

Conference at A Glance

Books of the Year Awards:

2023 Book of the Year Award – Early Career Category Author

Apooyo Sacrificial: How Undocumented Latinx Parents Get Their Children to College, 2021.
Stephany Cuevas, EdE, Assistant Professor, Chapman University

2023 Book of the Year Award – Mid-Career Category Author

Brown Trans Figurations: Rethinking Race, Gender and Sexuality in Chicanx and Latinx Studies, 2021
Francisco Galarte, PhD, Associate Professor, University of New Mexico

2023 Book of the Year Award – Senior Scholar Authors

Proving Patriotismo Latino Military Recruitment, Service, and Belonging in the US, 2021
Jessica Lavariega Monfordi, PhD, Vice Provost, California State University
Adam McGlynn, PhD, Professor of Political Science, East Stroudsburg University

2023 Book of the Year Award – Edited Volume Category Authors

Mexican American Civil Rights in Texas, 2021
Roberto Brischetto, PhD
J. Richard Avena, PhD

1:15 PM – 1:30 PM PST

Break

1:30 PM – 2:30 PM PST

7th Cigarroa Family Medical/STEM Distinguished Lecture Bryan Leyva, MD, University of Minnesota, Afrolatino Activist Artist Antiracist, Decolonizing MedEd, Centering Justice Critical Theory & the Oppressed.

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The University of Texas at Austin
Latino Research Institute
College of Liberal Arts

Cigarroa Family

2:30 PM – 2:45 PM PST

Break

2:45 PM – 3:45 PM PST

Concurrent Session RP 215 | *Latinx STEM Student Success in Hispanic-Serving Institutions and Emerging Hispanic-Serving Institutions: A critical literature review.*

Room: NLVU 126.

Concurrent Session IS 225 | *Better Together: Multi-institutional coalitions advancing Latinx postsecondary pathways at HSIs.*

Room: NLVU 128.

Concurrent Session RT 235 | *How Student Leaders Work with Communities to Support those interested in working with Latinx and Spanish-speaking.*

Room: NLVU 130.

Concurrent Session RP 245 | *Lessons for Higher Education from Community-Based Education.*

Room: NLVS 113.

Conference at A Glance

Featured Session 255 FS - Mainstream media taught me that research should be in a lab with experiments: Disrupting expectations for knowledge production through social science research with community college, Marissa C. Vasquez, EdD, Associate Professor, Postsecondary Educational Leadership, San Diego State University.

Room: NLVH 144.

3:45 PM – 4:00 PM PST

Break

4:00 PM – 5:00 PM PST

Concurrent Session RP 216 | Examining positionalities of Latina educational researchers that employ Chicana/Latina feminism pláticas methodology.

Room: NLVU 126.

Concurrent Session IS 226 | Cal State HSIs: Scholar-Leaders Impacting Practice.

Room: NLVU 128.

Concurrent Session RT 236 | Exploring Queer Latinx students, faculty, and staff needs and activism: a case study.

Room: NLVU 130.

Concurrent Session RP 246 | Mujeres en STEM: Strategies for navigating the chilly climate y entre fronteras.

Room: NLVS 113.

Concurrent Session RP 256 | Persistencia y Resistencia: A Psychosociocultural Approach to Latinx Farmworking Mujeres at a PWI.

Room: NLVH 144.

CANCELED

Poster Session PS 266 | Latina STEM Student Peer Mentorship: Applying Strategies of Success in HSIs.

Room: June Whitley Lounge Lobby.

Poster Session PS 266 | Exploring Students' Knowledge, Awareness, and Practice of Educational Wellness.

Room: June Whitley Lounge Lobby.

CANCELED

Poster Session PS 266 | Advancing Community Cultural Wealth of Undergraduate Women of Color in the STEM+C Workforce Pipeline.

Room: June Whitley Lounge Lobby.

Poster Session PS 266 | Narrowing the Achievement Gap in Hispanic-Serving Institutions: A Broward College Experiential Learning, Computer Science Study.

Room: June Whitley Lounge Lobby.

5:00 PM – 5:15 PM PST

Break

5:15 PM – 6:45 PM PST

Reception

Room: June Whitley Lounge.

Conference at A Glance

Friday March 3, 2023

8:30 AM – 9:00 AM PST

Welcome Program

Room: NLVH 109 – Horn Theater

9:00 AM – 10:00 AM PST

Plenary Session

Room: NLVH 109 – Horn Theater

Resistance, Refusal and Praxis at Critical Junctures

Moderator: Cristobal Rodriguez, PhD, AAHHE Board of Directors

Panelists

Danyeli Rodriguez Del Orbe, Writer/Poet, John Jay College.

Bamby Salcedo, MA, President/CEO The TransLatin Coalition, California State University Los Angeles.

Anita Tijerina, PhD, Professor & Chair, Department of Chicana (o) and Latina (o) Studies, California State University Los Angeles.

10:00 AM – 10:15 AM PST

Break

10:15 AM – 11:15 AM PST

Concurrent Session 312 ODC 3 - AAHHE & ETS Outstanding Dissertation Competition, Third Place Winner, Ordinary Salviness and the Exceptional Everyday, Beatriz Esmeralda Maldonado, PhD, University of Illinois at Urbana-Champaign.

Room: NLVU 126.

Sponsored by



Concurrent Session IS 322 | Research with, by, and for the UT immigrant community:

How student-centered research influenced institutional change.

Room: NLVU 128.

Concurrent Session RT 332 | “Straight Out”, They’re Actually Just Targeting What Hispanics Wear:

How Dress Code Policies Reproduce Educational Inequality.

Room: NLVU 130.

Concurrent Session RP 342 | That’s where my anger comes from: Latinx teachers discuss their experiences with racism and discrimination.

Room: NLVS 113.

Concurrent Session RP 352 | We have always been on survival mode: Latinx Doctoral Students’ Pandemic Experiences.

Room: NLVH 144.

Featured Session 362 FS - Beyond Papel Picado: Disrupting Traditional Notions of LatinX Community College Leadership, Ángel de Jesús González, EdD, Postdoc at USC, LGBTQIA + Latine experiences at community college and HSIs.

Room: NLVS 234.

11:15 AM – 11:30 AM PST

Conference at A Glance

Break

11:30 AM – 12:30 PM PST

Concurrent Session 313 ODC 2 - AAHHE & ETS Outstanding Dissertation Competition, Second Place Winner, *Aquí entre nos: Identity and socio-political consciousness development of queer Latinx/a/o college student activists through the Muxerista activist consciousness development framework*, Roberto Orozco, PhD, University of Minnesota – Twin Cities.

Room: NLVU 126.

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Concurrent Session IS 323 | *Latinx Undergraduate Success through their Engagement in Culturally-Relevant Mentoring.*

Room: NLVU 128.

Concurrent Session RT 333 | *Beyond the Promise: Leveraging partnerships & creating systemic change for Latinx college access, transfer, and attainment.*

Room: NLVU 130.

Concurrent Session RP 343 | *Familial capital beyond the educational pipeline: Centering the voices of Latinx parents.*

Room: NLVS 113.

Concurrent Session RP 353 | *Revisiting Patterns and Predictions for HSIs: A Decade Later, Who Reached their Potential?.*

Room: NLVH 144.

12:30 PM – 12:45 PM PST

Break

12:45 PM – 1:45 PM PST

AAHHE Fellow Recognition Luncheon

Room: Recreation Center

1:45 PM – 2:00 PM PST

Break

2:00 PM – 3:00 PM PST

Concurrent Session 315 ODC 1 - AAHHE & ETS Outstanding Dissertation Competition, First Place Winner, *Mexicana/Latina Campesinas Cultivating Knowledge: A Collective Agricultural Land-Based Education in Central Washington State in the Homelands of Yakama Nation*, Rosalinda Godinez, PhD, University of California, Berkeley.

Room: NLVU 126.

Conference at A Glance

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Concurrent Session IS 325 | *Distances Traveled: The American College Experience for Latinx College Students.*

Room: NLVU 128.

CANCELED

Concurrent Session RT 335 | *Fortaleciendo Research Capital and Assessment Beliefs towards Graduation.*

Room: NLVU 130.

CANCELED

Concurrent Session RP 345 | *Radical Wellness: The Chicana/Latina Flourishing Project.*

Room: NLVS 113.

Concurrent Session RP 355 | *Postsecondary Education in Texas Prisons: Accessibility to Incarcerated Women through the Second Chance Pell Grant.*

Room: NLVH 144.

3:00 PM – 3:15 PM PST

Break

3:15 PM – 4:15 PM PST

Concurrent Session RP 316 | *Self-care practices, self-esteem, and perceived interpersonal support among Latino/a former foster youth in higher education.*

Room: NLVU 126.

Concurrent Session RT 336 | *Why Campus Service Workers Matter When It Comes to First-Generation Latine College Students' Retention and Success.*

Room: NLVU 130.

Concurrent Session RP 346 | *Predicting Academic Success: The Impact of Ethnic Identity, Self-Esteem, and Climate Among Latinx High Schoolers.*

Room: NLVS 113.

Concurrent Session RP 356 | *Fighting The Pandemic Con Cariño: Staff & Faculty Uplifting Latino/x Men in South Texas Colleges.*

Room: NLVH 144.

4:15 PM – 4:30 PM PST

Break

4:30 PM – 5:15 PM PST

Town Hall

Room: NLVH 109 – Horn Theater

Congratulations!

To the 2021-2022 Outgoing New Leadership Academy Fellows



Welcome!

To the 2023 New Leadership Academy Fellows

Please email us at newleadershipacademy@utah.edu
for more information about applications and nominations.

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THE UNIVERSITY OF UTAH

We are proud of our ongoing partnership with AAHHE

AAHHE Thank you to Host Institution

*Many thanks to College of Southern Nevada
for hosting the 2023 AAHHE conference*



College of Southern Nevada

Investing in Our Future. Students First.

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Welcome & Opening Plenary



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AAHHE Awards Luncheon



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About AAHHE

Eighteen Years of AAHHE in Review: 2005 – 2023

In its eighteenth 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.

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

Graduate Student Fellows Program (GSFP): Since 2007, 285 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.

About AAHHE

Faculty Fellows Program (FFP): Since 2008, 164 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 150 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.

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 15 years, the ETS sponsored **Outstanding Dissertations** Competition has recognized 36 doctoral candidates for their outstanding dissertations. The top three winners showcase 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.

A 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

About AAHHE



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 2022.

Continuing Partnerships

Long-standing partnerships with the Hispanic Outlook in Higher Education and Educational Testing Services (ETS) have helped move AAHHE's mission forward. The Hispanic Outlook in Higher Education Magazine, a partner since 2007, has published article submissions written by AAHHE members. ETS 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. Additionally, conference themes, strands, and research interrogate campus hiring, inclusion, and retention practices for Afro-Latinx/a/o/e, Asian-Latinx/a/o/e, Indigenous Latinx/a/o/e, Trans*, Gender Non-Conforming and other Latinx/a/o/e diaspora communities.

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.



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 18th Annual National Conference

We celebrate UT Longhorns in the
prestigious AAHHE Fellows Program

Diana Cervantes

College of Education
Educational Leadership and Policy
AAHHE Graduate Fellow

Claudia Juarez

College of Liberal Arts
Psychology
AAHHE Undergraduate Fellow



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 LEADERSHIP

AAHHE Board of Directors - Officers



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



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



Azara Santiago-Rivera, PhD, AAHHE Chair-elect
Professor and Coordinator, Master of Arts in
Counseling Psychology Program
Department of Psychology
Felician University



Aurora Kamimura, PhD, AAHHE Treasurer-elect
Lecturer in Education, Arts & Science
Fellow in the Office of the Vice Provost for Faculty Affairs &
Diversity Washington University in St. Louis



Victor B. Saézn, PhD, AAHHE Immediate Past-chair
Professor & Chair
Department of Educational Administration
University of Texas, Austin



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

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



Julian V. Heilig, PhD
Dean and Professor of Educational Policy Studies and Evaluation
College of Education
University of Kentucky



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



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



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



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



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



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

AAHHE LEADERSHIP

AAHHE Board of Directors - Directors



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



Cristobal Rodríguez, PhD
Associate Dean of Equity, Inclusion, and Community Engagement
Mary Lou Fulton Teachers College
Arizona State University



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

AAHHE LEADERSHIP

AAHHE Board of Directors - Outgoing Board Members



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

2023 Conference Planning Committee

*Hermen Díaz, III, PhD, Conference Planning Committee Co-chair
SUNY, Buffalo State University*

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

*Patrick L. Valdez, PhD, Chair, AAHHE Board of Directors
University of Kentucky, College of Education*

*Andrew Mutsalklisana
University of California, Davis*

*Anthony Muro Villa III, PhD
University of California, Riverside*

*Antonio Duran, PhD
Arizona State University*

*Berenice Sanchez, PhD
Idaho State University*

*Carmen Rivera, PhD
Colorado State University*

*Eduardo Diaz
Colorado State University*

*Elsa Camargo, PhD
University of Texas at Arlington*

*Emarely Rosa-Davilia, PhD
Texas Woman's University*

*Erin Doran, EdD
Iowa State University*

*Guillermo Ortega, PhD
Idaho State University*

*Henedina Tavares
University of Washington*

*Jade Silva Tovar
Texas Tech University*

2023 Conference Planning Committee

Joanna Hinojosa
San Bernardino Valley College

Lazaro Camacho, PhD
University of Rhode Island

Liliana Castellon, PhD
Duquesne University

Magdalena Martínez, PhD
University of Nevada, Las Vegas

Marissa Vasquez, EdD
San Diego State University

Merylou Rodriguez
Rutgers University-New Brunswick

Nancy Acevedo, PhD
California State University, San Bernardino

Rocio Mendoza, PhD
University of Redlands

Ruby Batz, PhD
University of Nevada, Reno

Trace Camacho, PhD
Cal State Long Beach

Uriel Serrano, PhD
University of California, Santa Cruz

Vanessa Castellanos
Fordham University

Vincent D. Carales, EdD
University of Houston

Yvette Onofre
Rowan University



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- Professor of Addiction Counseling
- Professor of Art History
- Professor of Basic Skills, Noncredit
- Professor of Biological Science - Microbiology
- Professor of Chemistry
- Professor of Communication
- Professor of Computer Science
- Professor of Counseling, General Counselor
- Professor of Counseling, Umoja/ASPIRE
- Professor of Engineering and Construction Technology
- Professor of English as a Second Language, Noncredit
- Professor of Film and Television
- Professor of Geography
- Professor of Geology/Geotech
- Professor of Journalism
- Professor of Kinesiology, Assistant Football Coach - Offensive Coordinator
- Professor of Kinesiology, Head Men's Cross-Country Track & Field Coach
- Professor of Kinesiology, Head Women's Volleyball / Beach Volleyball Coach
- Professor of Nursing
- Professor of Physics
- Professor of Printmaking-Drawing
- Professor of Psychiatric Technician
- Professor of Psychology
- Professor of Real Estate
- Professor of Sign Language
- Professor of Sociology
- Professor of Technical Theatre
- Professor of Vocal (Choral) Music
- Professor of Welding

ADJUNCT POSITIONS

- Adjunct Professor of Ethnic Studies
- Adjunct Professor of Biology
- Adjunct Professor of Anatomy and Physiology
- Adjunct Professor of Business Management
- Adjunct Professor of Chemistry
- Adjunct Professor of Animation and Gaming
- Adjunct Professor of Paralegal Studies
- Adjunct Professor of Real Estate
- Adjunct Professor of Engineering
- Adjunct Professor of Graphic Design
- Adjunct Professor of Astronomy
- Adjunct Professor of Anthropology
- Adjunct Professor of Library

FOR A COMPLETE LIST OF ADJUNCT FACULTY POSITIONS, PLEASE VISIT 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

Pre-conference Agenda

In-person Only (all times are in U.S. Pacific Time Zone)
Wednesday March 1, 2023 | Room: NLVU 126
8:00 AM – 1:00 PM PST

AAHHE & ETS Latinx Student Success Institute

Unspoken Realities of Undocumented Latina/o/x students with and without DACA status: Creating Awareness and Action through Policies, Programs, Practices, and Politics.

In 2022, we celebrated the decade anniversary of the unprecedented DACA (Deferred Action for Childhood Arrivals, June 15, 2012) executive order which provided children of unauthorized foreign immigrant parents to have certain protections. Scholars of DACA “Dreamer” students have found that these students achieved academic success under these protections. In addition, other scholars have examined a similar group of students who are described as Undocumented students who are not protected by the DACA executive order. There are unspoken realities of Latina/o/x undocumented students with and without DACA status must endure on their pathway to a postsecondary credential and/or degree. There is a greater need to highlight and understand how these students face unique and ongoing challenges that are often not known or addressed by administrators, faculty members, or professional staff. The theme of the AAHHE 2023 conference, *La Lucha Sigue* (the struggle continues), provides the lens on how higher education leaders and scholars must use compassion, grace, and comfort to understand the unique academic, social, well-being of this growing sector of Latina/o/x students. Despite the political rancor and the uncertainty of immigrant policies, the AAHHE philosophical foundation compels educational leaders, faculty members, and professional staff to develop purposeful and intentional policies, programs, and practices to assist and support undocumented Latina/o/x students with and without DACA status in community colleges and four-year institutions.

The purpose of the AAHHE Latina/o/x Student Success Institute is to create a safe space for higher education leaders to learn about current research from national and prominent scholars, to ask important questions, and to develop professional connections. We will have a specific focus on college enrollment and persistence of Latina/o/x undocumented students with and without DACA status. This highly interactive institute will inspire, educate, and empower leaders, faculty members, and professional staff to return to their campus with new questions, ideas, and action steps to move this agenda forward.

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, Division of Culture, Planning, & Policy, Nevada State College.

Keynote Address

Cintha Salazar, PhD, Assistant Professor of Higher Education Administration Texas A & M University
Transcending Undocufriendly Campus Environments to Promote Undocumented Students’ Success in Higher Education

Agenda

- Introduction and Welcome: Dr. Luis Ponjuán
- Session I: Creating an asset-based narrative about undocumented Latina/o/x students with and without DACA status: Dr. Luis Ponjuán
- Session I Facilitator: Dr. Luis Ponjuan
- KEYNOTE ADDRESS: Dr. Cintha Salazar, former 2022 AAHHE Faculty Fellow
- Keynote Facilitator: Dr. Cintha Salazar
- 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, is an associate professor of Higher Education Administration in the Department of Educational Administration and Human Resource Development in the School of Education and Human Development at Texas A&M University. His research agenda focuses on Latino students, Latino male students, community colleges, and faculty members of color. He is co-editor and author of the book, "Ensuring the Success of Latino males in Higher Education: A National Imperative". Ponjuán has spoken at the White House for the White House Initiative on Educational Excellence for Hispanics. He has earned research grant funding from the Greater Texas Foundation, The Trellis Foundation, National Science Foundation, UT Austin, and Texas A&M University. Ponjuán has been recognized as the 2020 Texas A&M Excellence in Teaching faculty award nominee, 2020 Distinguished Faculty Award for Black, Brown, and College Bound national conference, the 2016 CEHD Faculty Climate Award, the 2014 CEHD Outstanding New Faculty member, the 2014 CHED Commit to Transforming Lives Administrative Fellow, and the 2009 Faculty Fellow for the American Association of Hispanics in Higher Education. Ponjuán earned his doctorate in Higher Education from the University of Michigan and is a Cuban immigrant, naturalized U.S. citizen, and first-generation college graduate.



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

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

AAHHE & ETS Latinx Student Success Institute Presenters



Cinthya Salazar, PhD
Assistant Professor, College of Education & Human
Development Texas A & M University

Cinthya Salazar, PhD, assistant professor of Higher Education Administration at Texas A&M University, received her doctorate in Higher Education, Student Affairs, and International Education Policy at the University of Maryland. Salazar's research focuses on the mechanisms used by undocumented students to access, persist, and succeed in higher education and she uses participatory action research and engages undocumented students as co-researchers to generate localized student success models that can promote their college retention. Salazar 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 also serves as the Region III representative for the Undocumented Immigrants and Allies Knowledge Community within the National Association for Student Personnel Administrators (NASPA).



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In-person Only (all times are in U.S. Pacific Time Zone)
Wednesday March 1, 2023 | Room: NLVU 128
8:00 AM – 1:00 PM PST

AAHHE Community College Institute



La Lucha Sigue: Honoring and Recognizing the Unique Role of Community Colleges

The AAHHE Community College Summit will focus and highlight the role that community colleges, like this year's conference host, The College of Southern Nevada, play in a) serving as entry points to postsecondary education and pathways to bachelors and graduate degrees; b) how they partner with the business community to provide high quality workforce development that leads to high paying careers; and c) how they serve as economic drivers and hubs of innovation for the communities and regions they serve. The summit will also feature key public policy leaders to discuss the strengths and limitations of policy interventions and ways to strengthen the postsecondary and public policy links. The summit is designed for staff and administrator, and business and policy leaders, focused on recruitment, retention, and increasing student success at both the high school, college, and university level.

Patrick L. Valdez, PhD, Community College Summit Co-chair; AAHHE Board Chair
Visiting Professor, College of Education & Program Chair, Senior Diversity Officer Certificate Program, University of Kentucky

Presenters

Audrey Baca Lopez, EdD, Community College Summit Co-chair, Assistant Professor of English, Mt. San Jacinto College

Clarissa Cota, JD, Community College Summit Co-chair; Vice President, North Las Vegas Campus

Magdalena Martínez, PhD, Community College Summit Co-chair; Associate Professor, Department of Public Policy and Leadership, College of Urban Affairs & Director of Education Programs, The Lincy Institute, University of Nevada, Las Vegas

Agenda

- Community college two-year to four-year pathways
- Community college business and community partnerships -- impact on regional economic development and innovation
- Postsecondary policy impacts on increasing access, equity, and success for underrepresented student populations

AAHHE Community College Institute Presenters



Patrick L. Valdez, PhD
AAHHE Chair

Visiting Professor, Educational Policy Studies & Evaluation
Program Chair, Senior Diversity Officer Certificate
University of Kentucky, College of Education

Patrick L. Valdez, PhD, is an accomplished higher education leader with 25 years of experience in developing and executing academic and student success programs. Valdez is former chancellor and professor of Education at the University of New Mexico - Taos. He has held senior-level positions at the College of Mount St. Vincent in New York City, the University of Texas at San Antonio (UTSA), the Hispanic Association of Colleges and Universities (HACU), the Association of Public and Land-grant Universities (APLU) and CUNY - Lehman College - developing and executing academic and student success programs. He is a graduate of St. Edward's University with a bachelor's degree in International Studies, a master's degree in student personnel administration from Teachers College, Columbia University, and a doctorate in higher education administration from The University of Texas at Austin. Valdez has conducted research and practice on the challenges and obstacles facing first-generation college students, given presentations on executive leadership, African American faculty experience at a tier-one university, increasing the number of underrepresented students in STEM, and bridging the gap between higher education and the community. His primary research focuses on the policy formation of Hispanic Serving Institution (HSI) legislation and the role that HSI's will play in educating the nation's fastest-growing student population.



Audrey Baca Lopez, EdE
Assistant English Professor
Mt. San Jacinto College

Audrey Baca Lopez, EdE is a first-generation scholar and servant-leader, who prioritizes student success throughout the educational pipeline. She engages with professional organizations dedicated to Latinx success, serving as a Puente mentor and holding active membership roles with the American Association of Hispanics in Higher Education (AAHHE) and California Community Colleges Organización de Latinx Empowerment, Guidance, Advocacy for Success (COLEGAS). She was a 2019 AAHHE Graduate Fellow and now serves as AAHHE's conference planning committee chair elect. Baca Lopez has over 20 years of educational experience in public and private organizations. She is a 2019 graduate of CSUSB Doctorate in Educational Leadership Program. Her dissertation research centered on critical organizational change related to California Assembly Bill 705 in a Hispanic Serving California Community College. In her previous roles, she worked as a program specialist facilitating pathways for doctoral scholar-practitioners and was an educational consultant and manager in various PK-12 school districts throughout California (specializing in literacy and language learner programs). Baca Lopez served also as an adjunct English professor for San Diego Miramar and Moreno Valley community colleges. In Fall 2022, she began teaching full-time as a tenure-track English professor for Mt. San Jacinto College.

AAHHE Community College Institute Presenters



Clarissa Cota, JD
Vice President

College of Southern Nevada, North Las Vegas

Clarissa M. Cota, JD, currently serves as the vice president of the North Las Vegas Campus for the College of Southern Nevada. In 2018, she served as the Interim Vice President for Academic Affairs for the College of Southern Nevada and previously, as the Interim Dean for the School of Business, Hospitality and Public Service, Department Chair and Professor of Legal Studies. The College of Southern Nevada is one of the largest community colleges in the country and serves close to 50,000 students. Cota holds BA and JD degrees from the University of Arizona and is a member of the State Bar of Arizona. She has institutional accrediting experience and has served as the Accreditation Liaison Officer (ALO) for the Northwest Commission on Colleges and Universities (NWCCU) and on the Board of Commissioners for the Accrediting Council of Business Schools and Programs (ACBSP). Cota serves in numerous leadership roles with local and national boards, including chairing the HSI Task Force for the Nevada System of Higher Education (NSHE) and serving as the American Council on Education (ACE) Office of Women in Higher Education, Nevada Coordinator. She most recently completed the Aspen Institute Rising Presidents Fellowship for Community College Excellence.



Magdalena Martínez, PhD

The Lincy Institute
University of Nevada, Las Vegas

Magdalena Martínez, PhD is an associate professor in the department of Public Policy and Leadership, College of Urban Affairs, and Director of Education Programs with The Lincy Institute. Her areas of expertise include education policy, leadership, access and equity for underrepresented student populations and the role of higher education in a diverse society. Prior to UNLV, she served as the assistant vice chancellor for Academic and Student Affairs for the Nevada System of Higher Education. She was responsible for strengthening P-16 education partnerships and examining education policy in order to increase access, equity, and success for underrepresented student populations. Martínez's experience also includes working at the National Forum of Higher Education for the Public Good at the University of Michigan. Martínez is a New Leadership Academy Fellow through the National Center for Institutional Diversity at the University of Michigan and an Equity & Policy Fellow through the Ford Foundation, University of Southern California, and Western Interstate Consortium in Higher Education. Martínez holds a PhD in Education from the University of Michigan, a Master's of Education from Harvard University and a Bachelor of Science in Business from the University of Nevada, Las Vegas.

Wednesday March 1, 2023 | Room: NLVU 130
8:00 AM – 1:00 PM PST

AAHHE Undergraduate Student Fellows Program Institute

The ETS/AAHHE Undergraduate Fellowship Program (UFP) Institute is a program, for AAHHE Undergraduate Fellows, that aims to increase their knowledge and understanding of post-baccalaureate options and career readiness through workshops and professionalization. The goals of the institute are to a) provide ETS/AAHHE Undergraduate Fellows with strategies to assist them in exploring and achieving their academic and professional goals; b) expose Undergraduate Fellows to the importance of research; and c) build a community and network of Latina/o/x mentors and scholars.

Monique Posadas, MA, ETS/AAHHE Undergraduate Student Fellows Program Chair
Graduate Student Mentorship Program Coordinator, University of California Riverside.

Presenters

Abraham Peña, PhD, Executive Director of the Center for Academic Access & Opportunity and TRIO Programs, Suffolk University.

Maria Morales, PhD, MIM Consulting: Diversity, Equity & Inclusion.

Armando Lizarraga, Doctoral Student, University of Texas at Austin.

Nelly Cruz, University Innovation Alliance Fellow, University of California Riverside.

Jennifer Vilchez, Doctoral Candidate, Rutgers University.

Roberto C. Orozco, PhD, Presidential Postdoctoral Associate, Organizational Leadership, Policy, and Development, University of Minnesota–Twin Cities.

Agenda

- Introduction and Welcome: Monique Posadas, ETS/AAHHE UFP Chair and Roberto C. Orozco, PhD
- Session I: Research Basics, Abraham Peña, PhD
- Session II: The Role of Faculty Mentors in Research and How to Secure a Research Position, Maria Morales, PhD
- Session III: Passion Planners as a Goal, Project, and Time Management Tool, Armando Lizarraga
- Session IV: Grad School 101; Nelly Cruz
- Session V: Paying for Graduate and Professional School, Jennifer Vilchez
- Final Thoughts and Reflections, Monique Posadas, ETS/AAHHE UFP Chair

AAHHE Undergraduate Student Fellows Program Institute Presenters



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

Monique Posadas, MA, is the ETS/AAHHE Undergraduate Fellows Program Chair and sits on the AAHHE Board of Directors as the Graduate Student Member at Large. She is a doctoral student in the School of Educational Studies at Claremont Graduate University, with research focusing on minoritized graduate student success. Posadas received her MA from Syracuse University in Cultural Anthropology. At San José State University, she received a BA in Anthropology and BS in Nutrition and Food Science, with a minor in Complementary and Alternative Health. She is a proud transfer student from Cabrillo Community College. Posadas works at the University of California Riverside, as the Graduate Student Mentorship Program Coordinator. Previously, she was the assistant director of the McNair Scholars Program at California State University Fullerton and the Goldwater Scholarship Campus Representative. Prior to her appointment at Fullerton, Posadas was the Coordinator/Advisor for McNair at Cornell University.



Roberto C. Orozco, PhD
Presidential Postdoctoral Associate, Organizational Leadership, Policy, and Development,
University of Minnesota–Twin Cities

Roberto C. Orozco, PhD, received his doctorate in Higher Education from Rutgers University–New Brunswick along with a graduate certificate in Women’s, Gender, and Sexuality Studies. He now serves as a Presidential Postdoctoral Associate in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota–Twin Cities. Orozco’s research explores questions around race, ethnicity, gender, and sexuality with relation to college student activism and student development, queer resistance and queer worldmaking in and outside of higher education contexts. Orozco grounds work at the intersection of Joteria 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. I am particularly interested in how queer Latinx/a/o college students engage in forms of resistance that allow for self-development and consciousness raising while building queer kinships and material possibilities rooted in community. Orozco was a 2020 AAHHE Graduate Student Fellow, served as the 2020-2022 Graduate Student Fellows Program Leadership Team as the Social Media Co-chair, and currently serves as one of the coaches for the 2023 GSFP.

AAHHE Undergraduate Student Fellows Program Institute Presenters



Abraham Peña, PhD

Executive Director, Center for Academic Access and Opportunity and TRIO Programs, Suffolk University President & Educational Consultant, APenaPhD LLC

Abraham Peña, PhD, is the son of Mexican immigrants and proud alumnus of the McNair Scholars Program at the University of Texas at Austin. Dr. Abraham Peña has always been passionate about serving as a resource for first-generation, low-income, and other students from backgrounds similar to his own. He currently serves as the Executive Director of the Center for Academic Access and Opportunity & Principal Investigator of the Federal TRIO Programs at Suffolk University overseeing initiatives and programming to support first-generation and low-income high school students, undergraduates, and military veterans with aspirations for college and graduate school. Peña has taught coursework on race/ethnicity, gender, sexuality, social inequality, research methods, and social psychology and has published academic research on the sexual and ethnic identity negotiation of non-heterosexual Latin@s across social contexts (i.e., hometowns, college, and workplace) in the United States. Peña grew up in the Rio Grande Valley (Texas) with family on both sides of the Texas-Mexico border; he navigates these borderlands of identity and culture in his work and his everyday life.



Maria Morales, PhD

CEO of MIM Consulting, Cultural Scholar, and Educator

Maria Morales, PhD, is an entrepreneur, educator, and cultural scholar dedicated to promoting diversity, equity, and inclusion. Her research and expertise focus on the effects that social, economic, and psychological factors have on the wellness, performance, and achievement of minoritized individuals (e.g., people of color, women, first-generation students, LGBTQ communities, etc.) She believes that all individuals—regardless of race, gender, sexual orientation or socioeconomic status—can reach high levels of achievement when provided with adequate support and resources. She currently serves as CEO of MIM Consulting; a firm that specializes in helping organizations become sustainably diverse, equitable and inclusive. In addition to her academic and professional interests, she is also a professional writer, translator, and an avid traveler. At the heart of Morales' work are compassion, empathy, and human connections.

AAHHE Undergraduate Student Fellows Program Institute Presenters



Armando Lizarraga, MA

Higher and Postsecondary Education, Teachers College, Columbia University
Graduate Research Assistant, Project MALES

Armando Lizarraga, MA, is a native of Inglewood, California, and a current doctoral student in the program of higher education leadership at The University of Texas at Austin. Currently, he is a graduate research assistant for Project MALES. Lizarraga is also a co-instructor at Lockhart Correctional Facility for the Texas Prison Education Initiative. Prior to attending The University of Texas at Austin, he was a research assistant for the Community College Research Center at Teachers College, Columbia University where he focused on projects related to student support services and advising; diversity, equity and inclusion; and efforts to maintain and improve the quality of community colleges. Lizarraga's research is centered on the intersections of prison education programs, higher education, and student support services. Lizarraga earned an Associate of Arts in general studies from El Camino College, a Bachelor of Arts in Chicana/o studies and sociology from UCLA, and his Master of Arts in higher and postsecondary education from Teachers College, Columbia University.

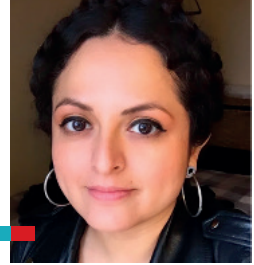


Nelly Cruz, MEd

Higher Education Administration and Policy, University of California, Riverside
University Innovation Alliance Fellow, University of California, Riverside

Nelly Cruz, MEd, is the University Innovation Alliance Fellow in the division of Undergraduate Education at the University of California, Riverside where she contributes to various student success initiatives. Her prior professional experiences span Upward Bound, undergraduate admissions, first-year experience programs, and teaching student success courses. Nelly is an AAHHE Graduate Student Fellow. She is a doctoral candidate in the School of Education at UCR. Her equity-centered research agenda focuses on college access and enhancing the collegiate student experience for historically underserved populations. Cruz received a Master of Education in Higher Education Administration & Policy and Bachelor of Arts degrees in Public Policy and Sociology.

AAHHE Undergraduate Student Fellows Program Institute Presenters



Jennifer Vilchez
Doctoral Candidate
Rutgers University

Jennifer Vilchez, is a PhD candidate in the Department of Women's, Gender and Sexuality Studies at Rutgers University-New Brunswick. She was raised in California by her Peruvian immigrant parents and is the first in her family to attend college and graduate school. Before coming to Rutgers, she received her master's in gender studies abroad in Southern and Southeastern Europe. Vilchez's research presents a genealogy to examine the intersections of identity politics with data and technology. She strongly contends that "data is not truth" and her work supports this proverb in the context of identity by studying the processes of ethnicization and racialization in the US following the consolidation of the 'information society' in the mid-twentieth century. Her work explores the emergent intimacies with digital technologies in our everyday lives and the radical changes data has had on who we are. Through her research, she hopes to interrogate the ways Hispanic/Latino/Latinx identities has been formed by data and how data produces identity. Vilchez is inspired by thinking about how her own identity as a 'Latina' has transformed in her own lifetime, from the time before personal computers to today's handheld devices with instant access to global networks.



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Plenary Sessions

All times are in U.S. Pacific Time Zone

2023 AAHHE National Conference | Hybrid Format College of Southern Nevada, North Las Vegas, NV Conference At-A-Glance

March 1-3, 2023

La Luche Sigue: Refusal, Resistance and Praxis at Critical Junctures
The Fight Continues: Refusal, Resistance and Praxis at Critical Junctures

Plenary Session Agenda

Wednesday March 1, 2023

1:15 PM – 2:15 PM

Presiding ~ Patrick Valdez, PhD, Chair, AAHHE Board of Directors

1:15 PM – 2:15 PM ~ Horn Theater

Opening Plenary Session

Welcome & Introduction of Land Acknowledgment

Land Acknowledgment ~ Dr. Sondra Cosgrove, Native American Alliance, College of Southern Nevada, North Las Vegas Campus.

Introduction & Thank you to Diamante Sponsor University of Nevada University of Nevada Las Vegas Address: Chris L. Heavey, PhD, Executive Vice President and Host Institution Recognition - Las Vegas Address: Chris L. Heavey, PhD,

Welcome by CSN President Dr. Federico Zaragoza, Executive Vice President and Provost

Introduction AAHHE AMC Source Staff

Acknowledgment of AAHHE Fellows & NLA Fellows

Introduction of Conference co-chairs

Conference Theme & Thank you ~ AAHHE Conference Planning Committee Co-chairs Hermen Díaz, III, PhD and Audrey Baca Lopez, EdD



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



Plenary Sessions

Thursday March 2, 2023

7:15-8:30AM Breakfast

Presiding ~ Patrick Valdez, PhD, Chair, AAHHE Board of Directors.

Welcome Program ~ Horn Theater
AAHHE Year in Review Presentation

9:00 AM – 10:00 AM

Introduction of ETS 39th Annual Tomás Rivera Lecture ~ Horn Theatre
Jamal Watson, PhD, Executive Director of the Center for Advocacy and Philanthropy, ETS.

39th Annual Tomás Rivera Lecture
Daisy Gonzales, PhD, Chancellor, California Community Colleges

Sponsored by



10:00 AM – 10:30 AM PST

AAHHE & ETS Outstanding Dissertation Competition Awards Ceremony ~ Horn Theater
Jamal Watson, PhD, Executive Director of the Center for Advocacy and Philanthropy, ETS.
David Garcia, PhD, Chair, Outstanding Dissertation Competition.

Sponsored by



12:00 PM – 1:15 PM PST - AAHHE Awards Luncheon - Recreation Center

Presiding ~ Azara Santigao, PhD, Chair-elect, AAHHE Board of Directors & Chair, Awards Committee.

Sponsored by



Conference Agenda - Plenary Sessions

Recognition of Sylvia Hurtado University Faculty Award and Mildred Garcia Founders' Award

Alfredo G. de los Santos Jr. Distinguished Leadership Award ~ Raymund Paredes, Professor of Practice, University of Texas at Austin.

Sponsored by



- **Community College Award ~ Lydia CdeBaca-Cruz, PhD, Professor, Austin Community College.**
- **Doctoral Student Award ~ Merylou Rodriguez, Chair of AAHHE GSFP, Doctoral Candidate, Director of Scholarships, Housing & Student Engagement, Rutgers University – New Brunswick.**
- **Early Career Award ~ Cinthya Salazar, PhD, Assistant Professor, Texas A&M University.**
- **Mildred Garcia Founders' Award ~ The Campaign for College Opportunity, Audrey Dow, Senior Vice President, Policy and Research Organization.**
- **Outstanding Support of Hispanic Issues Award ~ Mariana Martínez, PhD, Director of College Assistance Migrant Program, Mendocino-Lake Community College.**
- **Sylvia Hurtado University Faculty Award**
 - Gina Garcia, PhD, Association Professor, University of Pittsburgh.**
 - Gilberto Rosas, PhD, Interim Chair of Latina/Latino Studies, Associate Professor, Departments of Anthropology and Latina/Latino Studies, University of Illinois Urbana-Champaign.**
- **William Aguilar Cultural Arts Award ~ Maria de Los Angeles, Critic & Assistant Director, Yale School of Art.**

Books of the Year Awards ~ Julian V. Heilig, PhD, Chair, Books of the Year Awards.

Early Career Category:

Apoyo Sacrificial: How Undocumented Latinx Parents Get Their Children to College, 2021
Stephany Cuevas, EdD, Assistant Professor, Chapman University

Mid-Career Category:

Brown Trans Figurations: Rethinking Race, Gender and Sexuality in Chicanx and Latinx Studies, 2021
Francisco Galarte, PhD, Associate Professor, University of New Mexico

Senior Scholar Category:

Proving Patriotismo Latino Military Recruitment, Service, and Belonging in the US, 2021
Jessica Lavariega Monfordi, PhD, Vice Provost, California State University
Adam McGlynn, PhD, Professor of Political Science, East Stroudsburg University

Edited Volume Category:

Mexican American Civil Rights in Texas, 2021
Roberto Brischetto, PhD
J. Richard Avena, PhD

Conference Agenda - Plenary Sessions

1:30 PM – 2:30 PM PST

Introduction of 7th Cigarroa Family STEM/Medical Lecture ~ Victor Saézn, PhD, Immediate Past-chair, AAHHE Board of Directors.

Diamante Sponsor Address and Keynote Speakers Introduction ~ University of Nevada Las Vegas, Seval Yildirim, JD, LLM, Vice President for Diversity Initiatives & Chief Diversity Officer.

UNLV

7th Cigarroa Family Medical/STEM Distinguished Lecture

Bryan Leyva, MD, University of Minnesota, AfroLatino Activist Artist Antiracist, Decolonizing MedEd, Centering Justice Critical Theory & the Oppressed.

Sponsored by



The University of Texas at Austin
Latino Research Institute
College of Liberal Arts

Cigarroa Family

Friday March 3, 2023

7:15 AM – 8:30 AM PST Breakfast

Presiding ~ James Rodriguez, PhD, Treasurer, AAHHE Board of Directors

Welcome Program ~ Horn Theater

Welcome & Sponsors acknowledgement

Introduction of Incoming AAHHE Fellow Program co-chairs

AAHHE Fellows Program-Monique Posadas, AAHHE Undergraduate Student Fellows Program, Aurora Kamimura, PhD, AAHHE Board Liaison, Graduate Student Fellows Program Patricia Perez, PhD, AAHHE Board Liaison, Faculty Fellows Program.

9:00 AM – 10:00 AM PST

Presiding ~ James Rodriguez, PhD, Treasurer, AAHHE Board of Directors

Diamante Sponsor Address and Speakers Introduction ~ Mt. San Antonio College Lizette Henderson, Acting Assistant Director, Professional & Organizational Development & Jose Ramirez, Executive Assistant to the Vice President of Human Resources.



Conference Agenda - Plenary Sessions



Plenary Session Resistance, Refusal and Praxis at Critical Junctures ~ Horn Theater

Moderator ~ Cristobal Rodriguez, PhD, AAHHE Board of Directors

Panelists

Danyeli Rodriguez Del Orbe, Writer/Poet, John Jay College.

Bamby Salcedo, MA, President/CEO The TransLatin Coalition, California State University Los Angeles.

Anita Tijerina, PhD, Professor & Chair, Department of Chicana (o) and Latina (o) Studies, California State University Los Angeles.

12:45 PM – 1:45 PM PST - AAHHE Fellows Recognition Luncheon-Recreation Center

Presiding ~ Patricia Perez, PhD, AAHHE Board of Directors

AAHHE Undergraduate Student Fellows Program Chair Monique Posadas

AAHHE Graduate Student Fellows Program Co-chairs Merylou Rodriguez and Dominga Sánchez; AAHHE Faculty Fellows Program Co-chairs, José M. Aguilar-Hernández, PhD and Marcela Cuellar, PhD, Sarah Rodriguez, PhD and Ignacio Hernández, PhD.

4:30 PM – 5:15 PM PST

Presiding ~ Azara Santiago, PhD, Chair-elect, AAHHE Board of Directors

Closing Program - Town Hall ~ Horn Theater

Remarks on AAHHE Future Directions

Introduction of AAHHE 2024 ~ Hermén Díaz, III, PhD, AAHHE Conference Planning Committee Co-chair, Assistant Professor, Buffalo State;
Audrey Baca, EdD, AAHHE Conference Planning Committee Co-chair, Assistant Professor, Mt. San Jacinto College.

Ballet Folklórico Presentation

See you at 2024 AAHHE at Washington University in St. Louis!

AAHHE 39th Annual Tomás Rivera Lecture

Sponsored by



For 39 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.

2023 AAHHE

Tomás Rivera Lecture Presenter

Thursday March 2 – 9:00 – 10:00 AM PST
Room: NLVH 109 – Horn Theater

Designing for Student Completion: The Radically Student-Centered Leaders Checklist for 2023

Daisy Gonzales, PhD

Chancellor, California Community Colleges



Daisy Gonzales, PhD, serves as the chancellor of the California Community Colleges, a 116-community college system serving over 1.8 million students. Born into an immigrant family in Southern California and raised as a former foster youth, she was among the first in her family to attend college. She continues to break barriers as the first Latina and the second woman to serve in the role. She is a champion of California Assembly Bill 705, a state law which calls for California Community Colleges to end student-placement assessments, and provide students direct access to transfer-level English and math with necessary supports. In 2018, Gonzales oversaw the system's adaptation of a new funding strategy that supports student equity through intentional and strategic targeting of funds to districts serving low-income students. As deputy chancellor, Gonzales led the system's Diversity, Equity, Inclusion and Accessibility work leading the Board of Governors to incorporate diversity, equity, inclusion and accessibility competencies and criteria into performance evaluations and tenure review for all employees in 2021. Prior to 2017, Gonzales had various roles: as a dual-immersion third-grade teacher; as a budget consultant for the California State Assembly Budget Committee; as principal consultant for the Assembly Appropriations Committee, and as associate director for Policy Analysis for California Education (PACE). Gonzales is a proud community college alum of Los Angeles Valley College; she graduated from Mills College with a bachelor's degree in public policy and earned a master's degree and doctorate in sociology from UC Santa Barbara. She is former Aspen Institute presidential fellow, serves on the Accrediting Commission for Community and Junior Colleges (ACCJC) and is the co-founder of the Sacramento Latina Leaders Network and the California Community Colleges Women's Caucus. In 2021, she received the California Legislative Women's Caucus Woman of the Year Award from Lt. Gov. Eleni Kounalakis, in recognition of her leadership throughout the COVID-19 pandemic.

Past presenters of the AAHHE Tomás Rivera Lecture

- 2022 Norma Cantú, Professor of Education and Professor of Law, University of Texas at Austin
- 2021 John B. King, Jr., president and CEO of The Education Trust
- 2020 Honorable Wilma Martínez, former U.S. Ambassador to Argentina
- 2019 Abigail Golden-Vásquez, David E. Hayes-Bautista and Marta Tienda
- 2018 Eloy Ortiz Oakley
- 2017 Michele Siqueiros
- 2016 Antonia Hernández
- 2015 Manuel T. Pacheco
- 2014 Yvette Donado
- 2013 Francisco Cigarroa
- 2012 Luis A. Ubinas
- 2011 Rachel F. Morán
- 2010 Charles B. Reed and Jack Scott
- 2009 Marta Tienda
- 2008 Jaime Merisotis
- 2007 Sonia Nazario
- 2006 Michael A. Olivas
- 2005 Raúl Yzaguirre
- 2004 Angela Oh
- 2003 Piedad Robertson
- 2002 Harold L. Hodgkinson
- 2001 Félix Gutiérrez
- 2000 David Hayes-Bautista
- 1999 Jim Cummins
- 1998 Samuel Betances
- 1997 Albert H. Kaufmann
- 1996 Rolando Hinojosa Smith
- 1995 Ronald Takai
- 1994 Norma Cantú
- 1993 Gregory R. Anrig
- 1992 Henry Cisneros
- 1991 Toni Morrison
- 1990 Tomás Arciniega
- 1989 David Hamburg
- 1989 Arturo Madrid
- 1987 Ann Reynolds
- 1986 Alfredo G. de los Santos Jr.
- 1985 John Magu

AAHHE 7th Cigarroa Family Medical/STEM Distinguished Lecture

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

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



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

The first Hispanic to be named chancellor of The University of Texas System (2009), Cigarroa oversaw nine universities and six health institutions. His leadership was critical in the establishment of two medical schools and The University of Texas Rio Grande Valley, and in the advancement of engineering across the University of Texas System. A member of the American College of Surgery, the Institute of Medicine, the American Board of Surgery, and the American Academy of Arts and Sciences, Cigarroa is also an honorary member of the National Academy of Science in Mexico. He received appointments to the President's Committee on the National Medal of Science and the White House Initiative on Educational Excellence for Hispanic Americans by Presidents George W. Bush and Barack Obama, respectively. He was elected in 2010 to serve on the Yale Corporation, the university's governing board. He served on the National Research Council Committee on Research Universities and the American Academy Commission on the Humanities and Social Sciences. Cigarroa was named the director of Pediatric Transplantation at the University of Texas Health Science Center at San Antonio in 2015.

2023 Cigarroa Family Medical/STEM Distinguished Lecture Presenter

Thursday March 2 - 1:30 – 2:30 PM PST
Room: NLVH 109 – Horn Theater

Latinos in Medicine and Higher Education

Bryan Leyva, MD

University of Minnesota

AfroLatino Activist Artist Antiracist, Decolonizing MedEd,
Centering Justice Critical Theory & the Oppressed



Bryan Leyva, MD, is an AfroLatino physician activist who studies the intersections of medicine, racism and social inequality. He has a background in community organizing, social justice art, and public health research, and sees all his work as being part of a larger effort to decolonize and diversify medicine and achieve equity in healthcare. He is clinically trained in both internal medicine and pediatrics. His research, rooted in social justice frameworks and community engagement, has been published in journals like NEJM, JAMA Internal Medicine, Journal of Health Care for the Poor and Underserved, Social Science & Medicine, and Implementation Science. Leyva has been featured in several news outlets including @NBCNightlyNews.

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

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

2023 AAHHE Plenary Session

Friday March 3 – 9:00 – 10:00 AM PST

Room: NLVH 109 – Horn Theater

Resistance, Refusal and Praxis at Critical Junctures

Moderator: **Cristobal Rodriguez**

Panelists

Danyeli Rodriguez Del Orbe, Writer/Poet, John Jay College

Bamby Salcedo, MA, President/CEO The TransLatin Coalition, California State University Los Angeles

Anita Tijerina, PhD, Professor & Chair, Department of Chicana (o) and Latina (o) Studies
California State University Los Angeles



Danyeli Rodriguez Del Orbe

Writer/Poet
John Jay College

Danyeli Rodriguez Del Orbe, is a formerly undocumented, Dominican spoken word performer and writer raised in The Bronx. Her writing explores womanhood, love, and the undocumented/migrant experience in the U.S. Her work has been featured by the Bronx Museum of Arts, Museum of African Diaspora (MoAD), *People en Español*, and *Teen Vogue*. She has performed at over forty universities and venues across the U.S. and the Caribbean. Her most recent contribution in *Somewhere We Are Human*, published by HarperCollins, is expected to be released in June 2022.



Bamby Salcedo, MA

President/CEO The TransLatin Coalition
California State University Los Angeles

Bamby Salcedo, MA, a prominent and celebrated transgender Latina activist and president and CEO of the TransLatin@ Coalition, steadily advocates for and addresses the issues of transgender Latinas throughout the United States. She developed the Center for Violence Prevention & Trans gender Wellness, a multimillion, multipurpose, multiservice space for Trans people in Los Angeles. Salcedo's wide-ranging activist work has brought visibility to efforts focusing on immigration, HIV, at-risk youth, LGBTQIA+ issues, incarceration, transgender-related issues, social justice, healthcare, immigration, detention as well as professional and economic development for transgender people. She is determined to affect change at every level. Salcedo has been invited by the White House to participate on a multitude of panels. She shared the stage with President Biden at the United States of Women Summit (2015) and testified before Congress

to speak on the Equal Rights Amendment with the ERA Coalition. She was a speaker at the Transgender Women of Color and Violence and LGBTQ People of Color Summit. She participated as a facilitator with The PanAmerican Health Organization, helping to develop the blueprint on how to provide competent health care services for transgender people as well as health care for LGBT people and human rights in Latin America and The Caribbean. She's been the subject of two documentary films, "TransVisible: Bamby Salcedo's Story" and "LA QueenCiañera" and featured in *People en Español*, *Latina Magazine*, *Cosmopolitan*, the *Los Angeles Times*, *Los Angeles Magazine*, *OUT 100*. Bamby received her Master's Degree in Mexican and Latin@ Studies from California State University, Los Angeles,

2023 AAHHE Plenary Session



Anita Tijerina, PhD

Professor & Chair
Department of Chicana (o) and Latina (o) Studies
California State University Los Angeles

Anita Tijerina Revilla, PhD, is a muxerista and jotería activist-scholar, professor, and chair of CSULA's Department of Chicana(o) and Latina(o) Studies. Her research focuses on student movements and social justice education, specifically in the areas of Chicana/Latina, immigrant, feminist and queer rights activism. Her expertise is in the areas of Jotería Studies, Chicana Education, Chicana/Latina Feminism, and Critical Race & Ethnic Studies. She is a Harlandale High School graduate from the Southside of San Antonio. Tijerina Revilla received her bachelor's degree from Princeton University and master's degree from Teachers College, Columbia University. She earned her doctorate from UCLA Graduate School of Education in Social Sciences and Comparative Education with an emphasis in Race and Ethnic Studies. She is also a visual artist that specializes in painting Muxerista and Queer community.



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Conference Agenda > Featured Sessions

All times are in U.S. Pacific Time Zone

Thursday March 2, 2023

2:45 pm – 3:45 pm PST

Room: NLVH 144

Mainstream media taught me that research should be in a lab with experiments": Disrupting expectations for knowledge production through social science research with community college 362 FS



Marissa Vasquez, EdD

Associate Professor, Postsecondary Educational Leadership

Marissa C. Vasquez, EdD is an associate professor of postsecondary educational leadership and the associate director of the Community College Equity Assessment Lab (CCEAL) at San Diego State University (SDSU). Her research agenda includes two strands: 1) using anti-deficit perspectives to understand the pre/post transitional experiences of community college transfer students to four-year institutions and 2) exploring the role of community colleges in fostering welcoming and inclusive campus environments for disproportionately impacted students. Her work has been published in the *Community College Journal of Research & Practice*; the *Community College Review*; *Culture, Society, & Masculinities*; and the *International Journal of Leadership in Education*. Vasquez also serves as the co-editor of the *Journal of Applied Research in the Community College* and is a Research Affiliate for Project MALES, an initiative supported by UT Austin to sustain the development and visibility of scholarship on men of color. In addition to research, she has received recognition for her outstanding teaching from national organizations such as the National Association of

Student Affairs Administrators in Higher Education (NASPA) and the American Association of Hispanics in Higher Education (AAHHE). Vasquez earned her doctorate in Community College Leadership from San Diego State University.

Friday March 3, 2023

10:15 AM – 11:15 AM PST

Room: NLVS 234

Beyond Papel Picado: Disrupting Traditional Notions of LatinX Community College Leadership 255 FS



Angel de Jesus Gonzalez, EdD

Postdoc at USC, LGBTQIA+ Latine experiences at community college and HSIs

Ángel de Jesús González, EdD, a postdoctoral research associate at the University of Southern California's Pullias Center for Higher Education currently working on refining resources in leadership moves for institutional transformation (funded by the Bill & Melinda Gates Foundation), is a self-identified first-generation queer, joto, Latinx scholar. He engages with his scholarship through his own lived experiences. As an interdisciplinary scholar, González' research focuses on conditions, experiences, and outcomes at queer and/or trans communities; latinx leadership; and racial equity policy implementation at community colleges. His inquiry uses queer phenomenology, interviews, testimonio, queer chisme, queer pláticas, focus group, critical policy analysis, survey design, and content analysis, among others. Selected as a Queer Trans People in Education (QTPIE) Emerging Scholar at the University of Vermont (UVM), Steps in Your Journey Postdoc Fellow at University of Arizona, The Dru Project a Spirit of Dru Scholar, and Summer Pedagogy Fellow at The Center for Black, Brown, and Queer Studies (BBQ+), González received the NASPA Community College Division

Research and Scholarship Award (2022) and ACPA's Gender and Sexuality Coalition D.L. Stewart Research Award (2022). Gonzalez serves on the board of Entre Hernamos, a Seattle LGBTQIA+ Latinx Organization promoting the health and well-being of the Latino Gay, Lesbian, Bisexual, Transgender. He received a doctorate in Community College Leadership, master's in Post-Secondary Educational Leadership with a Specialization in Student Affairs from San Diego State University (SDSU) and a bachelor's from Whittier College. González was born and raised in South-East Los Angeles, California.

Conference Agenda > Concurrent Sessions

All times are in U.S. Pacific Time Zone

The 2023 AAHHE National Conference *La Lucha Sigue: Refusal, Resistance and Praxis at Critical Junctures* aims to showcase the transformative action taking place within our respective communities. We acknowledge that intentional individual and communal actions of refusal and resistance are needed to actively contribute to the liberation in totality for Latinx/a/o/e students, staff, faculty and communities. The 2023 conference is a particularly important event, because AAHHE and the Latinx/a/o/e community are at critical junctures due to the intersectional injustices, political oppression, and the ongoing pandemic that continues to impact our realities. The fight against the status quo continues. In this call for proposals, you will find information on the conference strands, submission types, and the submission process.

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

- 1) Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.
- 2) Transformative Policy and Practices at Critical Junctures.
- 3) Resisting Traditional Ideas and Advancing New Approaches in Education Research.
- 4) Praxis: Igniting action for the progress of Latinx/a/o communities.
- 5) Creating Coalitions in Solidarity to Address Inequities in the Educational Pipeline.

Enjoy any of our 42 conference sessions presented as research papers (RP), posters (PS), Outstanding Dissertations Competition presentations (ODC), and AAHHE Featured Sessions (FS).

Wednesday > March 1, 2023

2:30 PM - 3:30 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research

RP 113 | Emerging as an HSI: Emergiendo para Servir

Room: NLVU 126

Sponsored by



Gabriel Velez, PhD
Marquette University

Jacqueline Black, MA
Marquette University

Saul Lopez, Educational Policy and Leadership
Marquette University

What happens when a Predominantly White Institution (PWI) rapidly increases its Latinx student enrollment? More specifically, how do Latinx students experience this in-between state between historically white and "becoming" HSI? In this session, we will highlight findings from a research project with Latinx students at one Midwestern university as it navigates the tensions inherent in the transition from PWI to "emerging HSI" (eHSI) to HSI and provide participants with an opportunity to discuss implications.

By the end of the session, participants will:

A) Gain insight into the ways that Latinx students at emerging HSIs understand and operationalize "serviengness", particularly as it pertains to outcomes, Latinx representation, belonging, resources, and organizational identity.

B) Better understand how intersectional and heterogeneous identities inform and influence Latinx students' experiences at an emerging HSI, as well as the role that student agency plays in building community on an eHSI campus.

C) Discuss opportunities to bridge the dissonance between an emerging HSI organizational identity and students' lived experiences, and take away practical

2:30 PM - 3:30 PM

Praxis: Igniting Action for the Progress of Latinx/a/o/e Communities

IS 123 | Making the Move From Grad Student to Professor

Room: NLVU 128

Sponsored by



Lorraine Stinebiser, MBA
Rochester Institute of Technology

Donathan Brown, PhD
Rochester Institute of Technology

Are you a graduate student or postdoc interested in exploring a faculty career? It is extremely important for underrepresented minorities to best position themselves for the academic job market to gain acceptance into the professoriate. We'll cover the job market information that your advisors haven't told you about. Learn how to you can make a compelling faculty application by understanding the type of institution you are interested in applying to, branding yourself, and crafting your application documents that specifically address what you bring to the position and institution. We'll also share advice on how to guard your time while you make the move from grad student to assistant professor. You're on the tenure track and you'll need to be selfless - learn to say no, create balance and find yourself mentors and sponsors as you navigate the tenure and promotion process.

By the end of the session, participants will:

A) Understand the search and selection process.

B) Learn how to craft a compelling application.

C) Receive answers to questions you may want to ask the search committees, but are too afraid to.

Wednesday > March 1, 2023



2:30 PM - 3:30 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.
RT 133 | "Healing the Split": Cultivando Comunidad Amongst the Whiteness

Room: NLVU 130

CANCELED

Daisy Rodriguez, MS
The Pennsylvania State University

Giselle Maria Delcid
The Pennsylvania State University

Elisa Marisol Serrano, PhD
The Pennsylvania State University

Three Latinx doctoral women come together to create a space of resistance against assimilation practices that are found within post-secondary institutions. Through radical community healing, they cultivate space for fellow Latinx women within the academy across all disciplines. In this roundtable, they will share their collective experiences of healing practices within oppressive systems, while exploring issues of race, gender, linguistic bias, anti-Blackness, colorism, and anti-indigeneity.

By the end of the session, participants will:

- A) Cultivate a brave space for Latinx women to share their lived experiences in predominantly white institutions as graduate students.
- B) Examine how Latinx, graduate students' collectives can create a healing and holistic self-reflective space for healing as a community act.
- C) Foster a space for participants to practice radical hope within the academy.

2:30 PM - 3:30 PM

Creating Coalitions in Solidarity to Address Inequities
RP 143 | An Auto-ethnographic Understanding of Urban Planning, Coalition Building, and Education Opportunities.
Room: NLVS 113

Sponsored by



THE OHIO STATE UNIVERSITY

Elia Del Carmen Solano-Patricio
Brookings Mountain West
The Lincy Institute

Facundo Bentancourt
University of Nevada, Las Vegas

Magdalena Martínez, PhD
University of Nevada, Las Vegas

Urban planning directly shapes educational opportunities. Planning frameworks often entail positivist or constructivist approaches, drawing on metrics, statistics, and qualitative methods—yet these are often disconnected from lived experiences related to race, racism, gender, sexism, and unequal distribution of resources. This proposal aims to bridge that divide by using auto-ethnographic methods to understand how urban planning intersects with lived experiences, coalition building, education opportunities, and community empowerment. Specifically, the authors seek to explore how community ties and partnerships with urban planners can incorporate asset-based interventions in order to advance the educational interests of Latinx students. The City of Las Vegas serves as the site and two students and one professor contribute their auto-ethnographic accounts of what it means to be a part of an urban planning initiative.

By the end of the session, participants will:

- A) Have engaged in a conversation about how lived experiences shape engagement in urban planning, coalition building, and understanding of educational opportunities.
- B) Reflect on how previous coalition experiences impact participation in urban planning initiatives.
- C) Discuss what it means to be an insider/outsider in collaborative urban planning, community engagement, and education opportunities.

Wednesday > March 1, 2023



2:30 PM - 3:30 PM

Transformative Policy and Practices at Critical Junctures RP 163 | STEMujeres: First-generation Latinas excelling at critical points along the engineering pathway.

Room: NLVS 234

Karina Vielma

The University of Texas at San Antonio

CANCELED

First-generation, Latinas who successfully navigated the engineering pathway recall their experiences at critical junctures along their education. Using Critical Race Theory to analyze qualitative life stories, three Latina voices highlight the challenges and successes they faced. Many of their successes were catalyzed by unexpected persons, programs, opportunities, and knowledge. These findings point to ways in which intentional programs at critical junctures can facilitate successes for first-generation and low-income, STEM Latinx students.

By the end of the session, participants will:

- A) Identify critical events that helped first-generation Latinas excel towards succeeding along the STEM pathways.
- B) Brainstorm overall ways to intentionally create opportunities for other Latinx groups to be successful in STEM fields.
- C) Plan at least one contextually relevant activity or program that each participant can implement at their home institution and with their student population.

2:30 PM - 3:30 PM

Creating Coalitions in Solidarity to Address Inequities RP 153 | Echémonos Flores: Developing Mentoring Relationships with First-generation, Bilingual, Latina Doctoral Students

Room: NLVH 144

Sponsored by



Cynthia Teran Lopez, PhD

The University of Texas at El Paso

Christina Convertino

The University of Texas at El Paso

Using testimonies within a Chicana feminist and a Latina Critical framework, this study addresses how mentorship relationships develop by first-generation, bilingual Latina doctoral students and the benefits it brings to their academic socialization. Findings showed students preferred to develop mentorship relationships with same-gender, same-race, or same-ethnicity faculty members. Mentorship relationships helped students reframe situational and social identity-related struggles, validate their place in academia, and disrupt feelings of impostorism and outsidership throughout their doctoral programs.

By the end of the session, participants will:

- a) Understand the reasons that lead first-generation, bilingual Latina doctoral students to seek mentorship.
- b) Identify the benefits of mentorship perceived by first-generation, bilingual Latina doctoral students to their academic socialization.
- c) Identify practices to improve mentorship relationships with first-generation, bilingual Latina doctoral students.

Wednesday > March 1, 2023

3:45 PM - 4:45 PM

Praxis: Igniting Action for the Progress of Latinx/a/o/e Communities.

RP 114 | Leveraging Latinx Community Wisdom Toward Higher Education Scholar-Activism in the South.

Room: NLVU 126

Cathryn Bennett, PhD
University of Delaware

Destiny Talley, MEd
UNCG

Elsa Camargo, PhD
University of Texas at Arlington

Delma Ramos, PhD
University of North Carolina at Greensboro

Ricardo "Richie" Silva, Jr., MEd
Loyola University Chicago

This proposal highlights Latinx college students' uniquely racialized experiences in the South and advocates for sustained higher education-community partnerships that can strengthen resistance to oppressive, racialized structures that hinder Latinx students' educational environments. Therefore, we propose a framework for transforming higher education toward racial justice through concepts of place consciousness (Coulthard, 2010; Greenwood, 2003), community engaged praxis (Ochocka & Janzen, 2014; Stoecker, 2009; Weerts & Sandmann, 2010), and scholar activism (Quaye et al., 2017).

By the end of the session, participants will:

- A) Have increased awareness of empirical evidence of racialization and racism in the U.S. South, particularly through sociopolitical dynamics that seek to essentialize and alienate Latinx populations.
- B) Be given examples of how community engagement distills place consciousness through lived reality to facilitate greater awareness of localized social injustices and, more importantly, refuse deficit framings of Latinx college students.
- C) Receive practical examples of building university-to-community practice partnerships built on collective solidarity to resist systemic oppression.
- D) Have an open discussion of how these concepts and provided practical examples and implications apply to attendees' institutions and regions to facilitate collective consciousness raising about Latinx Higher Education experiences.

3:45 PM - 4:45 PM

Praxis: Igniting Action for the Progress of Latinx/a/o/e Communities

IS 124 | Unidx Por Justicia: How COLEGAS advances equity for Latina/o/x/e people in the California Community Colleges.

Room: NLVU 128

Adrian Trinidad, PhD
USC Race and Equity Center

Cynthia Olivio, PhD
Fullerton College

Angelica Garcia, EdD
Berkeley City College

The California Community Colleges Organización de Latinx Empowerment, Guidance, Advocacy for Success (COLEGAS) is an organization dedicated to advancing Latina/o/x/e leadership development to promote equity for Latina/o/x professionals and students. In this session, COLEGAS founding members engage in an interactive panel as they discuss the history and impact of COLEGAS on the Latina/o/x/e community. Storytelling and research evidence are used to engage audience members in a framework rooted in social justice for Latina/o/x/e people.

By the end of the session, participants will:

- A) Learn how to support and foster leadership development for communities of color. In particular, attendees will learn about the importance of organizing, authenticity, and community when supporting Latina/o/x/e leadership in the community college system.
- B) Explore and understand how collective organizing can create counter spaces that are designed, led, and in service to Latina/o/x/e peoples.
- C) Explore how practices that foster authentic belonging can positively influence Latina/o/x/e leadership and self-efficacy.
- D) Understand how COLEGAS leaders create comunidad through program offerings—e.g., webinars, La Escalera Program, COLEGAS conference.

Wednesday > March 1, 2023

3:45 PM - 4:45 PM

**Transformative Policy and Practices at Critical Junctures
RT 134 | Disrupting Transfer-level English: A Praxis-based
Response to AB 705.**
Room: NLVU 130

Audrey Baca Lopez, EdD
Mt. San Jacinto College

Rony Armas
Mt. San Jacinto College

This presentation introduces Community Cultural Wealth (Yosso, 2005) as a protective factor against racism (Acevedo & Solorzano, 2021) as a foundation for teaching transfer-level English. The purpose of this presentation is to create a space for discussion and identification of tangible strategies for disrupting traditional approaches to teaching using various forms of cultural capital. Participants will leave the session with a collection of practices to implement in-classroom and out-of-classroom supports for developing student cultural capital.

By the end of the session, participants will:

- A) Describe the six interconnected forms of capital as outlined in Tara Yosso's (2005) theory of Community Cultural Wealth.
- B) Discuss how to integrate these forms of capital into class assignments as an asset-based approach to teaching English and other subjects.
- C) Describe three to five ways to create in-classroom and out-of-classroom supports for developing student application of various cultural capitals.
- D) Set a goal for implementation of determined support.

3:45 PM - 4:45 PM

**Praxis: Igniting Action for the Progress of Latinx/a/o/e
Communities RP 144 | Social Media as a Bridge to Foster a Sense
of Belonging among Latinx LGBTQ+ university students.**
Room: NLVS 113

Gloriana Lopez Leon, MA, MS
University of California Santa Cruz

Social media platforms have the potential to serve as digital bridges that universities can use to bolster sense of belonging among their Latinx LGBTQ+ students. Institutions of higher education can use these platforms to promote visibility and inclusion of marginalized students. Through a series of eight interviews, the present qualitative study highlights the way in which social media has been useful for Latinx LGBTQ+ students to connect with minoritized campus communities, to develop a sense of belonging through social media representation, and as a way for commuting students to stay connected to the university while away from campus.

By the end of the session, participants will:

- A) Understand the needs of Latinx LGBTQ+ students.
- B) Learn how to create a more inclusive spaces for Latinx LGBTQ+ students.



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Wednesday > March 1, 2023



3:45 PM - 4:45 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research RP 154 | Texas State University First Gen Proud: Implementing Promising Practices Using Qualitative Research.

Room: NLVH 144

Gloria Martinez-Ramos, PhD

Texas State University

Victoria Black, PhD

Texas State University

This session includes findings from a qualitative research study on first-generation student's sense of belonging and connectedness at an HSI. Furthermore, the findings and recommendations were used to communicate the need for additional resources and opportunities for further studies to improve first-generation college student experience. Resources and opportunities that were implemented will be discussed throughout the session as well as dialogue on how to successfully use research praxis for advancing actionable change.

By the end of the session, participants will:

A) Learn about a qualitative study on first-generation student's well-being, sense of belonging, and connectedness at an Hispanic Serving Institution (HSI).

B) Learn about a collaborative approach centered around building leadership capacity that supports first-generation college students, over 40% whom are Latinx, through multiple divisions at an HSI.

C) Learn about the implementation of newly created resources for students, staff, and faculty developed to assist students access resources and navigate higher education.

3:45 PM - 4:45 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis RP 164 | Teachers of Color Resistance as Praxis: Elevating Consciousness and Fostering Thriving Students.

Room: NLVS 234

Yanira Madrigal-Garcia, PhD

Sacramento State University

This paper examined how Teachers of Color, who grew up and graduated from the high school where they teach, engaged in resistance through leadership to foster thriving students. This paper intersects critical race theory and community-oriented teachers of Color to explore how teachers resisted the racialization of working-class students of color. Ethnographic teacher interviews and participant observations reveal that the teachers were driven by a moral obligation to create access and opportunity for their students.

By the end of the session, participants will:

A) Understand the value of Grow Your Own (GYO) teacher programs that recruit, and train teachers from within communities to bring racial, ethnic, and cultural diversity and skills.

B) Identify and summarize how systemic racialization emerges in a high school context.

C) Analyze how systemic racialization fuels a sense of urgency that drives teachers to create change for their students.



FULBRIGHT Scholar Program



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Thursday > March 2, 2023



10:45 AM - 11:45 AM

Resisting Traditional Ideas and Advancing New Approaches in Education Research RP 212 | ¿Quién soy yo?: (Re)claiming self in the academy.
Room: NLVU 126

Regina Garza Mitchell, EdD
Western Michigan University

Adriana Cardoso Reyes, MSW
Western Michigan University

Lisa Garcia
Western Michigan University

We employed *plática* and *testimonio* as methods to explore ways in which we have embraced or hidden our cultural backgrounds and how we have navigated issues of power, privilege, and oppression as scholar-leaders to (re)claim our own identities. In this session, we will share what we learned to advance Latina research narratives and further legitimize methods grounded in Chicana feminist epistemology. We also hope to generate additional strands of inquiry beneficial to postgraduate education.

By the end of the session, participants will:

- A) Foster conversation about the diverse experiences of Latina scholars and professionals in higher education.
- B) Discuss ways to improve the experiences of Latina scholars and professionals at PWIs.
- C) Generate additional strands of inquiry beneficial to Latinas in postgraduate education and aspiring to higher education leadership.

10:45 AM - 11:45 AM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.
IS 222 | Project MALES: Sharing Wisdom through Platica.
Room: NLVU 128

Sponsored by



Julio Mena Bernal, BA
The University of Texas at Austin

Rodrigo Aguayo, MEd
The University of Texas at Austin

Lesley Rivas, PhD
The University of Texas at Austin

Celine Norman, Doctoral
University of Texas at Austin

Throughout the last decade, Project MALES has been supporting students through an intergeneration mentoring approach. One of the many tools that have emerged as a way to build community amongst our undergraduate students of color is *Platica*. In this session, we will cover how we have used *Platica* to empower students through their undergraduate experience, trained them to work with their mentees, and learned from countless of faculty, staff, and community leaders.

By the end of the session, participants will:

- A) Get an overview of how *platica* speakers are chosen and guided through their *platica*.
- B) Understand how important cultural connection, upbringings, and other shared identities when conducting programming for undergraduate students of color.
- C) Engage in a *platica* experience within the presentation session.
- D) Take away the required tools to how they can implement and share their own *platicas* with their team of staff and/or students.

Thursday > March 2, 2023



10:45 AM - 11:45 AM

Resisting Traditional Ideas and Advancing New Approaches in Education Research RT 232 | We are here to thrive: Latino/x/e men in higher education/student affairs masters programs.
Room: NLVU 130

Hermen Diaz III, PhD
SUNY Buffalo State

Lazaro Camacho, PhD
University of Rhode Island

Diana Cervantes
Educational Leadership & Policy

The experiences of Latino/x/e men in higher education/student affairs administration (HESA) graduate preparation programs are nuanced, often informed by the social, ecological, and cultural realities that can prove to be either a barrier or vehicle for success (Gonzalez, 2014; Moríña, 2017). The goal of this roundtable is to share and discuss preliminary data regarding an asset-based empirical study that recognizes and highlights the narratives of Latino/x/e men enrolled in masters HESA preparation programs as they refuse, resist, and engage in practices that support their academic and personal success.

By the end of the session, participants will:

- A) Have been introduced to the topic of Latino/o/e men in masters level higher education/student affairs administration programs through the socio-ecological outcomes model (Harris & Wood, 2016).
- B) Have learned how to utilize an asset-based lens to understanding the socio-political, socio-cultural and socio-ecological domains (Harris & Wood, 2016) that contribute to the professional and personal success (persistence, achievement, attainment, goal accomplishment) of Latino/x/e/men graduate students .
- C) Learn to inspire more conversation, research and understandings around the experiences of Latino/x/e men in higher education/student affairs masters programs as a means of empowerment and support.
- D) Learn to examine, nuance, build and embrace Latino/x/e narratives and ways of knowing and navigating in higher education.

10:45 AM - 11:45 AM

Creating Coalitions in Solidarity to Address Inequities RP 242 | Structures that Promote Career Pathways for Latinx Students in STEM.
Room: NLVS 113

Jessica Rivera, PhD
The University of Texas at El Paso

Anne Marie Nunez, PhD
University of Texas El Paso

Igdalia Covarrubias, PhD Student
Ohio State University

Hispanic-Serving Institutions (HSIs) are making significant contributions to the number of Latinx students graduating in STEM disciplines. The Computing Alliance of Hispanic Serving Institutions (CAHSI), a network of over 60 HSIs committed to Latinx STEM student success, has advanced many organizational practices, programs, and policies to increase Latinx computing attainment. In this study, we examined how efforts at CAHSI institutions have contributed to Latinx science and computing identity development.

By the end of the session, participants will:

- A) Learn effective strategies to best support Latinx students in STEM and computing fields.
- B) Explore the formation of science identity development through understanding experiences of Latinx students in the organizational contexts of HSIs.
- C) Gain valuable insights on how faculty, staff and peers can provide a supportive environment for Latinx students in STEM and computing fields.

Thursday > March 2, 2023



10:45 AM - 11:45 AM

Transformative Policy and Practices at Critical Junctures RP 252 | Culturally Engaging Campus Environments for Undocumented College Students: A Comparative Case Study.
Room: NLVH 144

Cinthy Salazar, PhD
Texas A&M University

Andrea Romero Viruel, BS
Texas A & M University

Cindy Barahona
Texas A & M University

Juan David Velasco Zuniga, BS
UC Davis

Bertha Palma

Karen Janeth Meza

Renee Moreno

The purpose of this study is to understand the conditions and experiences that create culturally engaging campus environments for undocumented students. We used a participatory action research approach and a multiple qualitative case study research design to answer the following questions: (1) What, if any, culturally relevant experiences (e.g., familiarity, knowledge) are undocumented students expose to on their college campuses? And (2) What, if any, culturally responsive experiences (e.g., humanize educational environments, holistic support) are undocumented students expose to on their college campuses?

By the end of the session, participants will:

- A) Identify the conditions that foster a culturally engaging campus environment for undocumented college students.
- B) Understand what undocumented college students perceive as validating and inclusive campus experiences.
- C) Recognize actions they can implement on their campuses to foster the college persistence and success of undocumented students

10:45 AM - 11:45 AM

262 NLA Programming - Leading for Equity Beyond the Institution.
Room: NLVS 234

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

Frankie Santos Laanan, PhD
University of Utah

While leaders typically prioritize the institutional context of leading change for equity, their roles and institutions exist within a larger ecosystem that includes boards, local and state higher education systems, policymakers, and community leaders. The New Leadership Academy has worked with these various stakeholders in Utah over the past 1.5 years to build capacity for leaders to center equity in their unique roles and offers a model for others engaging in this work.



Thursday > March 2, 2023



2:45 PM - 3:45 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research
RP 215 | Latinx STEM Student Success in Hispanic-Serving Institutions and Emerging Hispanic-Serving Institutions: A critical literature review.
Room: NLVU 126

Katherine Garcia, PhD
University of California, Irvine

Frances Conteras, PhD
University of California, Irvine

A critical literature review on Latinx STEM student success in Hispanic-Serving Institutions (HSIs) and emerging HSIs. HSIs are critical in broadening STEM diversity efforts to Latinx students in STEM. Using Critical Race Theory and Latino Critical Theory, this paper provides a critique of 40 articles on frameworks, methods and concepts of STEM student success in HSIs and emerging HSIs. Findings reveal importance of culturally-relevant methodologies and campus context for Latinx students to thrive in STEM.

By the end of the session, participants will:

- A) Synthesize the latest STEM education research within HSI and emerging HSIs.
- B) Critically examine the concept of Latinx student STEM success, theoretical frameworks and methodology of STEM HSI research literature.
- C) Understand the role of race, campus climate and culture in STEM education and HSIs research.
- D) Advance research on HSI literature to serve and improve Latinx STEM student success.

2:45 PM - 3:45 PM

Creating Coalitions in Solidarity to Address Inequities
IS 225 | Better Together: Multi-institutional coalitions advancing Latinx postsecondary pathways at HSIs.
Room: NLVU 128

Azuri Gonzalez, PhD
Alliance for Hispanic Serving Research Universities

Anne-Marie Nunez, PhD
The University of Texas El Paso

Jessica Rivera, PhD
The University of Texas at El Paso

Now is an opportune moment to bring Hispanic-Serving Institutions together to advance the common goal of elevating Latinx communities. Creating inter-institutional coalitions can enhance the collective capacity to promote Latinx student and faculty success in higher education. To illustrate dynamics and models for building effective coalitions, we will highlight the efforts and lessons learned from two multi-institutional alliances of HSIs -the established Computer Alliance for Hispanic Serving Institutions, & the emerging Alliance of Hispanic Serving Research Universities.

By the end of the session, participants will:

- A) Understand dynamics and opportunities associated with multi-institutional collective efforts.
- B) Learn approaches to aligning common interests and outcomes in multi-institutional coalitions.
- C) Examine how emerging and established HSI networks build capacity for Latinx success in STEM fields, doctoral studies, and the professoriate.

Thursday > March 2, 2023



2:45 PM - 3:45 PM

Praxis: Igniting Action for the Progress of Latinx/a/o/e Communities RT 235 | How Student Leaders Work with Communities to Support those interested in working with Latinx and Spanish-speaking.
Room: NLVU 130

Michele Villagran, EdD
San Jose State University

This program will focus on the stories and experiences when creating a student group during a global pandemic. The REFORMA San José State University (SJSU) Student & Alumni group developed partly in response to address cultural gaps in LIS education, offering a dedicated space for members to apply skill sets and share knowledge to support Latinx and Spanish-speaking communities. Examples shared in the program highlight this goal including the group's community programming, networking efforts, and collaborative partnerships.

By the end of the session, participants will:

- A) Have described the social, cultural, and organizational aspects faced with developing a new group during the pandemic.
- B) Have Integrated knowledge learned from these leaders and promote collaboration within their chapters.
- C) Communicate information on the benefits and importance of being active with a student and library and information science program group.

2:45 PM - 3:45 PM

Creating Coalitions in Solidarity to Address Inequities RP 245 | Lessons for Higher Education from Community-Based Education.
Room: NLVS 113

Elena J. Peeples, MS, PhD
Teachers College, Columbia University

This case study describes a Spanish-language, community-based adult education program serving Latin American immigrants in NJ after national changes to high school equivalency credentialing in 2014. The program, based on Freirean practices, emphasizes student participation in program and policy implementation. This case considers how programs centering student experiences can respond to discrimination and disenfranchisement as well as lessons from community-based programs for higher education context that serve the needs of Latinx/a/o/e students.

By the end of the session, participants will:

- A) Consider the connection between language ideologies and racialization in educational policy spaces.
- B) Consider alternate formats and practices for program design and operation that Latinx/a/o/e student experiences through action and dialogue.
- C) Consider the dialectal relationships involved in education policy implementation to explore potential partnerships and coalition building.

Thursday > March 2, 2023



2:45 PM - 3:45 PM (Featured Session)

255FS-“Mainstream media taught me that research should be in a lab with experiments”: Disrupting expectations for knowledge production through social science research with community college students.
Room: NLVH 144

Marissa Vasquez, EdD

Associate Professor, Postsecondary Educational Leadership
San Diego State University

In this featured session, Dra. Marissa Vasquez shares how her experiences as a community college transfer student inspired her vision to increase the visibility of undergraduate research among community college and transfer students, particularly those social science majors. Her presentation highlights the significance and impact of high impact practices, generational mentorship, and *querencia* in validating students' self-efficacy, belonging, and scholar identities.

4:00 PM - 5:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research RP 216 | Examining positionalities of Latina educational researchers that employ Chicana/Latina feminism pláticas methodology.
Room: NLVU 126

Katherine Garcia, PhD

University of California, Irvine

Samantha Prado Robledo, PhD

University of California, San Diego

This paper highlights the importance of researcher positionality in Chicana/Latina feminism (CLF) *plática* methodologies. This paper takes an in-depth analysis of positionalities in CLF *plática* methodology, the need for reflexivity, reciprocity, knowledge building, and the knowledge held by Chicana/Latina researchers. Although research has been claimed to be objective, it is important to examine how researcher positionality has influenced it. Furthermore, this paper provides critical insight into qualitative research studies.

By the end of the session, participants will:

- A) Challenge eurocentric traditions of research and notions of objectivity.
- B) Learn about the growing Latina professionals pursuing graduate studies and center cultural intuition that they bring to research inquiry.
- C) Examine experiences of Chicana/Latina graduate/professionals using humanizing methodologies.
- D) Understand the critical role of positionality, reflexivity, reciprocity in Chicana/Latina Feminista (CLF) *plática* methodology.
- E) Analyze relationship building and empowerment in Chicana/Latina feminista (CLF) *plática* methodology.

Thursday > March 2, 2023



4:00 PM - 5:00 PM

**Creating Coalitions in Solidarity to Address Inequities
IS 226 | Cal State HSIs: Scholar-Leaders Impacting Practice.
Room: NLVU 128**

Ignacio Hernandez, PhD
California State University, Fresno

Susana Hernandez, PhD
California State University, Fresno

Anayeli Gomez Navarro, EdD
Fresno State

Brenda Mendez, EdD
California State University, Dominguez Hills

Monica Ocampo, EdD
CSU Channel Islands

In this interactive symposium, panelists will discuss how they cultivate a sense of inquiry and commitment to social justice in education through the Doctoral Program in Educational Leadership at Fresno State. The session highlights the contributions of scholar-leaders at HSI-designated California State Universities. Panelists include two Fresno State faculty and three doctoral program alumni who will share how they enact asset-based strategies informed by intersectionality, interdisciplinarity, and social justice in their professional practice.

By the end of the session, participants will:

- A) Hear innovative strategies informed by intersectionality (Crenshaw, 1990), interdisciplinarity, and social justice leadership.
- B) Hear from leaders who focus their professional work and scholarly contributions on improving student success, especially concerning teaching and learning, critically oriented epistemologies, social justice praxis, and community collaboration at Hispanic Serving Institutions.

4:00 PM - 5:00 PM

**Praxis: Igniting Action for the Progress of Latinx/a/o/e
Communities RT 236 | Exploring Queer Latinx students, faculty,
and staff needs and activism: a case study.
Room: NLVU 130**

Claudia Chiang-Lopez
University of Nevada, Las Vegas

Vanessa Nunez
University of Nevada, Las Vegas

Higher education institutions claim they value Queer Latinx students and staff, the material realities continue to show gaps in meeting their needs. The experiences of students who hold intersecting marginalized identities are rarely highlighted, leading to underfunded programming, lack of resource centers, and discussions about meeting basic needs like gender neutral bathrooms remain unresolved. This preliminary case study on an HSI explores some of the barriers Queer Latinx students face and how they navigate them.

By the end of the session, participants will:

- A) Reflect on the specific needs of Queer Latinx students and staff.
- B) Learn about Queer Latinx student activists and movements around the U.S.
- C) Learn about different ways they can advocate for Queer Latinx students, faculty, and staff at their universities.

Thursday > March 2, 2023



4:00 PM - 5:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research

RP 256 | *Persistencia y Resistencia: A Psychosociocultural Approach to Latinx Farmworking Mujeres at a PWI.*

Room: NLVH 144

CANCELED

Lesley Hernandez Silva, MS

To explore the persistence and resistance of Latinx Farmworking Mujeres (LFM) in higher education, this embedded study utilizes Castellanos & Gloria's (2007) Psychosociocultural Framework for Latina/os in Higher Education to explore the psychological, social, and cultural dimensions of student's experiences in one College Assistance Migrant Program in the west coast. Findings challenge deficit and harming narratives of LFM by focusing on participants' own voices to understand their lived experiences, particularly as LFM navigate higher education.

By the end of the session, participants will:

- A) Recognize the unique perspectives and experiences of LFM in higher education.
- B) Identify positive values and assets related to LFM's psychological, social, and cultural experience.
- C) Understand the role of CAMP on LFM college students' persistence and resistance.
- D) Learn about successful practices on serving LFM higher education students.

4:00 PM - 5:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research

RP 246 | *Mujeres en STEM: Strategies for navigating the chilly climate y entre fronteras.*

Room: NLVH 113

Tatiana Vera, BA

Teachers College, Columbia University

Patricia Arredondo, EdD

Arredondo Advisory Group & Fielding Grad

Marie Miville, PhD

Teachers College, Columbia University

Christina Capodiluppo

We draw on Mujerista mentorship models and Latinx critical theory to discuss how best to provide mentoring experiences for Latinas in STEM fields. Interviews revealed the following themes for Latinas and other women in STEM fields: 1) finding support, 2) managing woman's balance challenges for parents, 3) managing unhealthy work environments, 4) navigating structural and systemic barriers, and 5) enhancing self-advocacy skills. Findings indicated that Latina participants were often oriented toward feminist and Mujerista practices, although they had not formally studied these theories and models.

By the end of the session, participants will:

- A) Have recommendations to offer Latina graduate students and early career professionals for finding and creating support systems, per Mujerista frameworks.
- B) Have recommendations for deans, department chairs, and higher education administrators on best practices for how to provide culturally responsive mentorship programs that center on Latina worldviews.
- C) Have recommendations for mental health concerns that Latinas and other women in STEM may confront as often as the singular woman graduate student or professor.

Thursday > March 2, 2023



4:00 PM - 5:00 PM

Creating Coalitions in Solidarity to Address Inequities
PS 266 | **Latina STEM Student Peer Mentorship: Applying Strategies of Success in HSI.**
Room: **June Whitley Lounge Lobby**

Judith Corral, BS
University of Houston

Elsa Gonzalez, PhD
National Science Foundation

Emma Perez, PhD
University of Houston

Latinas continue to lag behind in STEM representation. Mentorship can be key to guiding marginalized groups. A Latina-centered mentorship program has demonstrated the value of mentorship and intersectional identity. The following study describes the development of a mentorship program focused on Latina STEM majors at a HSI. It is expected that outcomes will similarly mirror previous Latina mentorship program's success, such as a sense of community and validation of their identities, particularly within STEM fields.

By the end of the session, participants will:

- A) Learn about the influence of mentorship in STEM.
- B) Learn about a recent Latina-centered mentorship program (LCCM).
- C) Learn about strategies of Latina student success in HSIs.

4:00 PM - 5:00 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis
PS 266 | **Exploring Students' Knowledge, Awareness, and Practice of Educational Wellness.**
Room: **June Whitley Lounge Lobby**

Mary Duenas, PhD
University of Tennessee, Knoxville

Will Martínez
PhD Student

Elizandra Sandoval, MS
University of Wisconsin-Madison

We address the undergraduate experience of Hispanics in higher education as it relates to health and wellness. The study explores how students have described and engaged in health and wellness. Using two wellness and culturally-inclusive frameworks, we want to understand how Latinx/Hispanic college students engage in wellness on campus and how being on campus has influenced their overall health and wellness. Findings are timely on how health providers support the success of underrepresented students.

By the end of the session, participants will:

- A) Understand students' educational experiences with health and wellness.
- B) Value Hispanic students' engagement with health and wellness as it relates to their sense of belonging and connection to campus.
- C) Redefine what health means for Latinx college students after the global pandemic and identifying factors that are critical to their success.

Thursday > March 2, 2023



4:00 PM - 5:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research
PS 266 | Advancing Community Cultural Wealth of Undergraduate Women of Color in the STEM+C Workforce Pipeline.
Room: June Whitley Lounge Lobby

Shetay Ashford-Hanserd
Texas State University

CANCELED

To promote racial and gender equity in the field of science, technology, engineering, mathematics, and computing (STEM+C) we must investigate prominent influences on historically underrepresented minority (HURM) women’s persistence in undergraduate education and beyond. With the apparent underrepresentation of Black and Hispanic women in the computing workforce, this preliminary study focused on the experiences of this population as they persisted in their undergraduate education at a Hispanic Serving Institution (HSI) in Texas. As part of a larger study, this mixed-method study employed the ACCEYSS STEM+C survey instrument and the counter-life herstories interview protocol to illuminate the community cultural wealth (CCW) factors and the relevant lived experiences that have influenced Black and Hispanic women’s persistence in undergraduate computing education. To center justice and equity, we utilized our revised CCW model as the theoretical framework to provide an anti-deficit understanding of how women of color access their strengths to survive and resist forms of oppression in racialized campus climates.

By the end of the session, participants will:

- A) Identify the CCW factors that influence Black and Hispanic women’s persistence or decisions to remain enrolled in undergraduate computing education.
- B) Develop a response to our collective need to better support this population in their attainment and representation in STEM+C disciplines.

4:00 PM - 5:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research
PS 266 | Narrowing the Achievement Gap in Hispanic-Serving Institutions: A Broward College Experiential Learning, Computer Science Study.
Room: June Whitley Lounge Lobby

Mitzi Fulwood, EdD
Broward College

Robert Diaz, MBA
Broward College

Narrowing the achievement gap in Science, Technology, Engineering, and Mathematics (STEM) education is a “critical juncture” for the Latinx/a/o/e communities in higher education. The purpose of this research is to show that classroom experiential learning activities increase student outcomes, grades, and narrows the achievement gap in Hispanic and low-income students.

By the end of the session, participants will:

- A) State that one sustainable strategy in the STEM classroom is experiential learning activities.
- B) State an example of an experiential learning activity in computer science that will increase student outcomes.
- C) Explain why resisting traditional ideas like 100% lecturing in the STEM classroom is important when trying to advocate new approaches in educational research for the Latinx/a/o/e communities.

Friday > March 3, 2023

10:15 AM- 11:15 AM

312 ODC 3 - AAHHE & ETS Outstanding Dissertation Competition, Third Place Winner.
Ordinary Salviness and the Exceptional Everyday.
Room: NLVU 126

Sponsored by



Beatriz Esmeralda Maldonado, PhD
 University of Illinois at Urbana-Champaign

The dissertation *Ordinary Salviness and the Exceptional Everyday* explores how families and communities in the Salvadoran diaspora work to assert, shift into, pursue, and embody notions of “ordinariness” in the context of ongoing violence and exception. My field site is Los Angeles, which holds the largest Salvadoran migrant population in the United States: more than 425,682 Salvadorans live in the Los Angeles County, many of whom arrived during the 1980s and 1990s (US Census Bureau 2019). My ethnography investigates this concept, the ordinary, by examining the ways that diasporic Los Angeles Salvadorans participate in everyday, seemingly mundane and pedestrian activities such as eating food, going to work, and/or attending school. I argue that while engaging in basic modes of living, diasporic Salvadorans reconceptualize troubled cultural productions and upsetting memories; produce and circulate intergenerational knowledges of survival and existence through war and postwar violence; and advocate for practices of kinship and belonging in the context of family separation and loss. Such basic modes of living allow for deeper analyses of the ordinary, ordinary Salviness, and the exceptional every day. The dissertation points to these untold stories of un-exceptionality and banality to illuminate how Salvadorans in the diaspora understand and (re)imagine what constitutes (extra)ordinariness, trauma, and reconciliation in their past and present lives.

10:15 AM- 11:15 AM

Resisting Traditional Ideas and Advancing New Approaches in Education Research.
IS 322 | Research with, by, and for the UT immigrant community: How student-centered research influenced institutional change.
Room: NLVU 128

Alicia A. Moreno, MEd
 The University of Texas at Austin

Jamie V. Turcios-Villalta, BA
 The University of Texas at Austin

Tatiana Londono, MSSW
 The University of Texas at Austin

Jocie Sobieraj, MEd
 Brandeis University

Vivian Cigarroa, BS
 The University of Texas at Austin

The purpose of this session is to share how *Rooted*, the Immigrant Student Liberation Collective, engaged in student-led research as an act of resistance to effect institutional change at UT-Austin. *Rooted* used research to change institutional practices, advocate for an immigrant center, and establish educational equity for undocumented students. Through a panel discussion, the *Rooted* researchers will discuss how to engage in student-centered research and praxis as an act of social justice.

By the end of this session, participants will:

- A) Learn about *Rooted*, the Immigrant Student Liberation Collective at UT Austin, and how they engaged in student-led and student-centered research as an act of resistance to effect institutional change.
- B) Understand the challenges and institutional barriers faced by *Rooted* members in engaging in student-led and student-centered research and the strategies used to overcome these challenges.
- C) Explore the various approaches used by *Rooted* members and lessons learned to execute student-led and student-centered research.
- D) Leave this session with newfound knowledge and skills that they can incorporate at their respective institutions to implement student-led and student-centered research and consequently change institutional practices.

Friday > March 3, 2023



10:15 AM- 11:15 AM

Resisting Traditional Ideas and Advancing New Approaches in Education Research.

RT 332 | "Straight Out", They're Actually Just Targeting What Hispanics Wear: How Dress Code Policies Reproduce Educational Inequality.

Room: NLVU 130

Roberto Ortega, MA

California State University, San Marcos

Drawing from 10 qualitative interviews with Chicana individuals who attended North County San Diego high schools, this study examines how dress code policies criminalize Chicana students as "gang related" for wearing professional sports jerseys and lifestyle clothing brands. Specifically, I analyze how Chicana students experience hyper-surveillance and punishment for their fashion and how they utilize their clothing to resist marginalization in high school. Ultimately, I illustrate how dress code policies reinforce the school-to-prison pipeline.

By the end of this session, participants will:

- A) Understand how gang stereotypes have historically targeted and criminalized Chicana individuals in U.S. society.
- B) Understand how high schools reproduce and impose gang labels on Chicana students through dress code policies.
- C) Understand how dress code policies ostracize Chicana culture and marginalize Chicana students in high school.
- D) Critically analyze how Chicana high school students knowingly and intentionally wear "gang related attire" in high school settings to resist their marginalization.

10:15 AM- 11:15 AM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.

RP 342 | That's where my anger comes from: Latinx teachers discuss their experiences with racism and discrimination.

Room: NLVS 113

Sanjuana Carrillo Rodriguez

Kennesaw State University

Paula Guerra, PhD

Kennesaw State University

The purpose of this study is to examine the testimonios Latinx teachers shared during a plática after watching the documentary *Precious Knowledge*. Two main themes were identified: frustration encountering racist ideology; and connections to events in the past that show slow to no progress. These themes, along with narratives of the participants, not only reflect the barriers this population experiences in the education field, but also the need for comunidad to continue resisting oppression.

By the end of this session, participants will:

- A) Learn about the current teaching demographics and the need for more Latinx teachers.
- B) Hear testimonios Latinx teachers shared during a plática after watching the documentary *Precious Knowledge*.
- C) Learn about the use of Chicana/Latina Feminist Theory as a theoretical framework.

Friday > March 3, 2023



10:15 AM- 11:15 AM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.
RP 352 | **We have always been on survival mode: Latinx Doctoral Students' Pandemic Experiences.**
Room: NLVH 144

Jacqueline Pedota
The University of Texas at Austin

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

Latinx doctoral students were underrepresented within academia pre-pandemic, and the COVID-19 pandemic could have dire consequences for their retention. The authors used a critical narrative analysis to explore seven oral history interviews by using both Academic Praxis as Survivance and Community Cultural Wealth as their conceptual framework to highlight the ways Latinx doctoral students survived and resisted during this time. This asset-based research illuminates how they navigate disastrous events to support their success and wellbeing.

By the end of this session, participants will:

- A) Understand the impacts of COVID-19 on Latinx/a/o doctoral students.
- B) Discuss the ways Latinx/a/o doctoral students found resistance, action, and healing during the COVID-19 pandemic.
- C) Illuminate how Latinx/a/o doctoral students found hope despite the COVID-19 challenges around them.
- D) Address how Latinx/a/o doctoral students centered their mental and physical health during the COVID-19 pandemic.

10:15 AM- 11:15 AM (Featured Session)

362FS – Beyond Papel Picado: Disrupting Traditional Notions of LatinX Community College Leadership
Room: NLVS 234

Angel de Jesus Gonzalez, EdD
Postdoctoral Research Associate in the Pullias Center for Higher Education at the Rossier School of Education San Diego State University

In this featured session, Ángel de Jesus Gonzalez, EdD, will elevate the voices of 14 LatinX Community College Leaders who interrogate hegemonic leadership styles in order to conceptualize LatinX Community College Leadership (LCCL). They offer insights how LCCL can serve as a catalyst to transform leadership structures that allow for the full existence of queer, trans, and LatinX individuals by re-envisioning new frameworks that connect us all. Through a grounded theory approach, Dr. Gonzalez employs testimonios and queer chisme as fundamental processes of knowledge production to disrupt cisheterogendered community colleges and offers opportunities to reconsider traditional notions of LatinX Community College Leadership

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- 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

Friday > March 3, 2023

11:30 AM – 12:30 PM

313 ODC 2 - AAHHE & ETS Outstanding Dissertation Competition, Second Place Winner

Aquí entre nos: Identity and socio-political consciousness development of queer Latinx/a/o college student activists through the Muxerista activist consciousness development framework.

Room: NLVU 126

Sponsored by



Roberto Orozco, PhD

University of Minnesota – Twin Cities

The purpose of this study was to understand the identity and socio-political consciousness development of queer Latinx/a/o college student activists in higher education. Using a critical grounded theory methodology coupled with method of pláticas this study sought to ask the following research questions: 1) how do queer Latinx/a/o college students in higher education construct meaning of their ethnic identity, gender, and sexuality in the context of their activism; 2) how do queer Latinx/a/o college students negotiate their ethnic identity, gender, and sexuality in different context; 3) what forms of resistance do queer Latinx/a/o college students utilize in their practice of activism; and 4) in what ways do queer Latinx/a/o college students build sites of queer kinship and liberation? Therefore, the study examines how queer Latinx/a/o student activists make meaning of their race, ethnicity, gender, and sexuality within the context of their activism in higher education. Furthermore, my dissertation is more than a written analysis of queer Latinx/a/o individuals, it is an epistemological and theoretical shift that disrupts the heteronormative conceptualization of Latinx/a/o students in higher education.

11:30 AM - 12:30 PM

Praxis: Igniting Action for the Progress of Latinx/a/o/e Communities.

IS 323 | Latinx Undergraduate Success through their Engagement in Culturally-Relevant Mentoring.

Room: NLVU 128

Rodrigo Aguayo, MEd

The University of Texas at Austin

Lesley Rivas, PhD

The University of Texas at Austin

Julio Jesus Mena Bernal, BA

The University of Texas at Austin

Celine Norman

The University of Texas at Austin

Raul Maldonado, ME

Project MALES

Clint LaFuente, PhD

The University of Texas at Austin

This session highlights how the Project MALES Student Mentoring Program, through its culturally-relevant model and critical practices, has produced positive outcomes for its Latinx undergraduate student mentors. These include, but are not limited to, sense of belonging, civic-mindedness and critical consciousness. We hope this model can be replicated across newly-minted Hispanic-serving institutions looking to serve their Latinx students.

By the end of the session, participants will:

A) Gain an understanding of how engagement in culturally-relevant and critical mentoring models promote positive outcomes for Latinx undergraduate students.

B) Learn key practices they, and their post-secondary institutions, can implement to support and sustain their Latinx undergraduate students throughout their educational journeys.

C) Reflect on how their institutions currently serve the holistic development of Latinx undergraduate students and engage in meaningful conversation to share best practices.

D) Develop practices showcasing intentionality to foster the opportunity to better serve and advance the success of their Latinx undergraduate student population. collaborative learning to scale to create systemic change that fosters college access and career pathways through a collaborative advocacy approach.

Friday > March 3, 2023



11:30 AM - 12:30 PM

Creating Coalitions in Solidarity to Address Inequities.
RT 333 | *Beyond the Promise: Leveraging partnerships & creating systemic change for Latinx college access, transfer, and attainment.*

Room: NLVU 130

Deniz Fierro, EdD
Fullerton College

Adriana Badillo, MPA
California State University, Fullerton

Juliana Hernandez, MA
California State University, Fullerton

As Hispanic Serving Institutions, Cal State Fullerton and Fullerton College collaborate and foster P-20 intersegmental partnerships to prepare Latinx students for college, career, and life success. We leverage resources across sectors, utilize data, align institutional commitments, and bring collaborative learning to scale. The coalition engages with Latinx-serving P-12 districts, like Anaheim and Fullerton Union High School Districts, to formalize collective advocacy and commitments exemplified by the Anaheim Pledge and Fullerton Partnership increasing Latinx college enrollment.

By the end of the session, participants will:

- A) Understand how intentional community-based partnerships can be utilized at critical junctures to prepare Latinx students for college, career, and life success.
- B) Explore ways to leverage resources, align institutional commitments and bring collaborative learning to scale to create systemic change that fosters college access and career pathways through a collaborative advocacy approach.
- C) Examine different institutional perspectives and to understand the student journey across institutional systems (K-20).

11:30 AM - 12:30 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis
RP 343 | *Familial capital beyond the educational pipeline: Centering the voices of Latinx parents*

Room: NLVS 113

Ángel González, EdD
University of Southern California

Susana Hernandez, PhD
California State University, Fresno

Familias often play an integral role in the lives of Latinx undergraduate and graduate students (Marquez-Kiyama, 2010; Yosso, 2005). Additionally, Latinx scholars also attribute familia as a strong source of support in their professional journeys. Using community cultural wealth (Yosso, 2005) and counter storytelling (The Latina Feminist Group, 2001) as theoretical frameworks, the authors will share the experiences of Latinx parents of Latinx scholars to highlight the sources of pride, challenges, and rewards through the educational pipeline. This paper will focus on transitions, (mis)understandings of institutional language, college going familias, and the experiences of parents of Latinx scholars as a way to provide higher education consejos for practice.

By the end of the session, participants will:

- A) Identify the ways in which Latinx parents support the education of their children.
- B) Identify the ways in which Latinx parents support the careers of their children.
- C) Reflect on how testimonios can inform ways to develop family engagement opportunities.

Friday > March 3, 2023



11:30 AM – 12:30 PM

**Transformative Policy and Practices at Critical Junctures
RP 353 | Revisiting Patterns and Predictions for HSIs: A Decade
Later, Who Reached their Potential?**
Room: NLVH 144

Desiree Zerquera, PhD
University of San Francisco

Vasti Torres, PhD

A decade ago, amidst much attention to the great growth and shifts in Latinx demographics in the US, Torres and Zerquera sought to define and apply a framework to identifying institutions they labeled as potential HSIs. This presentation will present findings from a replication study of the Torres and Zerquera's (2012) study that identified a set of potential HSIs and assessed what they defined as their "readiness" to serve their growing Latinx communities.

By the end of the session, participants will:

- A) Engage in reflection on how the context for HSI research, policy, and Latinxs in the US has shifted in the past decade.
- B) Analyze approaches to identifying institutions most situated to becoming HSIs.
- C) Articulate a comprehensive framework to be used for evaluating the efforts most associated with enrollments of Latinx students.

2:00 PM – 3:00 PM

**315 ODC 1 - AAHHE & ETS Outstanding Dissertation Competition,
First Place Winner.**
**Mexicana/Latina Campesinas Cultivating Knowledge: A
Collective Agricultural Land-Based Education in Central
Washington State in the Homelands of Yakama Nation.**
Room: NLVU 126

Sponsored by



Rosalinda Godínez, PhD
University of California, Berkeley

Rooted in Chicana/Latina feminism and interdisciplinary frameworks, this dissertation uses autoethnographic (Behar, 1996), participatory (Baquedano-López, 2021; Irizarry & Brown, 2014), and art-based research (Leavy, 2015; Delgado Bernal, Burciaga & Flores Carmona, 2012) to document Mexicana/Latina campesinas' education in agriculture in the homelands of the Yakama Nation. Agricultural land-based education encompasses Mexicana/Latina campesinas' education or their active and intentional production of knowledge in which they are generating ways of being/knowing that entail sensibilities, skills/movements, and relationships to live, be, work, and teach/learn in agriculture. Guided by campesinas' conceptualizations of words, three interconnected elements of campesinas' education are presented: coyote literacies, ligera strategies, and pedagogies of barbear. It is argued that through campesinas' education, they demonstrate not to be passive workers but intersectional social actors/educators that create knowledge, literacies, and new identities to live and work with dignity.

Friday > March 3, 2023



2:00 PM - 3:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research.
IS 325 | Distances Traveled: The American College Experience for Latinx College Students.
Room: NLVU 128

CANCELED

Frank Fernández, PhD
University of Florida

Marisol Kevelson, EdD
Educational Testing Service

Manuel Gonzalez Canche

Catherine Millett, PhD
ETS

Jillian Kinzie, PhD
Indiana University Bloomington

The goal of this symposium is to discuss how critical quantitative frameworks and mixed methods analyses can be used to better understand the metaphorical and actual distances traveled by Latinx students in their college journeys. To address this purpose, we discuss the role of community colleges and local public 4-year colleges in postsecondary entrance for Latinx students. We also highlight potential strategies to improve Latinx students' prospects of persistence and degree attainment.

By the end of this session, participants will:

- A) Provide examples of ways to examine the likelihood of successful transfer of Latinx community college students to 4-year institutions and multiple pathways to graduate education.
- B) Understand the cultural differences and strengths Latinx students bring with them to their colleges and universities.
- C) Share ways to more equitably use data and conduct research to reduce bias and incorporate perspectives of those from historically marginalized groups.

2:00 PM - 3:00 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research.
RT 335 | Fortaleciendo Research Capital and Assessment Beliefs towards Graduation.
Room: NLVU 130

CANCELED

Maria Vasquez, PhD
Florida Atlantic University

The author will share preliminary findings of a systematic review that examines the relationship of assessment beliefs and research capital when graduating Latinx/a/o/e students. This presentation will further the understanding of Latinx/a/o/e centric research as it will investigate existing studies related to the notions of research capital and assessment beliefs among Latinx/a/o/e students. This presentation is unique due to the use of search criteria in English and Spanish.

By the end of this session, participants will:

- A) Aim to discuss the relationship of assessment beliefs and research capital as contributors of retention and graduation as well as a method to empower students and Latinx/a/o/e communities.
- B) Be able to describe some current practices to retain and graduate Latinx/a/o/e students in higher education.
- C) Have further understanding of Latinx/a/o/e centric research as it will look into existing studies related to the notions of research capital and assessment beliefs among Latinx/a/o/e students.

Friday > March 3, 2023



2:00 PM - 3:00 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.
RP 345 | Radical Wellness: The Chicana/Latina Flourishing Project.
Room: NLVS 113

Azucena Verdin
Texas Woman's University

Priscilla Dominguez, BS
Texas Woman's University

Maria Torres, MS
Texas Woman's University

We share findings from a pilot study on the Chicana/Latina Flourishing Project, an initiative based on the Anzaldúan concepts of nepantla, choque, and conocimiento enacted within an embodied pláticas model. This project invites a small group of university mujeres to participate in mentoring that combines group and one-on-one pláticas, nepantla podcasts, and therapy-informed activities (e.g., sand play) to name the forms of choque that give rise to the mujeres's dissonance while nurturing their collective strengths.

By the end of this session, participants will:

A) Critically reflect on the experiences of Chicana/Latina undergraduates and graduate students participating in a pláticas based group mentoring program.

B) Critique and discuss how choque in academic settings can be named and challenged within a framework that integrates nepantla, conocimiento, ethnic identity, and differentiation of self.

C) Engage in discussions about power, privilege, and access in the context of the pilot study's findings, strengths, and limitations.

2:00 PM – 3:00 PM

Transformative Policy and Practices at Critical Junctures.
RP 355 | Postsecondary Education in Texas Prisons: Accessibility to Incarcerated Women through the Second Chance Pell Grant.
Room: NLVH 144

Armando Lizarraga, Doctoral Student
The University of Texas at Austin

This study examines the accessibility of postsecondary education programs (PEP) for incarcerated women in Texas through the Second Chance Pell Grant (SCPG). In conducting a landscape analysis of the Department of Education and the Texas Department of Criminal Justice websites in search of publicly available information on PEPs in correctional facilities, specifically focusing on women's correctional facilities. Findings include the number of participating colleges; the type of programming; and the challenges to accessing the SCPG.

By the end of this session, participants will:

A) Have a better understanding of the Second Chance Pell Grant.

B) Understand the landscape of prison education programs in Texas.

C) Bring awareness to the lack of postsecondary education programs for women in Texas.

D) Bring awareness to incarcerated students engaging with postsecondary education.

Friday > March 3, 2023



3:15 PM - 4:15 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research.

RP 316 | Self-care practices, self-esteem, and perceived interpersonal support among Latino/a former foster youth in higher education.

Room: NLVU 126

Mayra Cazares-Minero, PhD

University of California, Los Angeles

A handful of studies with samples of former foster youth point to ethnic/racial disparities in college outcomes. However, no studies to date examine the characteristics of Latino/a foster youth in college and the factors most important to their success. This study examines differences between Latino/a foster youth and their non-Latino/a peers in terms of early foster care experiences, college experiences, and resilience; and the association between resilience and college GPA among former foster youth.

By the end of this session, participants will:

- A) Develop a greater awareness of foster youth and their postsecondary educational disparities.
- B) Understand the multisystem resilience of Latinx foster youth compared to their peers in other racial/ethnic categories.
- C) Explore ways in which social service providers, educators, and policies can help enhance the resources and assets among Latinx foster youth in higher education.

3:15 PM - 4:15 PM

Resisting Traditional Ideas and Advancing New Approaches in Education Research.

RT 336 | Why Campus Service Workers Matter When It Comes to First-Generation Latine College Students' Retention and Success.

Room: NLVU 130

Georgina Guzmán, PhD

California State University Channel Islands

Stephanie Youngblood, MA

University of Southern California

In this roundtable, the editors of *Campus Service Workers Supporting First-Generation Students: Informal Mentorship and Culturally Relevant Support as Key to Student Retention and Success* (Routledge 2021) ask us to consider how campus service workers (such as custodians, housekeeping, etc) are often the most ethnically diverse workforce on any college campus and as such, provide unique sources of valuable informal mentorship for first-generation, working-class Latine students who may otherwise not easily find a sense of belonging in the university.

By the end of this session, participants will:

- A) Learn the transformative, mutually beneficial relationships that are possible between campus service workers (such as custodians, housekeeping, and dining hall staff) and first-generation Latine college students.
- B) Learn new ways of considering Latine students' sense of belonging in the university.
- C) Learn innovative ways to ensure Latine student success and retention, such as service-learning with campus service workers.
- D) Learn ways of teaching Latine students how to resist assimilationist values and develop a social consciousness within their higher education.

Friday > March 3, 2023



3:15 PM - 4:15 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.

RP 346 | Predicting Academic Success: The Impact of Ethnic Identity, Self-Esteem, and Climate Among Latinx High Schoolers.

Room: NLVS 113

Jaqueline V. Dighero, PhD

The University of California, Riverside

Ilene N. Cruz, BA

California State University, Northridge

Gabriela Chavira, PhD

California State University, Northridge

We examined the effect of school climate, self-esteem, and ethnic identity on academic success in a sample of Latinx high school students. We found significant relationships between the predictors, climate and self-esteem, and between self-esteem and ethnic identity. Most importantly, we found significant effects of climate and self-esteem on students' academic GPA. The findings highlight the role of institutions in improving the educational experiences to increase the educational attainment of ethnically minoritized youth.

By the end of this session, participants will:

A) Have addressed the educational debt that currently exists for Latinx students in higher education.

B) Identify factors, school climate and self-esteem, that schools can implement changes to in order to improve the overall academic success of Latinx (and other ethnically minoritized students).

3:15 PM - 4:15 PM

Refusing a Singular Lucha: Radicalization of Healing, Connecting, and Coalescing Through Critical Praxis.

RP 356 | Fighting The Pandemic Con Cariño: Staff & Faculty Uplifting Latino/x Men in South Texas Colleges.

Room: NLVH 144

Gabriel Rodríguez Lemus, Jr., MS

The University of Texas at Austin

Jase Kugiya, MSW

The University of Texas at Austin

Armando Lizarraga, Doctoral Student

The University of Texas at Austin

Lesley Rivas Lopez, PhD

The University of Texas at Austin

Javier Ramirez, MA

The University of Texas at Austin

Luis Ponjuan, PhD

Texas A & M University

Latino/x men in colleges and universities across the country underwent unique challenges during the COVID-19 pandemic. This paper focuses on how faculty and staff were validating agents for Latino/x men and provided a culturally engaging campus environment (CECE) in community colleges and bachelor's granting institutions in South Texas and the Rio Grande Valley. The authors highlight the ways staff and faculty fought the pandemic con Cariño and uplifted Latino/x men during the pandemic.

By the end of this session, participants will:

A) Gain an understanding of how the COVID-19 pandemic affected undergraduate Latinx/o men, particularly those enrolled in South Texas post-secondary institutions.

B) Learn how staff and faculty can uplift Latinx/o men by serving as validating agents.

C) Learn of practices that promote healing for Latinx/o students navigating the challenges brought on by the pandemic.

2023 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 2023, AAHHE is celebrating authors in its Early Career, Mid-career, Senior Scholar and Edited Volumes categories.

2023 Book of the Year Award – Early Career Category Author

Apoyo Sacrificial: How Undocumented Latinx Parents Get Their Children to College, 2021.
Stephany Cuevas, EdE, Assistant Professor, Chapman University

2023 Book of the Year Award – Mid-Career Category Author

Brown Trans Figurations: Rethinking Race, Gender and Sexuality in Chicanx and Latinx Studies, 2021
Francisco Galarte, PhD, Associate Professor, University of New Mexico

2023 Book of the Year Award – Senior Scholar Category Authors

Proving Patriotismo Latino Military Recruitment, Service, and Belonging in the US, 2021
Jessica Lavariega Monfordi, PhD, Vice Provost, California State University
Adam McGlynn, PhD, Professor of Political Science, East Stroudsburg University

2023 Book of the Year Award – Edited Volume Category Authors

Mexican American Civil Rights in Texas, 2021
Roberto Brischetto, PhD
J. Richard Avena, PhD

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

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

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

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

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

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

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

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

2020 Gina A. García, PhD, *Becoming Hispanic Serving Institutions: Opportunities for Colleges and Universities*
2019 Alberto Ledesma, *Diary of a Reluctant Dreamer: Undocumented Vignettes From a Pre-American Life*
2018 Gary F. Keller, *New Directions: Assessment and Preparation of Hispanic College Students & Moving Forward: Policies, Planning, and Promoting Access of Hispanic College Students*
2017 Aida Hurtado & Mrinal Sinha, *Beyond Machismo*
2016 Gustavo Arellano, *¡Ask a Mexican!*
2016 Dolores Inés Casillas, *Sounds of Belonging: U.S. Spanish-language Radio and Public Advocacy*
2015 Alicia Gaspar de Alba, *[Un]Framing the "Bad Woman": Sor Juana, Malinche, 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 PhD: Abriendo Caminos*

2023 Books the Year Awards Selection Committee

Julián V. Heilig, PhD, AAHHE Board of Directors

AAHHE Books of the Year Committee Chair
College of Education
University of Kentucky

Magdalena Martínez, PhD

AAHHE Books of the Year Committee Co-chair
The Lincy Institute
University of Nevada, Las Vegas

Frank Fernández, PhD

University of Florida

Susan Paik, PhD

Claremont Graduate University

Jeremiah González, PhD

Los Angeles Unified School District

Ebelia Hernández, PhD

Rutgers University

Cristobal Salinas Jr., PhD

Florida Atlantic University

Reyna García Ramos, PhD

Pepperdine University

Vasti Torres, PhD

Indiana University School of Education

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Early Career Category Award Recipient

Apoyo Sacrificial: How Undocumented Latinx Parents Get Their Children to College, 2021.



Stephany Cuevas, EdD Assistant Professor, Chapman University

Stephany Cuevas, EdD is an assistant professor of Education in the Attallah College of Educational Studies at Chapman University. Cuevas' interdisciplinary research focuses on Latinx family engagement in students' higher education aspirations. Central to her research is the notion that Latinx students do not experience education in isolation, as sole compartmentalized, individual students; it is imperative to consider the significant and central role families have in shaping Latinx students' educational experiences. Cuevas has worked to support underrepresented students, their families, and the educators who work with them; she is committed to work that actively seeks to expose and combat issues of inequality. Her current research explores how family engagement shifts and changes as first-generation students advance in and complete their post-secondary trajectories. Cuevas is also a co-author

of *Everyone Wins! The Evidence for Family-School Partnerships and Implications for Practice (Scholastics)*. Her scholarship has also appeared in the *Journal of Higher Education*, the *Harvard Educational Review*, and the *Journal of Latinos and Education*.

Mid-Career Category Award Recipient

Brown Trans Figurations: Rethinking Race, Gender and Sexuality in Chicanx and Latinx Studies, 2021



Francisco Galarte, PhD,
Associate Professor, University of New Mexico

Francisco J. Galarte, PhD is an Associate Professor of American Studies and Women, Gender, and Sexuality Studies and Director of the Feminist Research Institute at the University of New Mexico where he teaches courses in Chicanx, Latinx and transgender studies. He was born and raised in Brawley, California located in the Imperial Valley along the US/Mexico Border and identifies strongly as a transfronterizo, meaning that the borderlands inform his creative and scholarly projects. His most recent articles have appeared in publications including *Aztlan: Journal of Chicano Studies*, *Chicana/Latina Studies Journal* and *TSQ: Transgender Studies Quarterly*. He also currently serves as the Executive Editor of *TSQ: Transgender Studies Quarterly*, published by Duke University Press.

His research brings transgender studies, Chicanx studies, Latinx studies, and queer studies into critical dialogue. In doing so, he expands these academic fields, transform the central issues of inquiry, and contribute to ongoing conversations related to the study of race, gender, and sexuality. His primary scholarly agenda is to examine the relationship between systems of racial formation and the lived experiences and cultural representations of racialized transgender subjects. His first book, *Brown Trans Figurations: Rethinking Race, Gender and Sexuality in Chicanx/Latinx Studies* (2021, University of Texas Press) is the inaugural book for the *Latinx: The Future is Now* book series edited by Dr. Nicole Guidotti-Hernández and Dr. Lorgia Garcia-Peña. The book explores how transgender analytics intervene or fail to intervene in the current reading practices that exist in Chicana/o Studies for making sense of processes of racialization, gendered violence, queer sexualities, masculinities, and femininities. The book was recently awarded the Popular Culture Association's John Leo and Dana Heller Award (2022) for Best Single Work, Anthology Multi-author Edited Book in LGBTQ Studies and the MLA GLQ Caucus Alan Bray Book Prize (2022).

Senior Scholar Award Recipients

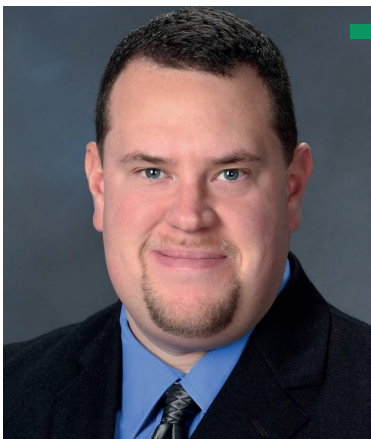
Proving Patriotismo Latino Military Recruitment, Service, and Belonging in the US, 2021



Jessica Lavariega Monforti, PhD,
Vice Provost, California State University

Jessica Lavariega Monforti, PhD, vice provost at California State University, Channel Islands, supports the academic endeavors and development of faculty, students, and staff, and our institution. Lavariega Monforti believes that education can empower students and help them and others acknowledge their potential. Lavariega Monforti has landed nearly \$10M in major grant funding, published 3 books and over 50 articles and book chapters, and contributed to several news articles and broadcasts including the New York Times, La Opinión, and NPR's All Things Considered. Lavariega Monforti is an award-winning teacher, leader, and scholar, having received the MPSA Latino Caucus Distinguished Career Award, UT Regents' Outstanding Teaching Award, Adaljiza Sosa-Riddell Award for Exemplary Mentoring of Latino/a Undergraduate Students in Political Science, various best research paper awards

from major political science associations, as well as institutional leadership awards. She is a Ford Fellow, the founder and co-organizer of the biennial, national Women of Color in Political Science Workshop, and past president of the Western Political Science Association. Lavariega Monforti holds a PhD in Political Science from The Ohio State University, and is an alumna of the HERS Institute and Berkeley's Executive Leadership Academy.

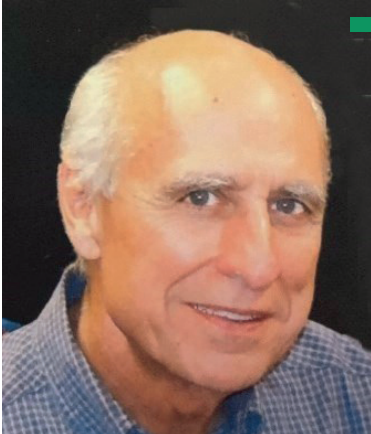


Adam J. McGlynn
Professor of Political Science, East Stroudsburg University

Adam J. McGlynn is professor of Political Science at East Stroudsburg University. He received his PhD in Political Science from Stony Brook University. His research interests focus on Latinx politics and policy, education policy, and urban government. He has published articles in the American Journal of Political Science, PS: Political Science and Politics, State and Local Government Review and Urban Education. McGlynn is the co-author of Proving Patriotismo: Latino Military Recruitment, Service, and Belonging in the U.S. which won a Best Book Award from the Latino Caucus of the American Political Science Association.

Edited Volume Category Award Recipients

Mexican American Civil Rights in Texas, 2021



Roberto Brischetto, PhD

Robert Brischetto, PhD in sociology from the University of Texas at Austin and served on the faculty at the University of Texas at El Paso, Our Lady of the Lake University, and Trinity University from 1970 to 1982. In 1982, he joined William C. ("Willie") Velasquez at the Southwest Voter Registration Education Project as director of research for five southwestern states. There he established the Southwest Voter Research Institute (SVRI) and served as its executive director from 1986 to 1995. In recognition of his work at SVRI, he received the 1992 National Award for Sociological Practice from the Society for Applied Sociology. At the invitation of the U.S. Census Bureau, he established a Census Information Center at SVRI for minority researchers and organizations to access 1990 Census data. Brischetto has been an expert witness in more than forty voting rights cases throughout the southwestern United States. His research and writings have appeared in numerous academic journals and popular magazines and newspapers.



J. Richard Avena, PhD

J. Richard Avena, born in Salt Lake City and raised in El Paso, began his federal career at the Library of Congress Legislative Reference Service as a translator and on occasion wrote speeches for members of Congress. He marched with Mr. Martin Luther King, Jr., in the 1966 James Meredith March Against Fear in Mississippi. He was the only Mexican American on the march. In 1968, Avena went to San Antonio to help the U.S Commission on Civil Rights direct the hearings held on civil rights issues facing Mexican Americans in the Southwest. In 1986, he retired as the Southwest Regional Director. He served as the first Mexican American Executive Director of the Texas Civil Liberties Union (ACLU). He taught a course on U.S. immigration law and policy at the University of San Carlos in Guatemala from 2006 - 2013. He has a bachelor of arts degree in government from George Washington University.



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2023 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 Fellowship 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 Fellowship 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.

2023 AAHHE Faculty Fellows Program



Sarah L. Rodriguez, PhD

Sarah L. Rodriguez, PhD, is an associate professor of Engineering Education and an affiliate faculty member with the Higher Education Program at Virginia Tech. Her research focuses on identifying and asking urgent questions about systemic inequities such as racism, sexism, and classism that marginalized communities experience as they transition to and through their engineering and computing higher education experiences. Rodriguez is a talented grant-maker, research team leader, and collaborator and has collaborated on large-scale interdisciplinary research projects sponsored by the National Science Foundation (NSF), the Kapor Center, and the Center for the Study of Community Colleges. Rodriguez has served as an implementation coach with The Charles A. Dana Center's Mathematics Pathways supporting college implementation of multiple mathematics pathways, acceleration to complete college level math courses quickly, and intentional use of strategies; she also served as an affiliate faculty member to Project MALES, a multi-faceted research and mentoring initiative, and the Center for Community College Student Engagement, a service and research initiative focused on student engagement and success. She is also a proud Gates Millennium Scholars Program alum. She was selected as an Early Career Awardee and Faculty Fellow with the American Association of Hispanics in Higher Education (AAHHE) and a NASPA Emerging Faculty Leader. She received the Barbara Townsend Early Career Scholar Award by the Council for the Study of Community Colleges (CSCC) and gave the distinguished ASHE-CAHEP Barbara Townsend Lecture. She received her PhD in Higher Education Leadership from The University of Texas at Austin; a master's degree from The University of Tennessee, Knoxville, and a bachelor's degree in English and Spanish from Texas A&M University-Commerce. She was a transfer student from Trinity Valley Community College.

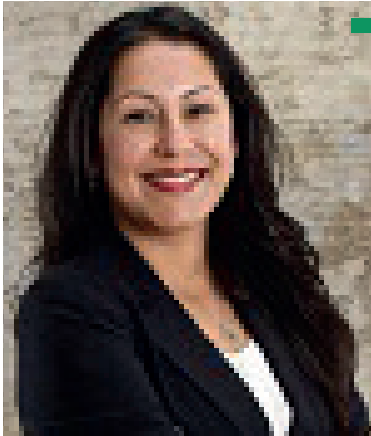


Ignacio Hernandez, PhD

Associate Professor
Director, Doctoral Program in Educational Leadership

Ignacio Hernández, PhD (he/him/his) is an associate professor and the EdD Program Director in the Department of Educational Leadership. Dr. Hernández engages in research that addresses three areas of the study of higher education: 1) Community college leadership, 2) Community college transfer students' experiences and community college transfer policies, and 3) Graduate education and preparation of student affairs professionals. Dr. Hernández's work advancing the study of higher education has been included in journals, edited books, and policy briefs. He has participated in multiple fellowship programs in several organizations such as the American Association of Hispanics in Higher Education, National Community College Hispanic Council, and the WSCUC Assessment Leadership Academy. He currently serves on the Editorial Board of the *About Campus* journal and previously served on the Board of Directors for the National Community College Hispanic Council. In 2018, Dr. Hernández was recognized as a Promising New Faculty awardee by the Fresno State Office of the Provost and as an Outstanding Faculty awardee by the NASPA Latinx/a/o Knowledge Community

2023 AAHHE Faculty Fellows Program



Patricia A. Pérez, PhD,

AAHHE Board of Directors Liaison, Faculty Fellowship Program
Professor of Chicana and Chicano Studies
Associate Dean for Faculty

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

2023 AAHHE Faculty Fellows



Elsa Camargo, PhD

Assistant Professor
Educational Leadership and Policy Studies
University of Texas, Arlington

Elsa Camargo, PhD is an assistant professor of Educational Leadership and Policy Studies and Co-Coordinator of the Hispanic Serving Leadership Graduate Certificate at the University of Texas at Arlington (UTA). She is a research associate at the Center for Mexican American Studies at the same institution. She was an assistant professor of Higher Education at the University of Arkansas and while there also served as Junior Research Fellow at the Office for Diversity and Inclusion. Camargo holds degrees from Virginia Tech (PhD in Higher Education) and the University of Illinois at Chicago (BA in English and Spanish and MA in Hispanic Studies). Her research examines various points of the student-to-tenured-faculty pipeline and the challenges that minoritized populations face in this trajectory. In her research, she employs lenses that are critical of the systemic structures in higher education that make it difficult for institutions

to become diverse and inclusive. Camargo research has appeared in academic journals including the *Journal of Diversity in Higher Education*, *Journal of Hispanic Higher Education*, *Journal of Education and Training Studies*, and *Innovative Higher Education and Gender Transformation in the Academy*.



Diana Cedeño, PhD

Assistant Professor
Child and Family Services
Southern Illinois University-Carbondale

Diana Cedeño, PhD, is a tenure track assistant professor at Southern Illinois University in the area of Child and Family Services. Her interdisciplinary research focuses on resilience and brings together economic and sociological views, which are applied to Family Science & Human Development. She often applies a strength-based perspective to her work, which focuses on poverty, inclusion, transnational and translingual families, and community engagement. Cedeño's scholarship is focused on understanding pathways towards the social inclusion of under-deserved minoritized communities, in particular Latinx families and youth. Her work has been published in peer reviewed journals and she has presented her research at several national conferences. She was chosen as a visiting scholar from the Institute for Research on Poverty (University of Wisconsin-Madison), where she visited Poverty Solutions at University of

Michigan. One of the aspects of academia that is very important to her is her teaching philosophy, based on principles of critical thinking and student engagement. Cedeño takes great pride at mentoring students and feels fortunate to work with them, as this is her favorite part of being an academic. In her spare time, she enjoys riding her bike and painting.

2023 AAHHE Faculty Fellows



Mary Dueñas, PhD

Assistant Professor
Educational Leadership and Policy Studies
University of Tennessee, Knoxville

Mary Dueñas, PhD, is an assistant professor in the Department of Educational Leadership and Policy Studies and the program coordinator for the College Student Personnel (CSP) at the University of Tennessee, Knoxville. Dueñas is originally from Pasadena, California, and her scholarship address issues of equity and access in higher education, with a particular focus on Latina/o/x college students' experiences. In her research practice, she uses both holistic frameworks and critical theory to share stories and explain systemic inequities that marginalized communities face as they persist through higher education. Dueñas has published both qualitative and quantitative articles in the *International Journal of Qualitative Studies in Education*, *Journal of College Student Development*, and *Journal of Latinos and Education*. She is also an active member of the Association for the Study of Higher Education (ASHE) and the

National Association of Student Personnel Administrators (NASPA). Before joining the faculty at UT Knoxville, Dueñas received her PhD degree in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison.



Antonio Duran, PhD

Assistant Professor, Higher Education
Arizona State University

Antonio Duran, PhD, is assistant professor in the Higher and Postsecondary Education program at Arizona State University. Duran received a PhD in higher education and student affairs from The Ohio State University, an MS in student affairs in higher education from Miami University, and a BA in English and American literature from New York University. His research examines how historical and contemporary legacies of oppression influence college student development, experiences, and success. He is interested in understanding and centering the lives of queer and trans people with multiple minoritized identities in postsecondary education settings, including queer and trans Latinx/a/o individuals. Connected to this central thread, Antonio is also interested in how scholar-practitioners use the above knowledge in their practice. He primarily uses critical frameworks (e.g., intersectionality, queer of color critique, queere theory,

jotería studies) to complicate the field's understanding of racism, heterosexism, trans oppression, and other forms of marginalization on college campuses.

2023 AAHHE Faculty Fellows



Dina Garcia, PhD, MPH

Assistant Professor
Health Behavior and Policy
Virginia Commonwealth

Dina T. García, PhD, MPH, was born in Guadalajara, Jalisco, Mexico and raised in Milwaukee, Wisconsin. She currently resides in Richmond, Virginia where she serves as an assistant professor in the Department of Health Behavior and Policy at the Virginia Commonwealth University (VCU) School of Medicine. Her research program examines the social and structural determinants of oral health inequities with the goal of developing community-based interventions targeted at different causal pathways. García is formally trained in community-based participatory research, qualitative and quantitative methods as well as science communication. Her freelance work has appeared in popular publications such as CNN Español. García is an appointed member of the Committee on Diversity and Inclusion for the American Association for Dental, Oral and Craniofacial Research and serves as a deputy editor for the international journal *Teaching and*

Learning in Medicine. As an advocate for racial and gender equity, she co-founded *Cientificas de Milwaukee*, which provides bilingual and bicultural STEAM education to students in second through eighth grade. García enjoys printmaking and spending time with her fur babies Chaak and Koxita.



Jessenia Garcia, PhD

Assistant Professor Counseling
St. Edwards University

Jessenia Garcia, PhD, is an assistant professor of counseling at St. Edward's University in Austin, Tx. She is a first-generation college graduate and proud daughter of Mexican and Salvadoran immigrants. García earned her master's degree in clinical mental health counseling and a doctorate in counselor education and supervision from the University of Texas at San Antonio. She is also a practicing licensed professional counselor. Garcia's clinical experiences include working in eating disorder treatment centers, college counseling centers, adolescent transitional living, and private practice. Her research interests include bilingual counseling, Latinx mental health concerns, first-generation wellness and belonging, racial/ethnic identity development, and culturally sustaining counselor supervision practices. Her service and teaching practices center preparing therapists to be multiculturally competent and increase access to underserved populations across Texas.

2023 AAHHE Faculty Fellows



Erim Gómez, PhD

Assistant Professor
Wildlife Biology
University of Montana

Erim Gómez, PhD, is an assistant professor of wildlife biology at the University of Montana, where he leads the Charismatic Minifauna Lab. He is a past award winner of the Bullitt Environmental Leadership Fellowship (\$100K) and now serves on the Board of the Bullitt Foundation. He has formerly worked as Co-Director of Southern Oregon University's Ecology Center of the Siskiyou. He co-lead an effort to pass a green-tags initiative to offset the university's carbon footprint. He has served on the board of Montana Natural History Center, Oregon Stewardship, and the board of the Society of Northwestern Vertebrate Biology. Gómez holds a BS in Environmental Studies from Southern Oregon University and a MS and PhD in Natural Resource Sciences from Washington State University. Gómez research interests include the conservation of endangered species, the ecology and management of freshwater ecosystems,

and of course charismatic minifauna. Gómez is a bilingual first-generation college graduate and proud of his parent's farm working and immigrant roots. He has served as advisor of WSU's MEChA and is founding advisor of UM's Chapter of the Society for Advancement of Chicanos/Hispanics and Native Americans in Science. He also offers educational workshops on graduate school and higher education for students and DEI workshops for the conservation profession.



Lorena Gutiérrez, PhD

Assistant Professor
Teaching in the School of Education
University of California, Riverside

Lorena Gutiérrez, PhD, is an Assistant Professor of Teaching in the School of Education at the University of California, Riverside. She earned her PhD in Curriculum, Instruction and Teacher Education from Michigan State University. Her research highlights the ways Latinx migrant and seasonal farmworkers thrive in their educational pursuits despite the inequities they face in K-12 schools. In her three-year ethnographic study, "Use my name, they need to know who I am!": Latina/o Migrant and Seasonal Farmworker Youth at the Interstices of the Educational Pipeline, she examined the schooling experiences of Latina/o migrant farmworker youth in K-12 schools and a High School Equivalency Program in the Midwest. Her research contributes much needed asset-based research on the schooling experiences and agency of migrant and seasonal farmworker youth in pursuit of education within and beyond K-12 schools. Gutiérrez's research

is rooted in learning with migrant and seasonal farmworkers in the Midwest, her own experiences in growing up bilingual in Colton, California, and the heritage of farm work that her grandfather cultivated in Jalisco, Mexico.

2023 AAHHE Faculty Fellows



Juan Hincapie-Castillo, Pharm.D., MS, PhD

Assistant Professor
Epidemiology
University of North Carolina, Chapel Hill

Juan M. Hincapie-Castillo, PharmD, MS, PhD, is an assistant professor of epidemiology at the University of North Carolina at Chapel Hill. He was an assistant professor of Pharmaceutical Outcomes & Policy at the University of Florida. He is a graduate from the University of Florida College of Pharmacy where he received the degrees of Doctor of Pharmacy (2013), Master of Science in Pharmaceutical Sciences (2017), and PhD with a concentration in pharmacoepidemiology (2019). He is the recipient of the 2020 New Investigator Award from the American Association of Colleges of Pharmacy and the 2020 Emerging Leader Award from the International Society for Pharmacoepidemiology. His research interests include the study of drug utilization and safety in pain management, the evaluation of the effects of State and Federal laws on patient outcomes (legal epidemiology), and the assessment of patient safety and quality

for inpatient pain management. Juan is a consultant for the FDA's Drug Safety and Risk Management Advisory Committee (DSaRM). In 2021, he was appointed as a Research Fellow for the Center for Public Health Law Research (CPHLR) at Temple University. He currently serves as President of the Board of Directors for the National Pain Advocacy Center.



Roman Liera, PhD

Assistant Professor
Educational Leadership
Montclair State University

Román Liera, PhD, is an assistant professor of Higher Education in the Department of Educational Leadership at Montclair State University. He was born and raised in the San Fernando Valley in Los Angeles County, where he attended Los Angeles Pierce College before transferring to San Diego State University to earn a Bachelor of Arts in Psychology and a minor in counseling and social change. He attended Teachers College at Columbia University, where he received a Master of Arts in Higher and Postsecondary Education before moving back to Los Angeles, where he earned a PhD from the University of Southern California. Liera designed his research program to study racial equity and organizational change in Higher Education. Specifically, he draws on qualitative research methods to understand how organization processes, norms, and practices perpetuate racial inequity. He anchored his scholarship on

a theoretical understanding of university and college campuses as racialized organizations with cultures and structures constraining administrators and faculty efforts to advance racial equity. His current research projects focus on understanding how racism operates in doctoral student socialization, the academic job market, faculty hiring, reappointment, tenure and promotion, and presidential hiring.

2023 AAHHE Faculty Fellows



Jose Martínez Hinestroza, PhD

Assistant Professor
Curriculum & Instruction
Texas State University

José Martínez Hinestroza, PhD, is an assistant professor in elementary mathematics education in the Department of Curriculum and Instruction at Texas State University. After teaching in kindergarten and elementary schools in his home country, Colombia, he earned his PhD in Curriculum, Instruction, and Teacher Education from Michigan State University. José's work focuses on bilingual mathematics education, including teaching and learning in bilingual classrooms and the preparation of pre-service teachers to teach bilingual children. Through his participatory research, he has engaged in prolonged collaborations with teachers, including teachers of recent immigrant children from Central and South America. He has published both research and practitioner-oriented articles in peer-reviewed journals and edited books, including the *International Journal of Qualitative Studies in Education*, the *Elementary School*

Journal, *Teaching for Excellence and Equity in Mathematics*, *Teaching and Teacher Education*, and *Mathematics Teacher: Learning and Teaching PK-12*.



Arturo Nevárez, PhD

Assistant Professor
Liberal Studies
California State University, Stanislaus

Arturo Nevárez, PhD, is a first-generation college graduate who was born and raised in South East Los Angeles. He is an Assistant Professor in Liberal Studies at California State University Stanislaus and a scholar of race and racism in K-12 educational contexts. Nevárez's scholarship is informed by critical race theory, Latina/o critical race theory and decolonial frameworks. His most recent ethnographic research explores how the pedagogies and racial-justice praxis of Ethnic Studies teachers support the development, maintenance and extension of Latinx/Chicanx youth's racial literacies. Recognition of the value of Nevárez's work has come in several forms including, the Ford Foundation Dissertation Fellowship, the Cultivating New Voices (CNV) National Council of Teachers of English (NCTE) Fellowship, and most recently, his dissertation was awarded 2022 AERA's Division K Outstanding Dissertation Award. Nevárez has

taught middle-school and high-school English in South Central and Hawthorne, CA.

2023 AAHHE Faculty Fellows



Oscar E. Patrón, PhD

Assistant Professor
Educational Leadership and Policy Studies
Indiana University, Bloomington

Oscar E. Patrón, PhD, is an assistant professor of Higher Education and Student Affairs at Indiana University (IU). Patrón's research examines the ways that historical forms of oppression influence the lives of minoritized people within postsecondary contexts. His research centers the successes of Latina/o students at undergraduate and graduate levels, men of color, social identities, and resilience through the employing of critical frameworks. His scholarship has been published in *Race Ethnicity & Education*, *International Journal of Qualitative Studies in Education*, and *Men & Masculinities*, among other peer-reviewed outlets. Patrón is a Faculty Affiliate with Project MALES at the University of Texas at Austin and Center for Research on Race and Ethnicity in Society at IU. He is a recipient of the National Academy of Education/Spencer Foundation dissertation fellowship, American Association of Hispanics in Higher Education Graduate Student

Fellow, Faculty First-Look, K. Leroy Irvis Fellowship, and McNair Scholars awards. He received his PhD from the University of Pittsburgh and spent the last two years of his program as a Research Associate at the USC Race and Equity Center at the University of Southern California.



Marlén Ríos-Hernández, PhD

Assistant Professor
Chicana/o Studies
California State University, Fullerton

Marlén Ríos-Hernández, PhD, is an assistant professor of Chicana and Chicano Studies at California State University, Fullerton and a former UCLA UC President's Postdoctoral Fellow. Trained in Ethnic Studies and Musicology, her research investigates the genealogies between policing and SoCal punk communities as told by queer Black, Chicana, Latina punk women and femmes in the aftermath of the counterintelligence programs (COINTELPRO). She is a founding member of PunkCon— a biannual conference celebrating punk scholars, activists, artists, musicians, and communities. Her research interests include Chicax studies, Gender and Sexuality Studies, Cultural Studies with an emphasis on Film, Critical Ethnographies, Sound Studies, Hemispheric Punk Movements and Policing "Post"-COINTELPRO, Feminist Musicology, Punk Pedagogy and Archival Research Methods.

2023 AAHHE Faculty Fellows



Dina Verdín, PhD

Assistant Professor
Engineering Education
Arizona State University

Dina Verdín, PhD, is an assistant professor of Engineering in the Ira A. Fulton Schools of Engineering at Arizona State University. She received her BS in Industrial Systems Engineering from San José State University, an MS in Industrial Engineering and PhD in Engineering Education from Purdue University. Her research broadly focuses on broadening participation in engineering by focusing on the issues of access and persistence. She uses asset-based approaches to understand minoritized students' lived experiences (i.e., including first-generation college students and Latinx). Verdín seeks to understand how first-generation college students and Latinx students author their identities as engineers and negotiate their multiple identities in the current culture of engineering. Her scholarship has been recognized in several spaces, including the 2018 ASEE/IEEE Frontiers in Education Conference Best Diversity Paper Award, 2019 College

of Engineering Outstanding Graduate Student Research Award, and the Alliance for Graduate Education and the Professoriate (AGEP) Distinguished Scholar Award. Her dissertation proposal was selected as part of the top 3 in the 2018 American Educational Research Association (AERA) Division D In-Progress Research Gala.

2023 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.



Merylou Rodriguez,

AAHHE Graduate Student Fellowship 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.



Dominga Sanchez

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

Dominga Sanchez is a doctoral candidate in the School of Civil and Construction Engineering Department at Oregon State University (OSU). Her research interests include conceptual understanding and development in engineering education, exploring the experiences of engineering undergraduates in engineering societies and organizations, and efforts for inclusion and diversity within the engineering culture. She received her Civil Engineering M.S. degree at Oregon State University and her Structural Engineering B.S. degree at UC San Diego. For her M.S. thesis, she explored the differences in conceptual understanding of the strength of material concepts across engineering undergraduates and professional civil engineers to understand their knowledge and application of the content. During her undergraduate studies, she performed earthquake engineering research. She focused on Engineering Education

and Outreach endeavors upon graduation, developing STEM educational opportunities for underserved and marginalized K-14 communities. In addition to her research, she served as the Earthquake Engineering Research Institute Student Chapter president at OSU and collaborated with faculty to implement modular learning materials introducing graduate engineering students to social justice discussions.

2023 AAHHE Graduate Student Fellows Program



Vanessa Nuñez,

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

Vanessa Nuñez 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.



Sergio Gonzalez,

AAHHE Graduate Student Fellows Program Social Media Co-chair
Field of Study should be Educational Studies
Claremont Graduate University

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

2023 AAHHE Graduate Student Fellows Program



Celine Cortes,

AAHHE Graduate Student Fellows Program Alumni, Chair
Oklahoma State University

Celine Cortes received her B.S. in biology from UCLA. There she discovered her love of teaching and outreach through a mentorship program that provides social support and educational activities to underserved K-12 youth. Following graduation, she was an Assistant Language Teacher of English at middle and elementary schools in rural Japan for two years. Celine is a fifth-year doctoral candidate completing the anatomy and vertebrate paleontology track of the Biomedical Sciences program at Oklahoma State University-Center for Health Sciences (OSU-CHS). She has taught human anatomy to medical, physician's assistant, and graduate students. Her research utilizes an interdisciplinary approach to investigate consequences of human influence and historical geographic overlap among wolves, coyotes, and dogs in the Southern Great Plains of the United States. Celine is currently completing her tenure as Alumni

Coordinator Co-Chair for the AAHHE Graduate Student Fellowship Program, and her tenure as a member of the AAHHE Membership Committee. In 2022, she formed the Society for Advancement of Chicanos/Hispanics and Native Americans in Science Chapter at OSU-CHS and is currently serving as its inaugural president. She aspires to hold a faculty position to teach topics in biomedical sciences, conduct interdisciplinary research, and continue her work in diversity, equity, and inclusion efforts.



Juanita Hinojosa,

AAHHE Graduate Student Fellows Program Alumni, Chair
Field of Study Higher Education
University of Nevada, Las Vegas

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

2023 AAHHE Graduate Student Fellows Program



Aurora Kamimura, PhD

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

Aurora Kamimura, PhD, works closely with campus leaders to further diversify the professoriate and to create more inclusive learning environments in the classroom. Her area of expertise lies in courses regarding higher education, organizational behavior, and access and equity. She has over twenty years of experience as an educator on college/university campuses working to broaden access for minoritized populations at the local, state, and national levels. Kamimura is alumnus of the Center for the Study of Higher and Postsecondary Education at the University of Michigan and alumnus of the AAHHE Graduate Student Fellowship Program (2016). Her research agenda focuses on broadening access and equity in the P-20/professoriate pathway. Her scholarship on strategies for diversifying STEM graduate education can be found in journal articles and book chapters. Kamimura earned a bachelor's in Social Sciences from the University of California, Irvine; master's in education in Administration, Planning and Social Policy at Harvard University; and a master's in Higher Education Management and Organizations, and a doctorate in Higher Education and Organization Behavior at the University of Michigan. She currently serves as the Treasurer-elect for the AAHHE Board of Directors.

2023 AAHHE Graduate Student Fellows



Ezekiel Acosta

American Studies
University of New Mexico

Ezekiel Acosta is the son of a Mexican dad and a Guatemalan mother, whose love he carries into his work and extends to others. He is a proud Transman and hopes to create interdisciplinary scholarship that will change not only the way we talk about transness but reshape conversations happening in Latinx communities. He is currently a graduate student at the University of New Mexico and is honored to be a part of AAHHE's graduate cohort this year. Ezekiel believes in community and working towards the material. AAHHE will provide him an opportunity at both.



Luis Alcázar

Adult and Higher Education
Oregon State University

Luis Alcázar is a scholar-practitioner who was raised in Vallejo, California by two loving Xingonas – his mother and grandmother. After starting his higher education journey at Napa Valley College, he went on to earn his bachelor's degree in mechanical engineering from UC Berkeley and his master's degree in engineering management from CSU East Bay. Alcázar left his engineering career to pursue his passion for serving students and has worked at four public HSIs in California and Washington. He currently manages multiple student affairs programs as a dean at Napa Valley College and is a PhD candidate in the Adult and Higher Education program at Oregon State University. His research interests focus on Indigenous methodologies, Indigenous Mexican students, storytelling, Critical Latinx Indigeneities, and community college education and his dissertation will center the stories of California community college P'urhépecha students

about their experiences navigating multiple, layered liminalities. Alcázar's future goals include leading a local community college as their president and continuing his involvement in higher education research. Alcázar is passionate about spending time with his wife and two children, serving his community, fighting for social justice, and integrating Indigenous ways of being and doing into his personal, familial, professional, and scholarly spaces.

2023 AAHHE Graduate Student Fellows



Summer Blanco

Plant Biology
University of Georgia

Summer Blanco is a 2nd year PhD student in the Plant Biology department at the University of Georgia. She earned her Bachelor of Science in Biology at the California State Polytechnic University in Pomona, CA, in 2020. After completing their degree, Summer took a position in the Success in Graduate Education (SIGUE) program at Michigan State University as a post-baccalaureate research assistant. They are now a National Science Foundation Graduate Research Fellow and a UGA Presidential Fellow. Summer's current research aims to use citizen science & computational methods to understand how flower color variation has evolved in the plant genus, *Geranium*. During their undergraduate degree program, Summer participated in several university and national fellowships (CSU-LSAMP, NIH-RISE, CPP-Achieve) that aim to increase the capacity of students from groups historically excluded in STEM to complete PhD degrees. Participation in these programs was the catalyst for Summer's advocacy work. Summer currently leads diversity recruitment events for their graduate program and coordinates science cafés in their local community. Outside of their educational pursuits, Summer loves going to karaoke, roller skating, and a good oat milk latte!



Luz Burgos-López

Learning, Leadership, and Educational Policy
University of Connecticut
Lecturer

Luz Burgos-López is a Queer white-Puerto Rican who is passionate about racial justice and equity in education. In addition, Luz is a scholar-practitioner in her fourth-year as a doctoral student in the Learning, Leadership, and Educational Policy program with a concentration in Higher Education, Racial Justice, and Decolonization, and a certificate in Intersectional Indigeneity, Race, Ethnicity, and Politics at the University of Connecticut-Storrs. Burgos-López's research critically examines the role of knowledge production in the construction of the meta narratives of Latinidad in higher education. Specifically, she examines how scholars mobilize and (mis)use racial categories in the study of the experiences of racially minoritized communities. As a white-Puerto Rican, she is interested in unpacking how whiteness is (de)racialized within Latine/a/x/o and Puerto Rican identity and narratives. Burgos-López has an MS in Counselor Education from Central Connecticut State University and a B.A. in African American Studies from Wesleyan University. Lastly, Luz has over 12 years of experience in higher education and currently serves as an assistant dean of students in the Dean of Students Office at University of Connecticut.

2023 AAHHE Graduate Student Fellows



Diana Cervantes

Higher Education Leadership
The University of Texas at Austin

Diana Cervantes is a third-year Higher Education Leadership doctoral student at The University of Texas at Austin. She is a graduate research assistant for the Free College Equity Lab and has worked as a researcher with the Center for Community College Student Engagement (CCCSE) and Project MALES (Mentoring to Achieve Latino Educational Success). Diana serves as the managing editor of the *Journal Committed to Social Change on Race and Ethnicity* (JCSORE). Cervantes is a first-generation college student, an Oregonian, and a Gates Millennium Scholarship recipient. Her experience working in student engagement, the federal government, and the non-profit sector have inspired her interest in working to accelerate Latin* student success in higher education. Her dissertation research focuses on the experiences of Latin* community college students with free college policy. Cervantes earned a Bachelor's

degree from the University of Oregon, graduating Magna Cum Laude, and a Master of Arts in higher and postsecondary education with an emphasis in social/cultural and civic analysis from Teachers College, Columbia University.



Claudia Chiang-Lopez

Curriculum & Instruction
University of Nevada, Las Vegas

Claudia Chiang-Lopez is a first-generation student and immigrant from Mexico. At UNLV, she is a PhD student in Teaching and Learning and an instructor for the Interdisciplinary, Gender and Ethnic Studies department. Their dissertation will focus on learning more about disabled people who were pushed out and later returned as educators, an experience that she identifies with since Claudia is a disabled Queer educator of Color, who was pushed out of traditional education. Claudia is also working with an undergraduate researcher on a project looking at issues of gender, race, and sexuality in figure skating. Her free time is taken over by her two cats and watching many figure skating competitions. They're excited to build comunidad with their AAHHE cohort.

2023 AAHHE Graduate Student Fellows



Nelly Cruz

Higher Education Administration & Policy
University of California, Riverside

Nelly Cruz was born to Oaxacan parents from a rural pueblo in the Southern Mexican state of Oaxaca. Although born and raised in California, she is proud of her Mixtec heritage. As a first-generation college student, Nelly obtained two bachelor's degrees in sociology and public policy, followed by a master's degree in higher education administration and policy. Presently, she is a scholar-practitioner at the University of California, Riverside, a Hispanic-Serving Institution that sits on the lands of the original land caretakers, the Cahuilla, Tongva, Luiseño, and Serrano peoples. Her dissertation employs indigenous research methodologies to explore the college decision-making process for Indigenous Oaxacan students to promote equitable pathways to college in California. A current University Innovation Alliance Fellow, Nelly is committed to transforming higher education through student success initiatives to address equity gaps for

historically marginalized student populations.



Ariana García

Higher Education
University of Nevada, Las Vegas

Ariana García is from Albuquerque, New Mexico but spent most her life growing up in Pullman, Washington with her four siblings. Through research, teaching, and as a higher education professional, Ariana is passionate about advocating for inclusive practices and institutional change. Her current research focuses on equity in graduate education through studying student experiences, policies, and practices. Currently, she is exploring how Latina/o/x graduate students experience basic needs and the resources they utilize to navigate graduate school. Ariana's research agenda is guided by her dedication to support Latina/o/xs in higher education from undergraduate to the professoriate.

2023 AAHHE Graduate Student Fellows



Jose I. González

W. E. B. Du Bois Department of African Studies
University of Massachusetts Amherst

José I. González is a first-generation Afro-Latinx immigrant who managed, with his community's love and guidance, to transition from a high school pushout to a PhD candidate in the Afro-American Studies program at the University of Massachusetts Amherst. González has worked through Western Massachusetts' three-tier higher education system earning an associate's, bachelor's, and master's degree. As an Afro-Latinx Black Studies scholar, González is part of the recent wave of Afro-Latinxs attempting to bridge the divide between Latinx and Black Studies. Instead of perpetuating the invisibility of Afro-Latinxs with his research, González utilizes a *longue durée* approach centering Afro-Latinxs' experiences and contributions to the liberation struggles in the Caribbean and United States from the nineteenth century to the present.



Karen Juliana Gonzalez Restrepo

Bioinformatics
University of Georgia

Karen Juliana Gonzalez Restrepo, originally from Quindío, Colombia, is a fifth-year PhD candidate working in vaccine development at the Institute of Bioinformatics, University of Georgia. Karen's graduate research aims to create computational strategies that can accelerate human vaccine design. Currently working on COVID-19, influenza, and other life-threatening respiratory diseases, her study will potentially impact the lives of millions of people worldwide. Several experts in the field have recognized the importance of Karen's work by granting her an honorable mention at the Protein Society 2022 international symposium and a poster winner award at the Rosetta Commons 2022 meeting. Gonzalez Restrepo's desire to prevent severe illnesses has been evident since the earliest stages of her educational training. During her B.Sc. in chemistry at the University of Quindío, her research focused on discovering new treatments for

toxoplasmosis, a common infection affecting 200 thousand people every year in the United States. This work granted Gonzalez Restrepo a basic research award by the Colombian Association of Infectious Diseases. She recognizes that several people have helped her to thrive in her academic journey. To return a little of what she has received, she gives volunteering talks to young Colombian scholars to encourage them to pursue higher education degrees.

2023 AAHHE Graduate Student Fellows



Rubén González

*Race, Inequality, and Language in Education
Stanford University*

Rubén González is proudly from Greenfield, California, and is the son of Mexican immigrants. He is currently a PhD candidate in the Race, Inequality, and Language in Education (RILE) program at Stanford University. He is also earning a Master's degree in sociology. His research interests focus on the sociopolitical disposition and action of students and teachers of color. He dedicates his work to improving the K-12 schooling experiences of Black, Indigenous, all students of color, and other marginalized youth. Prior to pursuing his graduate studies, González taught high school English, English Language Development, and AVID in Sacramento, California, for six years. He also worked with (im)migrant and multilingual Latinx youth as an academic tutor in classroom and after-school settings in Dixon, California, during his undergraduate studies. He completed his Bachelor's degree in English at Sacramento State University after transferring

from Hartnell College. At the statewide level, Rubén serves on the Education Trust–West's (ETW) Educator Advisory Council (EAC). In local community settings, Rubén has organized with the Association of Raza Educators (ARE) Sacramento, and Ethnic Studies Now (ESN) Sacramento and Elk Grove.



Nathaly Martínez

*Higher Education Administration and Policy
University of California, Riverside*

Nathaly Martínez is a proud first-generation Xicana scholar practitioner of Mexican descent that was born in Los Angeles and raised in South Gate, CA. She received her BA in Sociology and a minor in Gender and Sexuality Studies at the University of California, Riverside, and a Master's in Higher Education from Harvard's Graduate School of Education. Her research focuses on examining how Chicana/Latinx women in graduate programs view and experience traditional and non-traditional forms of mentorship to shift oppressive spaces to sites of community, organizations, resistance, and restoration. Martínez currently works as the GradSuccess Lead Consultant at the University of California, Riverside where she gets to engage with her passions pertaining to student engagement, social justice advocacy, access, diversity, and inclusion of students of color in higher education. In addition to her research, Nathaly serves as the Vice-

chair of the UCR Chicano Latino Alumni Chapter and in her free time she enjoys spending time reading, exercising, traveling, and being with her family which includes her dog honey.

2023 AAHHE Graduate Student Fellows



Marinel Martínez-Benyarko

Education - Student Affairs
University of Maryland, College Park

Marinel Martínez-Benyarko identifies as a proud AfroDominicana and first-generation college student from Brooklyn, New York. She is a doctoral candidate at the University of Maryland, College Park (UMD). Her research centers on AfroLatinx/a/o identity development, student activism, and critical consciousness. Her dissertation uses *plática* as a methodological approach which provides space for AfroLatinx/a/o student activists to reflect on their socialization, lived experiences, racial/ethnic identity, and activism through collaboration and community building. Marinel currently serves as the Coordinator for Curriculum, Training, & Development at the Adele H. Stamp Student Union—Center for Campus Life at UMD. Martínez-Benyarko has been a student affairs educator for the past nine years working in various capacities such as residential life, multicultural education, and student development. She loves to dance salsa, explore the Maryland area with her family, and listen to audio books.



Hope Pacheco

Higher Education Leadership and Policy Studies
University of Houston

Hope Pacheco identities and experiences shape her approach to her work, research and engagement with students. She is a proud Latina/Chicana, a Mami-scholar, a recovered high school drop-out, a first-generation college graduate, a scholar-practitioner, a mentor, a researcher, a social worker, an advocate, an educator, and an equity-minded administrator. She has worked for and on behalf of students accessing and advancing their educational opportunities her entire career. She seeks to create, nurture, and develop opportunities, systems, policies, and knowledge to help Latina/o/x students succeed in their academic and career goals and help them find a place of belonging. Pacheco is a co-founder of Las Comadres College Mentoring Program, pairing first-generation undergraduate Latina students, with similarly identified faculty, staff, graduate student and community mentors. Hope serves as a

Co-PI on a longitudinal study with Las Comadres that examines the experiences of Latina students, staff, and faculty at the University of Houston, a Hispanic-Serving Institution (HSI). Her candidacy research study “Exploring the Experiences of Latina Front-facing Staff, In A Latina College Mentoring Program at a Research-1, Hispanic-Serving Institution” aims to center, explore, and examine the perceptions and experiences of Latina front-facing staff who have participated as mentors in Las Comadres.

2023 AAHHE Graduate Student Fellows



Ammy Sena

Counseling Psychology
University of Georgia

Ammy Sena is a 3rd year doctoral student in Counseling Psychology at the University of Georgia. She is an immigrant of Dominican Republic, raised in Providence, Rhode Island. She received her Master's in Mental Health Counseling from Boston College with a certificate in Human Rights and International Justice. Sena received her bachelor's from Suffolk University, double majoring in Psychology and Latin American and Caribbean Studies with a minor in Education. Her research interests include the mental health of marginalized communities with a primary focus on Afro-Latinx and Afro-Caribbean persons. She is interested in exploring decolonized and liberatory forms of healing as well as racial identity development. Her clinical interests include bilingual (Spanish) counseling, anxiety, and trauma. Sena is the co-coordinator of La Clinica in LaK'eck, a student run mental health clinic under the direction of Dr. Delgado-

Romero that provides free counseling to the Latinx community of Athens, Georgia. She is a practicum student at the Atlanta VA in the Trauma Recovery Program. Ammy is the instructor of record for ECHD 3030- Diversity and Helping Skills course and is a TA for ECHD 4660/6660 U.S. Latinx Mental Health: An Introduction. Sena enjoys all things outdoors and cafecitos.



Raquel Sosa

Counseling Psychology
Lehigh University

Raquel Sosa is a daughter of Mexican immigrants and identifies as Chicana. She is currently a fourth-year doctoral student in the Counseling Psychology program at Lehigh University in PA and she serves as the Programming Chair for the Pennsylvania Psychological Association of Graduate Students (PPAGS). Her research focuses on the roles of ethnic identity and campus climate in Latinx college student mental health. Sosa's research interests are heavily tied to her personal values and life experiences. As a first-generation college student, she is passionate about using research para la raza to lift their voices and experiences and to use it as a tool of resistance to enact change in their lives. At her practicum, Sosa also provides evidence-based practices such as Dialectical behavior therapy (DBT) and Radically Open Dialectical Behavior Therapy (RO-DBT) to adults over the age of 18 who have difficulty regulating their emotions. In

the future, Raquel hopes to be a professor at a university with a large Latinx college student population and continue research regarding the mental health of Latinx students.

2023 AAHHE Graduate Student Fellows



Justine Valadez
Plant Biology
University of Georgia

Justine Valadez is a fourth year PhD candidate in the department of Plant Biology at the University of Georgia. Her research primarily focuses on tree physiology, specifically exploring the importance of water storage in tree species during drought. Justine is a first-generation college graduate, originally from Los Angeles, California and she is passionate about building a community for other underrepresented students within her home department of Plant Biology. Valadez is currently serving as Vice President of the Plant Biology Graduate Student Association and is a member of the Plant Biology Diversity, Equality, and Inclusion (DEI) committee. Justine hopes to use the skills and knowledge that she will learn from the AAHHE graduate student fellowship to increase diversity within her community at the University of Georgia.



Marialexia Zaragoza
Higher Education
University of Pittsburgh

Marialexia Zaragoza, born and raised in Riverside, California, is the daughter of immigrant parents from Jalisco and Michoacán, Mexico; she is a sister, a TiaNina, and an advocate for her first-generation and Latinx comunidades. She earned a Bachelor's degree in Sociology with a minor in Chicana studies from California State University, Fullerton, where she was also a McNair Scholar. She is currently a 4th year PhD student in the Higher Education program at the University of Pittsburgh. Her research focuses on understanding how Hispanic Serving Institutions can better serve their students through their implementation of High Impact Learning Practices, as well as analyzing the ways in which Latinx students change, create, and influence institutional policy. Zaragoza approaches her work through an asset-based and social justice lens that aims to disrupt traditional notions of who institutions believe to be holders and producers of knowledge.

2023 AAHHE Undergraduate Student Fellows Program

The primary goal of the inaugural ETS/AAHHE Undergraduate Fellowship Program (UFP) is to increase Latina/o/x undergraduate students' knowledge and understanding of post-baccalaureate options and career readiness through workshops and professionalization. Towards this end, program sub-goals include to a) provide strategies to assist fellows in achieving their academic and professional goals; b) expose undergraduate student fellows to the importance of research; and c) build a community and network of Latina/o/x mentors and scholars. To be considered for the UFP applicants must be Latina/o/x enrolled at a 4-year university, aspire to continue education beyond the baccalaureate degree, and exhibit a track record of service to the Hispanic and/or Latina/o/x community.



Monique Posadas, MA

ETS/AAHHE Undergraduate Student Fellows Program Chair
Graduate Student Mentorship Program Coordinator, University of California Riverside

Monique Posadas, MA, is the ETS/AAHHE Undergraduate Fellows Program Chair and sits on the AAHHE Board of Directors as the Graduate Student Member at Large. She is a doctoral student in the School of Educational Studies at Claremont Graduate University, with research focusing on minoritized graduate student success. Posadas received her MA from Syracuse University in Cultural Anthropology. At San José State University, she received a BA in Anthropology and BS in Nutrition and Food Science, with a minor in Complementary and Alternative Health. She is a proud transfer student from Cabrillo Community College. Posadas works at the University of California Riverside, as the Graduate Student Mentorship Program Coordinator. Previously, she was the assistant director of the McNair Scholars Program at

California State University Fullerton and the Goldwater Scholarship Campus Representative. Prior to her appointment at Fullerton, Posadas was the Coordinator/Advisor for McNair at Cornell University.

2023 AAHHE Undergraduate Student Fellows



Adrian Buitron Boada
University of California, Merced

Adrian Buitron Boada was born and raised in Ecuador, Quito city, till moving to Los Angeles (California) at sixteen. As a young immigrant and English learner, he raised awareness about the importance of education and the social/cultural differences surrounding him while completing his studies in high school. He soon understood the flaws in the school system that prevented him from taking AP classes because he was placed in the English Learning Program, and oftentimes was told that he could not assist college because teachers and staff didn't know about AB540 and DACA-eligible students who could receive financial aid. This sparked his motivation for pursuing a Mechanical Engineering degree in college and getting involved in his community. Eventually, he was admitted into the University of California, Merced in 2019. Adrian became involved in the school Cross Country team, the American Institute of Aeronautics and

Astronautics, the Ascending Scholars Mentorship program (founder), and works for the Offices of Technology, Innovation, and Industry Relations; Services for Undocumented Students, and the Mechanical Engineering Department. Buitron Boada aspires to become a PhD student and hopes to inspire many other scholars to pursue their dreams regardless of their backgrounds.



Elizabeth Bustamante
Texas State University

Elizabeth Bustamante was born and raised in Center Point Texas; an unincorporated, small- town. She was raised in a Spanish-speaking household and attended high school at a primarily white institution. Elizabeth realized at an early age that knowledge was power and its vitalness to her ability to, not just for her future endeavors and stability, but also for her family. Her childhood taught her many things that she is grateful for, but most importantly that we, specifically marginalized groups of people, experience an unjust number of disparities. That we may encounter due to our: ethnicity, gender, race, religion, or socioeconomic position. Elizabeth is interested in our criminal justice system and a PhD or master's in criminal justice.

2023 AAHHE Undergraduate Student Fellows



Ashley Castañeda

Marquette University

Ashley Castañeda is a senior at Marquette University, where she is double majoring in Criminology & Law Studies and Spanish Language, Literature, & Culture. Upon earning her bachelor's degree, she plans to continue her education in law school. Her interests have allowed her to open up to new experiences, such as an internship on Capitol Hill. As a first-generation Latina, she understands the struggle of navigating the professional world alone. Therefore, her goal has been to continue pursuing higher education, to eventually become a resource to other first-generation students. She believes in building a legacy of Latinos, that continue to network, mentor, and push each other to succeed.



Sandra Castillo

California State, San Bernardino

Sandra Castillo is currently on her senior year at California State University San Bernardino. She is a returning student with vocational background in pharmacy. She is expected to graduate with a bachelor's degree in psychology during Spring of 2023. She is currently working as a student mentor on campus and will apply to graduate school in the fall to continue her academic journey. Her philosophy is that education is essentially important for human growth, and personal development. Education in general is important to her and especially education in mental health. She believes it is necessary for all communities to learn more about mental health and remove the stigma that some cultures may have about mental health. That is one of the reasons why she is a returning student and chose psychology as her major. Sandy's goal is to one day spread the knowledge gained and share it with those in underserved communities, like the one she grew up in.

2023 AAHHE Undergraduate Student Fellows



Mara Criollo-Rivera

University of Rochester

Mara Criollo-Rivera is a second-year undergraduate student at the University of Rochester pursuing a double major in Business: Entrepreneurship and Digital Media Studies. She is a bilingual research assistant at the Cognitive Development Lab, where she is working on a research project titled, “Understanding Puerto Rican Culture” (“Entendiendo La Cultura Puertorriqueña”). This study explores the cultural practices and beliefs of Puerto Rican parents. Additionally, Mara is an intern at Ibero-American Action League, where she assists the marketing and digital media departments with work on dual-language multi-service programs that advocate for the Latino and underserved communities in Rochester, NY. She is the founder of Rock of Arts by Mara through which she paints, sells, and showcases her Puerto Rican and Peruvian-inspired artwork. Criollo-Rivera aims to further her research regarding representation in the media and how that

affects children’s attitudes toward diversity. She aspires to develop an entertainment production company devoted to creating diverse children’s multimedia content to be a positive model for children in the movement for social change.



Luis Fernández Valentin

Rutgers University – New Brunswick

Luis Fernández Valentin is a Big Data & AI Platforms Technical Program Manager (TPM) at LinkedIn through their national REACH Apprenticeship Program. He is also a first-generation, nontraditional student at Rutgers University studying Informatics & IT. Prior to LinkedIn, Luis served as the first Program Manager of the Google Community Leaders Program (CLP): New Brunswick. Their program also served as the global model for Google, with the mission of bridging the digital divide in communities across the nation. Fernández Valentin was able to share his story through a TEDxTalk, attend advocacy briefings at the White House, Department of Education, the United Nations, and was selected as the Student Keynote Speaker for the United Nations International Campaign, HeForShe, launch at Rutgers. His past leadership experiences include being a National Breakthrough Fellow (combating gender-based violence

on campus through addressing toxic masculinity), Resident Assistant, a Rutgers Aresty Research Assistant where he helped create the Honors College Entrepreneurship Mission Course, and is a Brother of AKPsi. Fernández Valentin wants to continue to pursue his passions and to use a critical social justice lens to make an impact in the community, specifically, creating pipelines of talent into tech for non-traditional and marginalized communities and candidates.

2023 AAHHE Undergraduate Student Fellows



Luis Garcia
Dominican University

Luis Garcia is 22-years old and is from Cicero, Illinois. He's the son of two Mexican parents who have loved and supported him throughout his life. A first-generation student, Garcia currently attends Dominican University and will graduate with a Bachelors' degree in Psychology in December 2022. His current goal is to be admitted into a doctorate program in Clinical Psychology and expand his knowledge on skills related to being an effective clinician as well as skills related to performing psychological research. Garcia's current career aspiration is to be a clinical psychologist. Garcia is honored to be a part of AAHHE's 2022-2023 Student Fellow cohort and looks forward to connecting with and learning from his peers.



Valerie Garcia
University of California, Santa Cruz

Valerie Garcia is a fourth-year first-generation Chicana student at the University of California, Santa Cruz. They aspire to become a scholar-activist that works alongside queer and immigrant communities. Their research interests are immigration, incarceration, sexual/physical violence, and higher education in connection to identity, solidarity, community, and social movements. Since their second year, Garcia has participated in two research projects as a research assistant and continues to find ways to become involved with research. Valerie is currently conducting a senior thesis project which addresses the latine student experiences at UC Santa Cruz in connection to the university's Hispanic Serving Institution designation. This project aims to highlight what it means to be latine at UC Santa Cruz to create a more visible and intentional representation of the latine communities in the form of a collective art piece and event. Valerie is

also a sociology peer advisor and enjoys supporting students to foster community and mutual support. Valerie plans to pursue a PhD in sociology after taking a gap year to contribute back to their queer and latine communities!

2023 AAHHE Undergraduate Student Fellows



Karina Gutiérrez

California State University, Los Angeles

Karina Gutiérrez is a proud California native from the Inland Empire region. She is currently a History major with a minor in Chicana/o and Latina/o Studies at California State University, Los Angeles. She is also in the Mellon Mays Undergraduate Fellowship Program at her school. As a first-generation Mexican American college student, she has a passion in understanding how immigration law and policies between the U.S. – Mexico impact communities. In her current research, she hopes to find out how organizations have advocated for immigrant rights in the Inland Empire. She hopes to become a professor to not only mentor other Latinx students, but to also combine academic work with organizing to give back to her community. She helps out people within her community on their path to citizenship by providing resources and guidance.



Claudia Juarez

University of Texas at Austin

Claudia Juarez is a senior undergraduate student at The University of Texas at Austin pursuing a BA in Psychology with a minor in Spanish. She is currently a research assistant for the Language Development Lab and the Kim Lab at the University of Texas at Austin, where she works closely with the Hispanic community to study the language development of small children as well as the language stressors associated with language brokering. Her research interests include the clinical treatment of affective disorders such as Post Traumatic Stress Disorder in the Hispanic population. Juarez likes to read, write poetry, and practice martial arts..

2023 AAHHE Undergraduate Student Fellows



Renee Pérez

Texas Christian University

Renee Pérez is an unusually advanced junior at Texas Christian University, where she double-majors in Business Information Systems & Accounting and minors in Latinx studies. The single mother of five wanted to show her children that is never too late to fulfill your dreams and enrolled in classes at Tarrant County College in July 2019. Pérez rapidly became active on campus, where she served as senator-at-large SGA and as the treasurer of the Phi Tau chapter of the Phi Theta Kappa International Honor Society. Following the completion of her Associate of Arts degree in Business with High Honors in May of 2021, Renee enrolled at TCU. She served as a TA, the secretary for Nontraditional Frogs, a member of TRIO, a Peer Advisor, and the Transfer Liaison. She has established herself as a leader on campus to make it easier for other Latina(o)x students to use the resources available to them via the institution. She wants her peers to make the most

out of their four years of college. Pérez has been recognized for her accomplishments by the TCU-Neeley School of Business, the McNair Scholars Program, and the Jeannette Rankin Foundation.



Robert Robles

California State University, Long Beach

Robert Robles is a Long Beach native and first-generation student at Cal State Long Beach. Helping students has been rewarding for him since he started college. He's a community college graduate and shows what it takes for a first-generation Latino to complete his degree and give back to his community. During his time at CSULB, he vowed to be active. He joined First-Generation at the Beach as publicity chair. He joined the Men's Success Initiative as a student assistant and is now a peer mentor and MSI student Lead. The program helps men of color achieve educational, career, and personal goals. His passion for helping students led him to the NASPA Undergraduate Fellows Program (NUFP). This program taught him about student affairs, the importance of having a mentor, networking skills, and how his identity and leadership matter. Robles' goal is a graduate degree in Higher Education, Student Affairs, or Counseling.

As he advanced in his career, he returned to the institution that gave him his initial college experience. He is now a Student Success Coach at Long Beach City College and helps first-year students transition to college. Robert is the recipient of the NASPA Region VI Undergraduate Rising Star Award.

2023 AAHHE Undergraduate Student Fellows



Brisa Ruiz
Dominican University

Brisa Ruiz is a first-generation student majoring in biology and minoring in Spanish studies and chemistry. Brisa is interested in working in higher education after her experiences as a student mentor throughout her time at Dominican. Ruiz has been a student mentor in academic support programs and TRIO at Dominican University for 3 years. One of her favorite things about being a TRIO ambassador is supporting her fellow mentees and building community with her peers. She is currently working on a podcast in Spanish to help future first gen students navigate the obstacles that college presents. Ruiz's main goal is to leave behind a tool to further support students and encourage others to do the same.



Jahaziel Sanchez
San Diego State University

Jahaziel Sanchez is both an entrepreneur and student at San Diego State University (SDSU), pursuing a Bachelor of Science in Business Administration Accounting degree. With ten associate degrees including psychology, business, science and math, he intends to create a pathway for system-impacted individuals that will facilitate their process of reintegrating into society, as citizens/members and professionals. Serving eleven years in the prison industrial complex has provided him a critical and insider's perspective to examine its inner-workings, specifically, looking at the cultures, subcultures, economic systems, and the power dynamics that propel the institutions oppressive structures. In the ten months since his release, he began his first enterprise and has immersed himself in academia at SDSU. Sanchez is a member of the Lavin Entrepreneurship Program, Hispanic Business Student Association, Entrepreneur Society, Project Rebound, and is a founding member of Alianza Nueva Cooperacion Latino America, an organization which aims at identifying and improving socio-sustainability across Latina/o/x/e communities. Most importantly is his involvement and efforts toward conducting academic research in the field of criminal justice reform. As a first-generation college student, he serves as an inspirational role model for his family, friends, and the community, both inside and outside of prison walls.

2023 AAHHE Undergraduate Student Fellows



Reynaldo Velázquez II

Ohio State University

Reynaldo Velázquez II is a third-year student at The Ohio State University in Columbus, Ohio, majoring in Human Development and Family Science. He is from Lorain, Ohio and is a Young Scholar through the University's Office of Diversity and Inclusion. Reynaldo is involved in multiple areas on campus. He is a part of The Alpha Chapter of Alpha Psi Lambda National, Incorporated. Reynaldo crossed into his fraternity in the Fall of 2021 and since then has served on their Programming Committee and is their current Assistant Associate Member Educator. He is the current President of the Queer Latine Community Pride Association which serves to provide a safe space and a community for individuals who fall at the intersection of queerness and Latinidad. Reynaldo also works at the Latine Student Success Center at the Office of Diversity and Inclusion as their Programming Assistant. Velázquez is passionate about giving back to his community on campus, providing mentorship to other students, cultivating spaces that promote

community, visibility, and acceptance to all individuals.

Supporting Educational Opportunities for All

We congratulate the winners of the
2023 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:

*Seeds of Kindness: The Role of
Hispanic and Latinx Educators as Agents
of Change in Higher Education in the US*



Norma Cantú

*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



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



Amit Sevak

President and CEO of ETS

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

Sevak has long been a coach for edtech CEOs. He has served on numerous nonprofit boards, including Cambiar Education, CitiBridge and Education Design Lab. In 2017, he founded Mindset Global, an education investment firm. His early career included roles as a researcher, professor and advisor. Sevak graduated with a bachelor’s and master’s degree from the University of Chicago and earned his master’s in business administration (MBA) from Harvard Business School. He is a regular speaker on the future of education and work, educational measurement and civic engagement. He is married with three kids and splits his time between Princeton, New Jersey and the Washington, D.C. area.



Kurt M. Landgraf

President and CEO of ETS, 2000-2013

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

AAHHE & ETS Outstanding Dissertations Competition (ODC)



Jamal Watson, PhD

Executive Director, Center for Advocacy & Philanthropy, ETS

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

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

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

2023 AAHHE & ETS Outstanding Dissertation Competition First Place Winner Kurt M. Landgraf Outstanding Dissertation Award



Rosalinda Godinez, PhD
Lecturer Hartnell College

Dissertation Title: *Mexicana/Latina Campesinas Cultivating Knowledge: A Collective Agricultural Land-Based Education in Central Washington State in the Homelands of Yakama Nation.*

Degree Discipline: *Education, Social and Cultural Studies*

Degree Granting Institution: *University of California, Berkeley*

Rosalinda Godinez, PhD, self-identifies as a racialized and gendered Xicana of Nahuas and Spanish European ancestry. She was born and raised in what's currently known as South Central Washington on Yakama Nation lands. She is the daughter of two very intelligent and hardworking Mexican farmworkers who began harvesting seasonal fruits and vegetables in 1989. Godinez is currently a postdoctoral fellow at Cleveland State University in the Center for Urban Education. She received her PhD in Social and Cultural Studies at the Graduate School of Education at UC Berkeley. As an educational ethnographer, her research interweaves critical, interdisciplinary, and Chicana/Latina feminist perspectives to address the intersections of gendered labor, immigration, and education. Her research is deeply rooted in social justice orientations, lived experiences, and her desire to establish collaborative partnerships that honor people's everyday life and education practices of community, movement, and imagination, which she argues entails the co-creation of literacies (as social practice), life strategies, and pedagogies. Her dissertation has collaborated with Latina campesinas (farmworkers) to honor their (her)stories and work with them to build an educational model called agriculture-land-based education that describes campesinas' active role in the co-construction of education while they work in agriculture.

2023 AAHHE & ETS Outstanding Dissertation Competition Second Place Winner Kurt M. Landgraf Outstanding Dissertation Award



Roberto Orozco, PhD

Presidential Postdoctoral Associate
University of Minnesota – Twin Cities

Dissertation Title: *Aquí Entre Nos: Identity and Socio-Political Consciousness Development Of Queer Latinx/A/O College Student Activists Through The Muxerista Activist Consciousness Development Framework.*

Degree Discipline: Higher Education

Degree Granting Institution: Rutgers, The State University of New Jersey

Roberto C. Orozco, PhD, received his doctorate in Higher Education from Rutgers University–New Brunswick along with a graduate certificate in Women’s, Gender, and Sexuality Studies. He now serves as a Presidential Postdoctoral Associate in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota–Twin Cities. His research explores questions around race, ethnicity, gender, and sexuality with relation to college student activism and student development, queer resistance, and queer worldmaking 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 Latinx/a/o college students engage in forms of resistance that allow for self-development and consciousness raising while building queer kinships and material possibilities rooted in community.

2023 AAHHE & ETS Outstanding Dissertation Competition Third Place Winner Kurt M. Landgraf Outstanding Dissertation Award



Beatriz Esmeralda Maldonado, PhD

Teaching Assistant
University of Illinois at Urbana-Champaign

Dissertation Title: Ordinary Salviness and the Exceptional Everyday

Degree Discipline: Anthropology, minor in Latina/Latino Studies

Degree Granting Institution: University of Illinois Urbana-Champaign

Beatriz Maldonado, PhD, was born and raised in South Central Los Angeles, CA. The efforts of her migrant Salvadoran parents, coupled with the experiences of being low-income and first-generation, fueled her academic pursuits. She attended Scripps College in Claremont, CA, pursuing a dual major in American Studies and Hispanic Studies, with an emphasis in Literature. While a senior in college, she applied and was accepted into the Anthropology PhD program at the University of Illinois at Urbana-Champaign (UIUC). While in graduate school, Dr. Maldonado completed ethnographic fieldwork in El Salvador, analyzing how families remember and forget traumas of disappearance, separation, and loss as a result of El Salvador's civil war and its aftermath. Invested in genealogical traces of Salvadoran cultural productions, postwar reconciliations and complex connections of belonging, Maldonado's work transitioned into investigating the daily practices of resistance and survival within Salvi-diasporic communities living in the United States. Her current research explores postwar ordinariness, kinship entanglements, and practices of memory. Alongside her academic trajectory, Dr. Maldonado has worked collaboratively with college and career access programs, as well as other mentorship opportunities. Her motivation for equity and sustainability derives from the journeys and successes of students of color.

AAHHE Alfredo G. de los Santos, Jr. Distinguished Leadership Award

Sponsored by



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).

2023 AAHHE Alfredo G. de los Santos, Jr. Distinguished Leadership Award Recipient



Raymund Paredes, PhD

Professor of Practice
University of Texas at Austin

Raymund Paredes, PhD was born and raised in El Paso, Texas. After high school, he attended The University of Texas at Austin where he received a bachelor's degree in English. Following military service in Vietnam, he attended the University of Southern California, earning a master's degree in American Studies. Finally, he returned to Austin where he received a doctorate in American Civilization from The University of Texas. Paredes then moved to California to take a faculty position in the Department of English at UCLA. Over a career of 30 years, Paredes both taught and moved into university administration, serving as a department chairman, dean of the graduate school and, ultimately, vice chancellor of academic development. Paredes retired from UCLA in 2001 and took a position as director of creativity and culture at the Rockefeller Foundation in New York City. He managed a giving budget of over \$25 million distributed

primarily to arts organizations all over the world. After two years at Rockefeller, Paredes was recruited to be Commissioner of Higher Education and CEO of the Texas Higher Education Coordinating Board (THECB). The THECB "represents the highest authority for higher education" in Texas and oversees state financial aid programs, approves new degree programs at colleges and universities and otherwise manages Texas higher education. Paredes has had executive experience in virtually every area of higher education, working at the local, state and federal levels and working on such issues as strategic planning, academic excellence, curricular development, and campus climate and diversity. In addition to his professional work, Paredes has served as a trustee of The College Board and Big Brothers, Big Sisters. Hispanic Business Magazine named Paredes as one of the 100 Most Influential Latinos in the United States and the Hispanic Association of Colleges and Universities (HACU) honored him as the Hispanic Educator of the Year in 2019.

List of past recipients of the AAHHE Alfredo G. de los Santos, Jr. Distinguished Leadership Award:

2022 Carlos Santiago	2006 José Jaime Rivera
2021 Ann Quiroz Gates	2005 Blandina Cardenas and Miguel A. Nevarez
2020 Chon Noriega	2004 Estela López
2019 Mildred García	2003 B. Roberto Cruz
2018 Nora R. Garza	2002 Margarita Benitez
2017 James E. Brenneman	2001 Douglas X. Patiño
2016 Ted Martínez Jr.	2000 Cecilia L. Lopez
2015 Havidán Rodríguez	1999 Jesús Rangel
2014 David López	1998 Celestino Fernández
2014 Tomás Morales	1997 Eduardo Padrón
2013 Norma L. Hernandez	1996 Lattie F. Coor
2012 J. Michael Ortiz	1995 Victor Alicea
2011 Leonardo de la Garza	1994 Juliet García
2011 Shirley Reed	1993 José González
2010 Milton A. Gordon	1992 Manuel Pacheco
2009 Dolores M. Fernandez	1991 Alfredo G. de los Santos Jr.
2008 Silas H. Abrego	1990 Not awarded
2007 Diana Natalicio and Ernest H. Moreno	1989 Jaime Escalante
	1988 Tomás Arciniega
	1987 Arturo Madrid

AAHHE William Aguilar Cultural Arts Award

The AAHHE William Aguilar Cultural Arts Award recognizes individuals who have contributed significantly to the understanding of the national Latino community and/or culture through the fine, creative, and performing arts. The award is named in honor of Dr. William Aguilar, one of AAHHE's founding Board Member.



William Aguilar, PhD

VP Emeritus
University Advancement
California State University, San Bernardino

William Aguilar, PhD, served as vice president and national conference chair from 2005 – 2018. He retired from California State University, San Bernardino (CSUSB) after twenty-one years of service in 2009. He served as vice president for Advancement for four years and was responsible for Development, Advancement, Alumni Affairs, Public Affairs, and Athletics. Aguilar served as the founding vice president for Information Resources and Technology (IRT). He earned a doctorate degree in Library and Information Sciences (University of Illinois, Urbana). He held directorships of libraries at California State University, San Bernardino; Central Connecticut State University; Pikeville College; and Lamar Community College. Areas of specific interest included increasing CSUSB's endowment, philanthropy to complete the building of the CSUSB

Palm Desert Campus, and the general overall improvement of the Advancement Division. Aguilar was awarded several distinguished awards for outstanding performance, including the 1998 Diversity Award from CSU, San Bernardino; Hispanic Leadership Fellowship Recipient (1986); Kellogg Educational Policy Fellowship (1983–84); National Hispanic Scholarship Fund Recipient (1981–83); and Title II Higher Education Act Fellowship (1973, 1980). He received several grants for work related to information and technology and holds membership in several professional organizations.

2023 AAHHE William Aguilar Cultural Arts Award Recipient



Maria de Los Angeles

Critic & Assistant Director
Yale School of Art

Maria De Los Angeles is a Mexican-born, American artist who addresses ideas of migration, belonging, and identity through her drawing, painting, printmaking, and wearable sculptures. She holds an MFA from Yale School of Art (2015), a BFA from Pratt Institute (2013), and an Associate Degree from Santa Rosa Junior College (2010). Maria was awarded the Blair Dickinson Memorial Prize by Yale University (2015) for her artwork and her role within her community. She has been an Artist in Residence at MASSMOCA, El Museo del Barrio, LACMA, and Oregon Center for the Arts & Schneider Museum of Art. Solo exhibitions at Schneider Museum of Art (2018 & 2019), the Museum of Sonoma County (2019), and Goggleworks (2022). Group exhibitions at the Colorado Springs Fine Arts Center, LACMA, Self Help Graphics, and the San Diego Mesa

College. Her artwork is on view in *We the People: The Radical Notions of Democracy* at Crystal Bridges Museum of American Art. Public murals include *Glen Ellen, California* (2021), *Sutter Santa Rosa Regional Hospital* (2022), and an upcoming mural for Santa Rosa Junior College (2023). Her artwork is in the permanent collection of the Museum of Sonoma County, the Green Family Art Foundation, the Marcus Collection, and the Jack Leissring Studio. De Los Angeles was a faculty at Pratt Institute, FIT, and SOU. She is currently a full-time Critic and Assistant Director of Painting and Printmaking at the Yale School of Art. Her work has been featured in *Hyperallergic*, *Artnet*, *New York Magazine*, *HelloGiggles*, and *The Observer*.

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

2022 Elizabeth Acevedo

2021 Javier Ávila

2020 Juan Felipe Herrera

2019 John A. López

2018 Laurie Ann Guerrero

2017 Ana Castillo

2016 Juan Felipe Herrera

2015 Rolando Hinojosa-Smith

2014 Octavio Roca

2013 Benjamin Saéñz

2012 Alma Flor Ada

2011 Chon Noriega

2010 Francisco Aragón

2009 Bessy Reyna

2008 Javier Ávila

2007 Helena Maria Viramontes

2006 Edward Gonzales

2005 Cordelia Chávez Candelaria

2004 Alberto Rios

2003 Rudolfo Anaya

2002 Juan Delgado

2001 Teófilo Jaime Chahín

1996 Nicholas Kanellos & Gary D. Keller

2023 AAHHE Sylvia Hurtado University Faculty Award

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



Sylvia Hurtado, PhD
Professor of Education UCLA

Sylvia Hurtado, PhD professor of Education at UCLA, has written extensively on diverse students' college experiences, the campus racial climate, and higher education equity and inclusion. She is co-editor of two books that each won International Latino Book Awards: "Hispanic Serving institutions: Advancing Research and Transformative Practice" (Routledge Press), and "The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond (University of Texas Press). Currently serving as a Special Advisor to the Chancellor at UCLA on Latinx issues, she was elected to the National Academy of Education (2019) and received the 2018 Social Justice in Education Award from the American Educational Research Association (AERA). She is past President of the Association for the Study of Higher Education and directed multimillion dollar, NIH-funded projects to study the long-term effects of undergraduate education and diversification of the scientific workforce. She now engages in collaborative evaluations of STEM intervention programs, including research on culturally aware mentor training for graduate faculty in the biomedical sciences, and on how STEM student-centered interventions result in diversity, equity, and inclusion in science. Her early engagement as a first-generation college student led to roles in college admissions, graduate admissions and student support, and her developing interest in higher education as a field of study. Dr. Hurtado obtained a PhD (UCLA), MEd (Harvard Graduate School of Education), and AB in Sociology (Princeton University).

2023 AAHHE Sylvia Hurtado University Faculty Award Recipients



Gina Garcia, PhD

Association Professor
University of Pittsburgh

Gina Ann Garcia, PhD, is an associate professor in the department of Educational Foundations, Organizations, and Policy at the University of Pittsburgh. Her research centers on issues of equity and justice in higher education with an emphasis on understanding how Hispanic-Serving Institutions (HSIs) enact an organizational identity for serving minoritized populations. She also seeks to understand the experiences of administrators, faculty, and staff within HSIs and the outcomes and experiences of students attending these institutions. Garcia is the author of *Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities* (Johns Hopkins University Press, 2019) for which she won the AAHHE Book of the Year Award in 2020 and the editor of *Hispanic-Serving Institutions in Practice: Defining “Servingness” at HSIs*

(Information Age Publishing, 2020). She has delivered over 125 public lectures and workshops at HSIs across the country and consults directly with HSIs to work towards organizational transformation. Garcia is a proud alumna of an HSI, California State University, Northridge, and holds a master’s degree from the University of Maryland. Her PhD is in higher education and organizational change from UCLA. She was a Title V Coordinator at CSUF which drives and motivates her research and praxis.

2023 AAHHE Sylvia Hurtado University Faculty Award Recipients



Gilberto Rosas, PhD

Interim Chair of Latina/Latino Studies
Associate Professor
Departments of Anthropology and Latina/Latino Studies

Gilberto Rosas, PhD, is the Conrad Humanities Fellow for the College of Liberal Arts and Sciences (2020-25), an Associate Professor in the Departments of Latina/Latino Studies and Anthropology, and the Interim Chair of Latina/Latino Studies, at the University of Illinois at Urbana-Champaign. He is also affiliated with the Center for Institute for Genomic Biology and the Unit for Criticism and Social Theory. His expertise includes critical border and immigration, studies, criminality, race and its intersections, and increasingly racial capitalism and settler colonialism. He is author of the award-winning book, *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier* (Duke, 2012), and related scholarship on the thickening US-Mexico borderlands. His soon to be released *Unsettling: the El Paso Massacre, Resurgent*

White Nationalism, and the US-Mexico Border (Johns Hopkins, 2023) analyzes the mass shooting of August 3, 2019, family separation, and migrant detention, drawing on eyewitness accounts and the work of advocates, in his hometown. Rosas lives in Champaign, Illinois, with his partner, children, and nonhuman companions.

List of past recipients of the AAHHE University Faculty

Award:

2022 Gilberto Q. Conchas & Kristine Molina
2021 Veronica Terriquez
2020 Adriana Briscoe
2019 Antonio A. García
2018 Karen Lozano and Erika Camacho
2017 Armando Martínez -Cruz
2016 Frederick Luis Aldana
2015 Estela Bensimon
2014 Aida Hurtado
2013 Margarita Calderon
2012 Cynthia Feliciano
2011 Sylvia Hurtado
2010 George J. Sanchez
2009 Denise A. Segura
2008 Alberta M. Gloria
2007 John Alderete
2006 Jorge Chapa and Marta Tienda
2005 Patricia Gándara
2004 Raymond V. Padilla
2003 Rogelio Saenz
2002 Sergio Aguilar – Gaxiola
2001 Virginia Sánchez-Karroll
2000 Yvonne Enid González Rodriguez
1999 Kris Gutiérrez

1998 Edna Acosta – Belén
1997 Laura Rendón
1996 Gloria Bonilla-Santigao
1995 Rolando Hinojosa Smith
1994 Frank Bonilla
1993 Arturo Madrid
1992 Paul Roldán
1991 Sonia Nieto
1990 Mari-Luci Jaramillo
1989 Frank Talamantes
1988 Piedad Robertson
1987 Flora Mancuso Edwards

2023 AAHHE Community College Award Recipient

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



Lydia CdeBaca-Cruz, PhD

Professor
Austin Community College

Lydia CdeBaca-Cruz, PhD, is committed to closing persistent equity gaps in higher education through decolonial curricular reform and engaging faculty development. She is currently a Lecturer in the English Department at the University of Texas at Austin, adjunct faculty member at Austin Community College, and a Teaching and Learning Coach and Equity consultant with Achieving the Dream. At ACC, she served as Program Coordinator for the Interdisciplinary Studies: Mexican American Studies Program in addition to teaching courses in Composition and Literary Studies, Humanities, and Mexican American Studies and serving as the facilitator for the faculty development course, "Becoming an Equity Minded Instructor," from fall 2020 through summer 2022. CdeBaca-Cruz received her doctorate and master's degrees

in English, with graduate certificates in Mexican American Studies and Native American/Indigenous Studies, at the University of Texas at Austin. Her bachelor's degree in English is from the University of Texas at Arlington, where, as a working-class Chicana and first-generation college graduate, the McNair Scholars Program set her on a course to fulfill her goals of activist scholarship. Lydia's career has always been supported by her familia, including her mother, three sons, and partner, Eusebio, with whom she plays bass in a Latin

List of past recipients of the AAHHE Community College

Award:

- 2022 Estela Gutierrez & Ángel Reyna
- 2021 William Serrata
- 2020 Mona Aldana-Ramirez
- 2019 Liz Ann Báez Aguilar
- 2018 Marissa Vasquez
- 2017 Cristina Alfaro
- 2016 Cristina Villalobos
- 2015 Louie F. Rodriguez
- 2014 Sandra Trejos
- 2013 Sylvia Garcia-Navarrete
- 2012 Amaury Nora
- 2011 Stephanie Alvarez
- 2010 Maria del Carmen Martínez
- 2009 José B. González
- 2008 Elba Maldonado-Colón
- 2007 Enrique Chavez
- 2006 Arturo Hernandez
- 2005 René Díaz Lefebvre
- 2004 Eduardo E. Aguilar
- 2003 Virginia González

2023 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.



Mariana Martínez, PhD

Director of College Assistance Migrant Program
Mendocino-Lake Community College

Mariana G. Martínez, PhD, immigrated to the United States at the age of 8 years old, with her mother, Martha and has lived the majority of her life in Sonoma County. She attended public school in Santa Rosa, CA, and through the Upward Bound programs, became competitive to be accepted and graduated from Sonoma State University (SSU) with a BA in Chicano and Latino Studies and Spanish from. Her dream was to become a teacher, but soon realized that there were larger structural issues that needed more attention. She earned a master's degree in Education, Curriculum and Instruction from University of the Pacific. She received her doctorate (2016) in Education Policy, Organization and Leadership from the University of Illinois at Urbana-Champaign. She was an Outreach Coordinator/Advisor for the Upward Bound and has worked in the school setting, Kindergarten to doctoral education. She is purposeful in the population she works with and for, predominantly students of color from low income/working class backgrounds, usually the first in their family to attend either formal schooling or graduate high school/college. She was founding Coordinator for the UndocuResource Center at SSU and founded El Centro Latinx in the Chicano Studies Department where she taught. She is now the Director for the College Assistance Program (CAMP) at Mendocino College. In 2016, she became the first Latina elected (and re-elected in 2020) on the board of trustees for the Santa Rosa Junior College. Mariana is the mother of 8-year old, Xoaquin Yolotli, whom she has a scholarship named after for at her HS alma mater.

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

2022 Amelie G. Ramirez
2021 Esther Elena Mulnix
2020 Dolores Huerta
2019 John Burkhardt
2018 Richard Tapia
2017 Irma Alemar Lawrence
2016 Marie T. Mora
2015 Jamie P. Merisotis
2014 Stephen Jordan
2013 Charles B. Reed
2012 Juan Andrade
2012 Jeanett Castellanos
2011 Enrique G. Murillo, Jr.
2010 Carlos Velez-Ibanez
2009 Peter Rosa
2008 Maggie Rivas-Rodriguez
2007 Eddie Perez
2006 Kurt M. Landgraf
2005 Eugene Garcia
2004 Louis Fernandez

2003 Rick Noriega
2002 Roberto Haro
2001 Jesús Rangel
2000 Art Ruiz
1999 Rubén Hinojosa
1998 Irma Lerma Rangel
1997 Raúl Yzaguirre
1996 Robert Atwell
1995 José López-Isa
1994 Ada López
1993 José Serrano
1992 Edward Apodaca
1991 Ernesto Rodríguez
1990 Eloy Rodríguez
1989 Isaura Santiago
1988 David Hamburg
1987 Allison Bernstein

2023 AAHHE Early Career Award Recipient

In its third year, 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.



Cinthya Salazar, PhD

Assistant Professor
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. 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 also serves as the Region III representative for the Undocumented Immigrants and Allies Knowledge Community within the National Association for Student Personnel Administrators (NASPA).

List of past recipients of the AAHHE Early Career Award:

2022 Vanessa Fonseca Chávez, PhD

2021 Antonio Duran, PhD

2023 AAHHE Doctoral Student Award Recipient

In its third 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.



Merylou Rodriguez

Chair of the AAHHE GSFP

Doctoral Candidate

*Director of Research and Assessment for the Department of Residence Life
Rutgers University – New Brunswick*

Merylou Rodriguez is a first-generation PhD candidate in the Higher Education Program at Rutgers University-New Brunswick. Born and raised in Elizabeth, New Jersey, Rodriguez proudly hails from Puerto Rican and Dominican parents. Rodriguez's dissertation employs Boricua-centric methodologies to understand Puerto Rican undergraduate narratives of persistence in higher education. 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 Puerto Rican college students' educational narratives can inform this population's current conditions and offer insights with practical and policy implications. She serves as the Associate Director of Research and Assessment in the Department of Residence Life within the Division of Student Affairs at Rutgers University-New Brunswick. Rodriguez has engaged in equity, justice, and access work as an undergraduate paraprofessional and continues to guide her career through this framework. Rodriguez has served as an instructor on record in the Department of Latino and Caribbean Studies, Women's, Gender, and Sexualities Studies, and the School of Arts and Sciences Honors Program.

List of past recipients of the AAHHE Doctoral Student

Award:

2022 Roberto Orozco

2021 Angel Gonzalez, MA, PhD

AAHHE Mildred Garcia Founders' Award

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



Mildred Garcia, EdD

President
American Association of State Colleges & Universities
Washington, DC

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

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

Founding Members (January 2003) include:

- William Aguilar
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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
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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

2023 AAHHE Mildred Garcia Founders' Award Recipient

The Campaign for College Opportunity



Audrey Dow

Senior Vice President, Policy and Research Organization
The Campaign for College Opportunity

Audrey Dow, senior vice president of the policy and research organization Campaign for College Opportunity which ensures more students go to college and succeed, has broad responsibilities for co-leading the organizations' strategic direction, research agenda, communications and coalition building efforts. Dow is a sought-after expert on issues of college access, success, affordability and racial equity speaking regularly at state and national convenings. Dow's career has been focused on finding solutions to some pressing issues: access and success in higher education, an aging infrastructure system, racial inclusion in hiring, contracting and university admissions, and ensuring underrepresented groups have a seat at policy-making tables. Dow has trained Latinas to take on leadership roles in the public sector while working at Hispanas Organized for Political Equality (HOPE) and served as a gubernatorial

appointee to the Business, Transportation and Housing Agency. Dow has a Bachelor of Science degree in Public Policy and Management (University of Southern California) and a Master's in Public Affairs with an emphasis in Domestic Policy (Princeton University). She holds a certificate in Urban Policy, from the Princeton School of Public and International Affairs. She served on the Health Professions Education Foundation Board of Directors, the CA Student Aid Commission Cal Grant Modernization Workgroup, and the Technical Advisory Committee for the California Future Health Workforce Commission. She was the California State Senate's appointee to the Awards for Innovation in Higher Education Committee and currently serves on the Board of Directors for the Alliance for a Better Community.

List of past recipients of the Founders' Award:

2022 - Adela de la Torre

2021 - Joseph I. Castro

List of past recipients of the President's Award:

2020 - Monica Lozano, President and CEO, College Futures Foundation

2019 - The Honorable Mari-Luci Jaramillo, Former U.S. Ambassador to Argentina

2018 - Gary Francisco Keller, Hispanic Research Center, Arizona State University

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Arizona State University,
Tempe Campus
Tempe, Arizona

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Rose-Hulman Institute of Technology Terre Haute, Indiana	Texas Tech University Lubbock, Texas	University of Nebraska at Omaha Omaha, Nebraska
Rutgers School of Environmental Biological Science New Brunswick, New Jersey	Texas Woman’s University Denton, Texas	University of Nevada, Las Vegas Las Vegas, Nevada
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Santa Rosa Junior College Santa Rosa, California	The University of Texas System Administrator Austin, Texas	University of Texas Austin Austin, Texas
School of Arts & Sciences, Office of DEI, University of Pennsylvania Philadelphia, Pennsylvania	The University of Texas, El Paso El Paso, Texas	University of Texas San Antonio San Antonio, Texas
Seton Hall University South Orange, New Jersey	Trinity University San Antonio, Texas	University of Texas Rio Grande Valley Edinburg, Texas
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South Mountain Community College Phoenix, Arizona	University of California, Riverside Riverside, California	Washington University in St. Louis St. Louis, Missouri
South Texas College McAllen, Texas	University of California, San Diego San Diego, California	William Paterson University of New Jersey Wayne, New Jersey
Southeast New Mexico College Carlsbad, New Mexico	University of Central Florida Orlando, Florida	
St. Edward’s University Austin, Texas	University of Houston Houston, Texas	
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