AMERICA'S PROSPERITY
THE ACADEMIC SUCCESS OF HISPANICS

LA PROSPERIDAD DE AMÉRICA
EL ÉXITO ACADÉMICO DE HISPANOS

2014 • MARCH 6-8 • HILTON COSTA MESA HOTEL • COSTA MESA, CA
ETS CONGRATULATES

AAHHE and the ETS-AAHHE Outstanding Dissertations Competition winners, as well as other awardees, speakers and scholars at the 9th Annual AAHHE Conference.

We are also honored that AAHHE has selected our Senior Vice President and Chief Administrative Officer, Yvette Donado, to deliver the 30th Annual Tomás Rivera Lecture, named in honor of the late ETS Trustee.

ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® General and Subject Tests and The Praxis Series™ assessments — in over 180 countries, at more than 9,000 locations worldwide.
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## WEDNESDAY, MARCH 5, 2014

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<tr>
<td>12:00 p.m. – 3:00 p.m.</td>
<td>AAHHE Board Meeting, Huntington Beach</td>
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<td>2:00 p.m. – 5:00 p.m.</td>
<td>USDA Fellows Workshop, Bristol 1</td>
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<td>3:30 p.m. – 4:30 p.m.</td>
<td>Faculty Fellows Introductions, Laguna 1</td>
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<td>AAHHE Ford Fellows / USDA Fellows Orientation Dinner, New Port Beach 1</td>
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<td>8:00 p.m. – 9:30 p.m.</td>
<td>Faculty and Graduate Fellows Meeting, Laguna 1-2</td>
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## THURSDAY, MARCH 6, 2014

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<tr>
<td>8:00 a.m. – 2:30 p.m.</td>
<td>AAHHE/ETS Latino Student Success Institute, Balboa Bay</td>
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<td>8:00 a.m. – 5:00 p.m.</td>
<td>USDA Fellows Career Preparation Institute, Bristol 1</td>
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<td>8:00 a.m. – 12:00 p.m.</td>
<td>AAHHE/Ford Graduate Fellows Workshop, Huntington Beach 1-2</td>
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<td>8:00 a.m. – 4:00 p.m.</td>
<td>AAHHE/Ford Faculty Fellows Workshop, Emerald Bay 1-2</td>
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<tr>
<td>12:00 p.m. – 4:00 p.m.</td>
<td>Pre-Conference Workshops (3)</td>
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<tr>
<td>1:00 p.m. – 5:30 p.m.</td>
<td>Conference Registration, Foyer</td>
</tr>
<tr>
<td>3:00 p.m. – 9:00 p.m.</td>
<td>Exhibits Open, Pacific Ballroom</td>
</tr>
<tr>
<td>5:30 p.m. – 7:30 p.m.</td>
<td>Opening Plenary Session – Tomás Rivera Lecture, Pacific Ballroom</td>
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<tr>
<td>7:30 p.m. – 9:00 p.m.</td>
<td>Conference Reception, Pacific Ballroom</td>
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## FRIDAY, MARCH 7, 2014

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<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Continental Breakfast, Pacific Ballroom</td>
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<td>7:30 a.m. – 4:00 p.m.</td>
<td>Conference Registration, Foyer</td>
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<td>7:30 a.m. – 8:00 p.m.</td>
<td>Exhibits Open, Pacific Ballroom</td>
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<tr>
<td>8:00 a.m. – 9:15 a.m.</td>
<td>Concurrent Sessions (10)</td>
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<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>USDA Fellows Career Preparation Institute, Bristol 1</td>
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<tr>
<td>9:30 a.m. – 11:00 a.m.</td>
<td>Plenary Session #2 Breakfast, Pacific Ballroom</td>
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<tr>
<td>11:15 a.m. – 12:30 p.m.</td>
<td>Concurrent Sessions (10)</td>
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<tr>
<td>12:45 p.m. – 2:00 p.m.</td>
<td>Plenary Session #3 (Luncheon), Pacific Ballroom</td>
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<tr>
<td>2:15 p.m. – 3:30 p.m.</td>
<td>Concurrent Sessions (10)</td>
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<tr>
<td>3:45 p.m. – 5:00 p.m.</td>
<td>Concurrent Sessions (10)</td>
</tr>
<tr>
<td>6:00 p.m. – 8:00 p.m.</td>
<td>Poetry Reading, California State, San Bernardino Light Hors d’Oeuvres</td>
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## SATURDAY, MARCH 8, 2014

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<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Coffee, Pacific Ballroom</td>
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<td>7:30 a.m. – 12:00 p.m.</td>
<td>Conference Registration, Foyer</td>
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<tr>
<td>7:30 a.m. – 1:00 p.m.</td>
<td>Exhibits Open, Pacific Ballroom</td>
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<tr>
<td>8:00 a.m. – 9:15 a.m.</td>
<td>Concurrent Sessions (10)</td>
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<td>8:00 a.m. – 9:15 a.m.</td>
<td>USDA Fellow Career Preparation institute, Balboa 2</td>
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<tr>
<td>9:30 a.m. – 11:00 a.m.</td>
<td>Plenary Session #4 Awards Breakfast, Pacific Ballroom</td>
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<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td>Conference Closure</td>
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March 5, 2014

Dear conference participants:

It is my privilege and honor as president of AAHHE to welcome you to the ninth annual national gathering of this great association. This is a highlight of every year — to greet colleagues and friends old and new, to put our collective intelligence toward weighty and timely matters, to rejoice in accomplishments, and, maybe most importantly, to be inspired by our conversation, shared experience and energy.

The conference theme this year, “America’s Prosperity: The Academic Success of Hispanics” reflects an urgent singularity to our mission and message. Past conference themes have been broad and poetic; this one is to the point and direct. There is a growing national realization and, as the experts who understand it best and have carried the message to this point, we are in a position to leverage this national attention and concentrate our efforts for significant change.

This program is packed with sessions, lectures, workshops and events — all with the collective goal of scholarly excellence, bridging challenges and finding creative solutions. I encourage you to plan your time wisely to take full advantage of all that is offered here.

Several must-attend events are the annual Tomas Rivera Lecture, the Plenary Session speakers, and the Awards Breakfast. This year, the Tomas Rivera Lecturer is Yvette Donado, the esteemed chief administrative officer and senior vice president of People, Process and Communication. Emma Carrasco of National Public Radio and Susan Gonzales of Facebook are our honored Plenary Session speakers. Watch also for the presentation of the three Outstanding Dissertation Winners and the scholarly papers commissioned by AAHHE that will additionally enlighten and deepen our understanding of how to serve our students and ensure their success.

I extend my thanks to all who have worked so diligently to plan, organize and produce this year’s annual conference — your excellent and collaborative efforts have culminated in another outstanding conference experience for all of us. Once again, it’s been a particular pleasure to work with William Aguilar, the honorary chair of our planning committee, whose dedication to AAHHE is unparalleled.

At this point of national recognition of the message we’ve been raising for so long, we are actually in a most crucial time of awareness building with our local, state, and national leaders. We have the expertise, the commitment and the AAHHE familia to support us as we ensure wise choices and decisions are made to address excellence for Latinos in education — and prosperity in America.

Sincerely,

Loui Olivas, President

Arizona State University, 1120 S. Carlyle Mall, 1st Floor, Suite B-150
Tempe, AZ 85287-4305, Phone 480.727.8210. Fax 480.565.7165
March 6, 2014

Dear AAHHE Members:

Welcome to California. This conference, “Americas Prosperity: The Academic Success of Hispanics” could not take place at a better time or a better place. I want to thank California State University (CSU) Trustee Lou Monville and CSU Fullerton President Millie Garcia for their service on the AAHHE Board.

California is home to over 30% of all Latinos in the country. California’s colleges and universities educate over one-third of all Latinos in higher education. It is here that the first generation college graduates are making their mark in every industry.

At the California State University system, we have 140,000 Latino students. We award over 21,000 baccalaureates and over 3,300 advanced degrees to Latinos every year; and we are the university of choice for first generation Latinos. We are affordable, accessible and provide a quality education. In short, the California State University is shaping the future. The majority of teachers, engineers, nurses, computer technicians, and several other major industry groups come from our university. Among our 23 campuses we count 14 Hispanic-serving universities and eight associate member universities on their way to becoming Hispanic serving. We are proud of our accomplishments and look forward to advancing further to reach the Latino community.

We have an opportunity and we can rise to the challenge together. We must do better at college preparation of our school age children. You have in your packet a “How to Get to College,” poster that is our blueprint for college preparation. We have gone outside our universities to partner with community organizations like media giant Univision, the Parent Institute for Quality Education (PIQE) and Hispanas Organized for Political Equality (HOPE). These partnerships are the part of the solution for our future generations of Latinos.

Beyond these partnerships, I want to work with you and your leadership to develop the talent and build a strong pool of faculty, department chairs, deans and provosts so together we can ensure our 23 campuses reflect California. It begins with faculty and ends with presidents. Your participation at AAHHE is a crucial building block in this process.

Congratulations to each and every one of you for your participation and especially to Dr. Loui Olivas, from Arizona State University, for organizing a great conference.

Sincerely,

Timothy P. White
Chancellor

401 Golden Shore • Long Beach, California 90802-4210 • (562) 951-4700 • Fax (562) 951-4986
March 5, 2014

Welcome to the ninth annual conference of the American Association of Hispanics in Higher Education!

As the chair of the conference, I am honored to be a part of all that this event has become. From the young scholars beginning their careers with new ideas and fresh energy to the founding members who have been actively leading the charge and mission of AAHHE for many years, we converge once a year to encourage, educate and inspire each other. I look forward to this event all year, as I guess you do, too.

There is a specific range of topics covered throughout the program this year, all under the iconic theme of “La prosperidad de América: El éxito académico de Latinos.” This has been an enduring theme of our efforts, as AAHHE and as individuals, for years. The census figures, test scores, research and data all attest to the fact that America’s prosperity will rise and fall with the academic success of the continuously growing Latino population. The research and new programs that will be presented this year has been selected for their relevance, applicability and potential.

We have invited a number of preeminent business and education leaders here to lead us in discussion, to share their thoughtful insights and to inform us of advances being made that could be useful to us in our districts and states. I’m looking forward to attending the sessions, listening to the speakers and presenters, and I welcome you to take advantage of these opportunities to meet your fellow academics and practitioners from across the country.

My deep and personal thanks to the planning committee members, the combined efforts of so many of our colleagues, and to AAHHE President Lou Olivas for his tireless work on behalf of this organization.

Sincerely,

William Aguilar,
2014 Conference Chair
The American Association of Hispanics in Higher Education (AAHHE) is entering its ninth year and continues to address issues and concerns affecting Hispanics, with a focus on higher education. While the Hispanic population is the largest ethnic minority population in America, Hispanics are still highly underrepresented in the undergraduate and graduate enrollments and graduation rates.

Further, Hispanic faculty in tenure-track positions represent about four percent of the total faculty in colleges and universities. In addition, Hispanic college and university presidents represent approximately three percent of all presidents. What’s more astonishing, these percentages for both faculty and presidents have not changed over the past ten years. Given the rapidly changing U.S. demography, with projections clearly showing Hispanics will constitute about thirty percent of the population within a few decades, there is a significant need to address replacement and pipeline issues in higher education. Finally, the largest net gain in student enrollments in higher education over the next two decades will be Hispanic. AAHHE is well positioned to work with institutions of higher education, foundations, business partners and other collaborative organizations that seek to address Hispanic pipeline issues in higher education.

In order to effect change in American higher education, AAHHE is committed to:

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

AAHHE has worked toward these goals in a variety of ways. It created a Latino/a Graduate Fellows Program providing Hispanic doctoral studies students the opportunity to attend AAHHE’s national conference where they are introduced to Hispanic professors and administrators from across the nation and are provided guidance, instruction, and mentors to help them navigate the complexities of higher education. Over 250 doctoral students have participated in this program. AAHHE has also developed the Junior Faculty Fellows Program to provide sponsorship for junior faculty to attend the national conference, over 100 Faculty Fellows have been featured at the conference.

The Tomás Rivera Lecture is a highlight of each national conference, drawing on some of the best known experts to speak to issues and concerns facing our nation and our institutions of higher education. Lecturers of the past include Nobel Laureate Toni Morrison, U.S. Secretary Henry Cisneros, Ron Takiki, Ann Reynolds, Tomás Arciniega, Piedad Robertson, Raúl Yzaguirre, Charles Reed, Jack Scott, Jim Cummings, Luis Ubiñas, Michael Olivas, Rachel Moran, Francisco Cigarroa, and Jamie Merisotis.

To celebrate and recognize the work of Hispanics in higher education and national leaders, the AAHHE Awards Program was created to honor deserving individuals at a special luncheon each year at the national conference.

Through AAHHE’s leadership and strong relationships with equally committed organizations, two initiatives are continuing. The eighth Latino/a Student Success Institute is being presented at this year’s national conference by Educational Testing Service (ETS) and AAHHE, entitled, “Designing for Latino/a Student Preparation and Completion: Addressing Developmental Education and College Recruitment.”

AAHHE has partnered with the Center for Studies in Higher Education, University of California, Berkeley, in the creation of the AAHHE/Berkeley Executive Leadership Academy. Recognizing the need to develop future Hispanic senior administrators, this academy offers a curriculum that is focused on multicultural perspectives. The academy faculty represent an array of proven senior-level administrators, scholars, and experts representing a multitude of institutions.

Addressing issues and offering solutions for Hispanics in higher education is an important goal for AAHHE. The scholarly commissioned papers, which are an annual conference venue, focus on contemporary issues and offer solutions with policy implications.

You will be receiving the third edition of the AAHHE/ETS/UTSA Perspectives Policy Brief entitled, “Developmental Education.” ETS and AAHHE have again joined together for the sixth year to offer the Outstanding Dissertations Competition and awards. The top three place winners will showcase their dissertation during one of the conference concurrent sessions. The awards for this competition will be presented at the annual Awards Breakfast on Saturday.

AAHHE will continue these traditions and create others as well, while serving as a leading research and advocacy group for Hispanic higher education issues.
**2014 CONFERENCE PLANNING COMMITTEE**

**William Aguilar**  
AAHHE Board Member & Conference Chair  
Vice President Emeritus  
California State University, San Bernardino

---

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Social Science & Comparative Education  
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**Norma Hernandez**  
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**Yanira Madrigal-Garcia**  
Education, Language and Policy  
University of California, Davis

**Loui Olivas**  
President  
AAHHE

**Leticia Oseguera**  
Associate Professor & Research Associate  
Pennsylvania State University

**Jessica Rodriguez**  
Educational Leadership & Policy Studies  
University of Washington

**Joseph Villescas**  
Principal  
Villescas Research, Media & Instruction, LLC

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Texas A&M University – Corpus Christi

**Alfredo G. de los Santos, Jr.**  
Research Professor  
Hispanic Research Center – Arizona State University

**Rueben Martinez**  
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AAHHE Board Member
AAHHE LEADERSHIP
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News

Upcoming Conference
Promoting Dual Language and Literacy: Benefits for Society
March 28-29th, 2014
ASU, Tempe Campus
The conference will focus on Research, Policy & Practice

Career Opportunity
Assistant Professor
School of Transborder Studies
Arizona State University

The School of Transborder Studies (STS) at Arizona State University invites applications for a tenure track position as Assistant Professor in Transborder Culture, Applied Linguistics, Bilingualism and Learning. The successful candidate will be responsible for developing a research and teaching program within this emphasis and in designing curriculum around issues of applied linguistics and bilingual development. We seek an individual who specializes in cross-cultural learning, bilingual development, language and schooling, and whose primary strength lies in a sociocultural framework. Anticipated start date is August 16, 2014.

Visit http://sts.asu.edu/About/Employment for more information

Puerto Rico Study Abroad Launch Summer 2014
Focusing on the dynamic relationship between people and the environment, this experiential program will provide students with an opportunity to learn about life in a small coastal community. Students will participate in a photography workshop at the University of Puerto Rico, attend lectures and presentations about Puerto Rican culture, the environment, food systems, and community development; and conduct their own ethnographic research projects.
Application Deadline: March 1, 2014.

Complete details at http://sts.asu.edu/study-abroad/puerto-rico

For more information on our undergraduate program, educational events, and sponsorship opportunities visit: http://sts.asu.edu
WEDNESDAY
MARCH 5, 2014

2 P.M. – 5 P.M.

**USDA FELLOWS WORKSHOP**
Room: Bristol 1

3:30 P.M. – 4:30 P.M.

**AAHHE FACULTY FELLOWS**
Room: Laguna 1

6 P.M.

**FELLOWS DINNER**
Room: Newport Beach 1 & 2

8 P.M. – 9:30 P.M.

**AAHHE FACULTY AND GRADUATE FELLOWS**
Room: Laguna 1-2

THURSDAY
MARCH 6, 2014

8 A.M. – 5 P.M.

**USDA FELLOW WORKSHOP**
Room: Bristol 1

8 A.M. – 5 P.M.

**FACULTY FELLOWS MEETING**
Room: Huntington Beach – 2 & Emerald Bay 2

8 A.M. – 5 P.M.

**GRADUATE FELLOWS MEETING**
Room: Emerald Bay – 1 & 3

FRIDAY
MARCH 7, 2014

8 A.M. – 5 P.M.

**USDA FELLOW CAREER PREPARATION INSTITUTE**
Room: Bristol 1

9:30 A.M. – 11 A.M. & 12:45 P.M. – 2 P.M.

**GENERAL SESSION**
Room: Pacific Ballroom 1-3

SATURDAY
MARCH 8, 2014

8 A.M. – 9:15 A.M.

**USDA FELLOW CAREER PREPARATION INSTITUTE**
Room: Balboa 2

9:30 A.M. – NOON

**GENERAL SESSION**
Room: Pacific Ballroom 1-3
There are stories all across America. Stories of people with the desire and drive to complete a degree—to improve their employability. Lumina Foundation strives to help people achieve their potential by promoting access to and success in education beyond high school.

Diego left the university to care for his mother. He works on a metal forming machine in a major engine manufacturing plant. He wants to complete a degree that will give him the credentials he needs to get a management position in the company.

WE WANT TO MAKE THAT DREAM COME TRUE.

Visit www.luminafoundation.org/goal2025 to learn more about our mission to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025.
7:30 A.M. – 2:30 P.M.

LATINO/A STUDENT SUCCESS INSTITUTE (SPONSORED BY ETS)
Room: Balboa Bay
Designing for Latino/a Student Preparation and Completion: Addressing Developmental Education and College Achievement

Preparing Latino students for college and transitioning them toward completion of certificates and degrees continues to be among the most important education policy priorities in the U.S. In 2010 only 14% of Hispanic adults had earned a bachelor’s degree, compared to 52% of Asian/Pacific Islanders, 30% of Whites and 20% of Blacks. Among the key factors hindering college completion include the reality that both two- and four-year institutions have not had much success preparing students for the rigors of college-level work. Developmental education in particular has been less than effective and requires a re-thinking and re-design of faculty preparation, advising, assessments, curricula, and pedagogy.

This institute will provide the most current information regarding college preparation, access and completion for Latino/a students.

Welcome:
Loui Olivas, President AAHHE

Convener and Institute Chair:
Laura I. Rendón, Professor & Co-Director
Center for Research and Policy in Education
The University of Texas at San Antonio

Presenters:
Lenora M. Green, Senior Director, ETS Center for Advocacy and Philanthropy
Daniel Solorzano, Professor
University of California, Los Angeles
Ryan Santos, Doctoral Student
University of California, Los Angeles
Nancy Acevedo, Doctoral Student
University of California, Los Angeles
Amaury Nora, Professor & Co-Director,
Center for Research and Policy in Education,
The University of Texas at San Antonio
Vijay Kanagala, Postdoctoral Research Associate,
Center for Research and Policy in Education,
The University of Texas at San Antonio

1:00 P.M. – 4:00 P.M.

PRE-CONEFERENCE WORKSHOPS

WORKSHOP 1

Latino Student Retention and Graduation: What We Know Works
Room: Laguna Beach 1

Presenters:
José L. Cruz, Provost and V.P. Academic Affairs,
California State University, Fullerton
Berenecea Johnson-Eanes, V.P. Student Affairs,
California State University, Fullerton
Claire Cavallaro, Dean, College of Education,
California State University, Fullerton

A growing body of research and effective practice can inform colleges and universities to better serve Latino populations and increase Latino student graduation rates. This workshop will examine three areas where higher education can be intentional in its support of Latino students:

• A strong community college pipeline to the university,
• “Onboarding” with a full range of student supports in the first two years, and
• Clearly defined pathways to ensure on-time degree completion.
Committed to student success and providing an exceptional educational experience, California State University, Fullerton is proud of its record supporting Hispanic student achievement in higher education.

In fact, we’re ranked first in California and consistently among the top 10 in the nation for the number of degrees awarded to Hispanic students.*

*Hispanic Outlook in Higher Education’s “Top 100 Colleges for Hispanics” (May 2013)
1:00 P.M. – 4:00 P.M.

WORKSHOP 2

College Readiness: Partnering for Latino Student Success

Room: Laguna Beach 2

Moderator:
Ryan Alcantara, Analyst
University of California, Riverside

Presenters:
Manuel Colón, Principal, Savanna High School
Sara Lundquist, Vice President for Student Services, Santa Ana College
Michael Matsuda, Coordinator, Teacher Support and Professional Development, Anaheim Union High School District & North Orange County Community College District Trustee
Dawn Miller, Assistant Superintendent, Secondary Education, Santa Ana Unified School District

This session will provide workshop participants with a set of tools for inquiry and action addressing the role of collaboratives in transforming educational outcomes for Latino students. Panelists will highlight policies and practices that are being taken to scale in Latino-rich communities, schools, and institutions of higher education. Two P-20 partnerships, in Santa Ana and Anaheim, will serve as case studies about creating transformation changes to enhance Latino college attendance and success in the baccalaureate and beyond. Best practices for adaptation regionally will be featured, including proven practices for sustaining such models.

1:00 P.M. – 4:00 P.M.

WORKSHOP 3

The Academy and U.S. Workforce: Partners in America’s Prosperity

Room: Laguna Beach 3

Presenters:
Gabriela Best, Assistant Professor, California State University, Fullerton
Ignacio Salazar, CEO, SER – Jobs for Progress Inc.
Marie T. Mora, Vice Provost Fellow for Faculty Affairs/Professor of Economics, The University of Texas – Pan American
Rob Valletta, Research Advisor, Federal Reserve Bank of San Francisco

Who is doing the training in high schools, non-profits, community colleges, universities, or corporations? The panel for this workshop will discuss the labor force issues of the 21st century in terms of educational attainment and employment. They will discuss the jobs of the future and how Hispanics can enhance their participation in the labor force. The panel will also discuss potential for partnerships between the various entities and best practices of partnerships that are working in America or around the world.
THURSDAY
MARCH 6, 2014

5:30 P.M. – 7:30 P.M.
OPENING PLENARY SESSION
Room: Pacific Ballroom
Welcome:
Loui Olivas, President AAHHE
Presiding:
William Aguilar, Conference Chair
AAHHE Board Member
Welcome:
Dr. Tim White, Chancellor
California State University
AAHHE Faculty Fellows
Leticia Oseguera, Chair
Louie F. Rodriguez, Co-Chair
AAHHE Graduate Fellows
Yanira Madrigal-Garcia, Chair
Jessica Rodriguez, Co-Chair
USDA Fellows
JoAnn Canales, USDA/NIFA Thesis Director
Introduction of Conference Book Author
Corinne Valadez, Chair, Conference Book Committee
Conference Book Author
Felicity Amaya Schaeffer, Associate Professor in Feminal Studies and Participating Faculty in Latin American and Latino Studies, University of California, Santa Cruz
Love and Empire: Cybermarriage and Citizenship Across America

2014 TOMÁS RIVERA LECTURE
Room: Regency Ballroom
Speaker:
Yvette Donado, Senior Vice President and Chief Administrative Officer, ETS
7:30 P.M. – 9:00 P.M.

CONFERENCE RECEPTION
Sponsored by Anheuser-Busch Companies
Room: Pacific Ballroom

FRIDAY
MARCH 7, 2014

7:00 A.M. – 8:00 A.M.
CONTINENTAL BREAKFAST
Room: Pacific Ballroom
7:30 A.M. – 4:00 P.M.
CONFERENCE REGISTRATION
Room: Ballroom Foyer
7:30 A.M. – 9:00 P.M.
EXHIBITS OPEN
Room: Pacific Ballroom
8:00 A.M. – 5:00 P.M.
USDA FELLOWS CAREER PREPARATION INSTITUTE
Room: Bristol 1
8:00 A.M. – 5:00 P.M.
POETRY READING
Room: Pacific Ballroom
Moderating:
Juan Delgado, Professor
Master of Fine Arts in Creative Writing Program & Faculty Members
California State San Bernardino
Light Hors d’Oeuvres
6:00 P.M. – 7:30 P.M.
Beyond Title V: The Emergence of Research Intensive HSIs
Room: Emerald Bay 1 – B-2 Level
Presenters:
Susan Carter, Director, Research Development
Office of Research
University of California, Merced
Richard P. Duran, Professor
Education
University of California, Santa Barbara
Barbara Endemano Walker, Director
Research Development
Social Sciences, Humanities and Fine Arts
University of California, Santa Barbara

This session will provide an overview of the emergence of Research Intensive Hispanic-Serving Institutions (HSIs). Presenters will discuss institutional strategies to prepare for HSI status and funding opportunities for faculty research that also incorporate undergraduate research and educational outreach activities. The session will focus on research as an important component to grow the Latino/a future STREAM workforce with a particular focus on the promise and success of collaborative research teams at HSI research institutions.
8:00 A.M. – 9:15 A.M.

**NEW STRATEGIES TO SERVE STUDENTS**

**Countering the Deficit Paradigm: An Asset-Based Application to Effectively Mentoring Latino/a Students**

*Room: Newport Beach 1 – B-1 Level*

*Presenters:*
- Eugene Fujimoto, Assistant Professor
  Educational Leadership
  California State University, Fullerton
- Miguel Zavala, Associate Professor
  Secondary Education
  California State University, Fullerton
- Noemy Medina, Research Assistant
  Center for Research on Educational Access and Leadership
  California State University, Fullerton

Dominant explanations for student access and success are rooted in familial and cultural deficit ideology. This session will deconstruct this ideology and present an alternative framework for student mentorship programs that is culturally inclusive and asset based in its approach to working with students from historically underrepresented populations. Participants interested in challenging deficit notions and learning more about culturally inclusive mentorship programs and training are encouraged to attend.

8:00 A.M. – 9:15 A.M.

**NEXT GENERATION LEADERSHIP**

**All Latino, All Good? Benefits and Challenges in Having a Cohort of All Latino Graduate Students in an Educational Leadership Program Focused on Latino Issues in Higher Education**

*Room: Newport Beach 2 – B-1 Level*

*Presenter:*
- Francisco Gaytan, Assistant Professor
  Social Work
  Northeastern Illinois University

This presentation will describe the Fellows Program of the ENLACE Leadership Institute at Northeastern Illinois University. Six cohorts of Latino students have obtained master’s degrees through this Latino leadership program. Participants will learn about program components and outcomes, but also the challenges facing the program in terms of curriculum, funding, relationships with the larger institution, and politics. The presenter will lead an interactive discussion to examine the feasibility of program replication and the potential for improvement.

8:00 A.M. – 9:15 A.M.

**PK-20/PARTNERSHIPS**

**Duel-Credit Workforce Programs: The Key to the Attraction and Retention of “At-Risk” Hispanic Students**

*Room: Laguna Beach 3 – B-1 Level*

*Presenter:*
- Melissa Gonzalez, Special Assistant to the President
  President’s Office
  Lone Star College-North Harris

A growing trend at community colleges is offering dual-credit classes in workforce programs like drafting and information technology. The result is high school students who would otherwise not be interested in college are now earning academic credit and certificates. This session will discuss the “dual-credit” workforce programs, emphasizing the benefits and challenges for “at risk” Hispanic students. Community college representatives seeking solutions to increase success among Hispanics are encouraged to attend.

8:00 A.M. – 9:15 A.M.

**AAHHE SCHOLARLY COMMISSIONED PAPER #1**

**New Strategies to Serve Students**

*Room: Emerald Bay 2 – B-2 Level*

*Presenters:*
- Leticia Oseguera
  Associate Professor of Higher Education
  The Pennsylvania State University
- Louie F. Rodriguez, Associate Professor
  Department of Education
  California State University, San Bernardino

There is a sizeable body of literature on the struggles and perils of Latinas/os in education. As the Latina/o population as a demographic group continues to establish a significant presence in the K-12 and higher education sectors, research not only needs to analyze policies and practices that are
working, but perhaps stakeholders can also benefit from identifying strategies that reach across the educational pipeline. This paper aims to identify those policies and practices, particular those that focus on transforming institutional culture so that Latina/o students are provided an equitable opportunity to learn and succeed. Institutional culture will be put under the spotlight because while the policies, practices, and programs are largely present in many institutions serving Latinas/os in K-12 and higher education institutions, the extent to which they are being adequately and equitably implemented is arguably questionable. The presenters’ paper aims to put institutional culture more explicitly on the national radar so that institutions can take deliberate steps to promote Latina/o student success.

8:00 A.M. – 9:15 A.M.

NEW STRATEGIES TO SERVE STUDENTS

Adjusting to College: Low Income Latino Students and Their Transition into Higher Education

Room: Laguna Beach 1 – B-1 Level

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

Leticia Palomin, Graduate Assistant
Educational Administration & Human Resource Development
Texas A&M University

While there are more Latino students enrolling into higher education institutions than ever before, many of these students come from low-income (i.e., below poverty) families. The purpose of this presentation is to present research-supported strategies for institutional leaders to utilize in order to ease the transition into college for this sub-group of Latino students. The aim of this presentation is to influence how institutional policies and programs improve low-income Latino students’ educational experiences.

“That sense of isolation was completely upended after spending the week at the AAHHE conference. This might sound naïve, this was my first time meeting and spending time with senior Latino scholars who are also presidents of universities. Meeting and talking with the different members of the AAHHE Board of Directors has fundamentally transformed my understanding of opportunity as a Latina scholar in academia. In addition, I appreciated the opportunity to critically engage with other Faculty and Graduate Fellows.”

Solsiree del Moral
Assistant Professor
Latin American and Caribbean History
Pennsylvania State University
2014 AAHHE/Ford Fellow
CONFERENCE AGENDA

MARCH 7, 2014  ▶  8:00 AM – 9:15 AM

8:00 A.M. – 9:15 A.M.

IMMIGRATION

From Undocumented to DACAmented: The Past, Present, and Future of DACAmented Students and Higher Education Institutions

Room: Newport Beach 3 – B-1 Level

Presenters:
Henoc Preciado, Post graduate Research Assistant
Division of Student Affairs
California State University, Fullerton
Ryan Alcantara, Analyst
University of California, Riverside
Kandy Mink Salas, Associate VP for Student Affairs
Division of Student Affairs
California State University, Fullerton

Deferred Action for Childhood Arrivals (DACA) has permitted thousands of undocumented students living in the United States to experience many opportunities previously unfamiliar to them. This presentation will discuss the legislative history of undocumented students’ pursuit of a higher education, the effect of DACA on institutions and its professionals, and will present recommendations for continued student support. The presenters will utilize qualitative data from interviews with DACAmented students to highlight their individual and collective experiences.

8:00 A.M. – 9:15 A.M.

NEW STRATEGIES TO SERVE STUDENTS

Latinos Que Siguiron Adelante: Navigating the Process from ABD to Ph.D.

Room: Laguna Beach 2 – B-1 Level

Presenters:
Rose Santos
Educational Administration & Human Resource Development
Texas A&M University
Taryn Ozuna, Assistant Professor
Educational Leadership & Policy Studies
University of Texas at Arlington
Daisy Alfar, President
Urban Achievers Foundation

This presentation concerns the experiences of Latina doctoral candidates and the factors of persistence validation, which contribute to the completion of the dissertation process. Latinas are underrepresented in educational doctoral programs (Haro & Lara, 2003). A panel discussion by three participants who have recently completed their doctoral programs will discuss the factors and strategies to being ABD, Latina, and approaches to keep going to complete the doctorate will be highlighted.

8:00 A.M. – 9:15 A.M.

NEW STRATEGIES TO SERVE STUDENTS

Preventing Suicide and Promoting Mental Health among Hispanic Students Attending Institutions of Higher Education

Room: Emerald Bay 3 – B-2 Level

Presenters:
Sheila Krishnan, Campus Prevention Specialist
Suicide Prevention Resource Center
Eugenia Curet, Director
Student Health Services
University of Texas – Pan American

This session will provide participants with an understanding of the impact of suicide in the Hispanic community and the risk and protective factors specific to this population. An overview of the Suicide Prevention Resource Center/Jed Foundation Model for Comprehensive Suicide Prevention and Mental Health Promotion will be discussed along with examples from campuses already in the process of adopting strategies to enhance their prevention and outreach efforts for Hispanic students.

9:30 A.M. – 11:00 A.M.

PLENARY SESSION – BREAKFAST

Bridging Higher Education & the Hispanic Community: Communication Strategies

Room: Pacific Ballroom

Presiding:
Jim Estrada, AAHHE Board Member

Speaker:
Emma Carrasco, Chief Marketing Officer
National Public Radio (NPR)
11:15 A.M. – 12:30 P.M.

**IMMIGRATION**

Immigration and the Redefining of the American Political Parties and its Consequences, 2013 Immigration Reform Bill

*Room: Laguna Beach 2 – B-1 Level*

*Presenter:*
Stephen Balkaran, Instructor
Philosophy
Central Connecticut State University

The issue of Immigration has always been a divisive issue; the current Immigration Bill (2013) has played and will continue to play an important role in redefining political parties and their future. Increasingly facing a tough choice both political parties support and lack of support for a comprehensive Immigration Reform Bill will ultimately lead to a backlash from their own constituents and those who support or oppose efforts to provide a path to citizenship for undocumented workers. This decision will ultimately define the future of the political landscape in the U.S. Whether the Immigration Bill becomes failure or success, it will likely have huge bearing on the outcome of the 2014 congressional elections but more so the future presidential elections. The Hispanic vote cannot be taken for granted.

11:15 A.M. – 12:30 P.M.

**NEXT GENERATION LEADERSHIP**

Assessing ‘Hispanic Servingness’ at HSIs

*Room: Emerald Bay 1 – B-2 Level*

*Presenters:*
Estela Mara Bensimon, Professor
Center for Urban Education
University of Southern California

Lindsay Malcom-Piqueux, Professor
Department of Educational Leadership
The George Washington University

This session will introduce an index of “Hispanic Servingness” that enables leaders and others to assess how their institutions are performing for Latino students. The index makes it possible to create a dashboard that conveys clearly strengths and weaknesses in institutional performance.

11:15 A.M. – 12:30 P.M.

**PK-20/COMMUNITY PARTNERSHIPS**

Approaches to Pedagogy, Practice, and Performance in a Creative Writing Program at a HSI

*Room: Newport Beach 3 – B-1 Level*

*Presenters:*
Juan Delgado, Professor
Master of Fine Arts in Creative Writing Program
California State San Bernardino

Julie Paegle, Associate Professor
Master of Fine Arts in Creative Writing Program
California State San Bernardino

May-Lee Chai, Assistant Professor
Master of Fine Arts in Creative Writing Program
California State San Bernardino

Chad Sweeney, Assistant Professor
Master of Fine Arts in Creative Writing Program
California State San Bernardino

California State San Bernardino Graduate Students: Tristan Acker, Rosie Alsonso, Alex Avila, Chance Castro, Kelly Dortch, Isaac Esalera, Maritza Ocampo, Ruben Rodriguez

For this concurrent session, creative writing faculty, and graduate students from California State University, San Bernardino, will discuss the philosophy of their program as well their approaches to the pedagogy of creative writing workshops. CSUSB is a Hispanic-Serving Institution, and their approaches address their undergraduate and graduate students from a geographically vast and demographically diverse area. The M.F.A. program at CSUSB is a new program interested in sharing their practices and philosophy with a continually changing area and an even more diverse population.
11:15 A.M. – 12:30 P.M.

**NEXT GENERATION LEADERSHIP**

**Developing Latino Talent for Leadership Talent for Leadership Roles in Higher Education**

Room: Laguna Beach 3 – B-1 Level

Presenters:
Maria Harper-Marinick  
Executive Vice Chancellor and Provost  
Maricopa Community Colleges
Richard Durán, President  
Oxnard College
Ted Martinez, President  
Rio Hondo College

Experienced college presidents will share their philosophy about leadership, their journey to the presidency, and the work they do to support professional development of Latinos. They have been leaders for the National Community College Hispanic Council and affiliate of the American Association of Community Colleges, having served as presidents of the Board.

11:15 A.M. – 12:30 P.M.

**USDA FOOD AND AGRICULTURAL SCIENCES**

**2014 MASTER’S THESIS COMPETITION**

Room: Balboa Bay 1 – B-2 Level

First Place Winner:
Tatiana Márquez  
Agriculture and Resource Economics  
The University of Arizona

Thesis Title:
*Factors Influencing the Deployment of Utility Scale Solar Power in the United States*

Second Place Winner:
Lorraine Rodriguez-Bonilla  
Food and Agricultural Science  
University of Puerto Rico, Mayagüez Campus

Thesis Title:
*Assessment of the Genetic Diversity of Puerto Rican Sweet Potato (Ipomoea batatas (L.) Lam.)*

“The AAHHE conference was a great opportunity to network with other Faculty Fellows and gave me time to reflect on my new career while gaining valuable insights from passionate leaders in higher education. Being named an AAHHE Faculty Fellow is an honor highly valued by my University and has opened doors for me that have led to wonderful professional opportunities.”

**Araceli Martinez Ortiz, Ph.D.**

Director, LBJ Institute for STEM Education & Research  
Assistant Professor, Engineering Education  
2013 Faculty Fellow
11:15 A.M. – 12:30 P.M.

NEW STRATEGIES TO SERVE STUDENTS

MI CASA (Mentors Initiating Community Action Support and Advocacy): College Students Mentoring High School Students in the Environment of the University Campus

Room: Newport Beach 1 – B-1 Level

Presenters:

Chris Montero, Program Advisor for Centro Hispano Academic Affairs
University of North Carolina, Wilmington

Edelmira Segovia, Interim Associate Provost
Office of Institutional Diversity and Inclusion
University of North Carolina, Wilmington

Mentors Initiating Community Action Support and Advocacy (MI CASA) is a mentorship project at the University of North Carolina Wilmington that has inspired, supported, and mentored over 50 high school students who have lived within the shadows of the immigrant stereotype. Learn how the MI CASA program is able to transform potential into success and the tactics that can be implemented to secure access to higher education among high-achieving Latino students. This presentation would be useful for Hispanic/multicultural organizations and centers to implement.

11:15 A.M. – 12:30 P.M.

NEW STRATEGIES TO SERVE STUDENTS

Deep in the Corazón of Texas: A Critical Discussion of Promising New Strategies Addressing the Growing Imperative of the Latino Male Achievement Gap

Room: Laguna Beach 1 – B-1 Level

Presenters:

Victor Sáenz
Associate Professor & Executive Director
Educational Administration/Project MALES/TECMSC
The University of Texas at Austin

Luis Ponjuan, Associate Professor
Higher Education Administration
Texas A&M University

The goals of this session are to: facilitate an interactive discussion among session participants of the presentent Latino male educational achievement gap and encourage institutional stakeholders to proactively address this issue. Further, the presenters will showcase two promising practices: an award-winning Latino male mentoring initiative and a new statewide institutional consortium that addresses minority male educational attainment through innovative partnerships.

11:15 A.M. – 12:30 P.M.

NEW STRATEGIES TO SERVE STUDENTS

Exploring the Transformation of Community Colleges to Baccalaureate Granting Institutions and Its Impact to the Access and Success of Underrepresented Students in Higher Education

Room: Emerald Bay 3 – B-2 Level

Presenters:

Enrique Romo, Director
Project MALES/TECMSC
University of Texas at Austin

The goals of this session are to: facilitate an interactive discussion among session participants of the presentent Latino male educational achievement gap and encourage institutional stakeholders to proactively address this issue. Further, the presenters will showcase two promising practices: an award-winning Latino male mentoring initiative and a new statewide institutional consortium that addresses minority male educational attainment through innovative partnerships.

11:15 A.M. – 12:30 P.M.

NEW STRATEGIES TO SERVE STUDENTS

Exploring the Transformation of Community Colleges to Baccalaureate Granting Institutions and Its Impact to the Access and Success of Underrepresented Students in Higher Education

Room: Emerald Bay 3 – B-2 Level

Presenters:

Angela Vidal-Rodriguez, Ph.D. Candidate
Center for the Study of Higher and Postsecondary Education
University of Michigan

Edward St. John, Professor
Center for the Study of Higher and Postsecondary Education
University of Michigan

This session will explore the factors that have influenced the decision of community colleges to provide baccalaureate degrees, and how this transformation might affect baccalaureate enrollment and attainment among students from underrepresented groups in higher education, especially Latinos.
Undocumented Students: Understanding the Context for Postsecondary Access

Room: Newport Beach 2 – B-1 Level

Presenter:
Wilfredo Del Pilar, Director of Development
The Pennsylvania State University

The growth of the undocumented population, estimated at 11.6 million, and their opportunities for upward mobility and access to education have been a concern in K-12 education but are just emerging as policy issues within higher education. The goal of this project was to develop an understanding of the factors that influence the postsecondary enrollment decisions of Hispanic and Asian undocumented students.

Findings from the study provide insight into the factors that influence the postsecondary enrollment decisions of undocumented students. Social capital was one of the best predictors of postsecondary enrollment for both undocumented Hispanic and Asian students, but the resources that they engaged were quite different. Undocumented Hispanic students were more likely to consult college publications and websites and immediate family members for information about postsecondary education. Undocumented Asian students utilized more expert resources, such as counselors and college representatives for postsecondary information. Additionally, states with in-state resident tuition (ISRT) programs provided undocumented Hispanic and Asian students with a pathway to postsecondary education.
2:15 P.M. – 3:30 P.M.

**NEXT GENERATION LEADERSHIP**

**From Cradle to Presidency: Preparing Latinas/os to Become College Leaders**

Room: Newport Beach 2 – B-1 Level

Presenters:

Josefina Castillo Baltodano  
Founder and Executive Director, ELA  
Center for Studies in Higher Education  
University of California, Berkeley

Leticia Oseguera, Associate Professor  
Education  
The Pennsylvania State University

JoAnn Canales, Founding Dean  
College of Graduate Studies  
Texas A&M University – Corpus Christi

This panel provides an overview of how four AAHHE programs tap into and cultivate the drive and skills present in the Latina/o community. This session highlights AAHHE’s USDA Fellows, Graduate Student Fellows, Faculty Fellows, and Executive Leadership Academy. Combined, the four programs build a pipeline for Latinas/os to navigate graduate school, the faculty tenure process, and obtain leadership positions in higher education. This session examines the urgency to implement similar programs to foster success among Latinas/os.

2:15 P.M. – 3:30 P.M.

**STREAM**

**New Ventures to Promote STEM in Puerto Rico: Productive Partnerships through the Arecibo Observatory**

Room: Emerald Bay 1 – B-2 Level

Presenters:

Hilda Colón-Plumey, Associate VP  
President’s Office  
Ana G. Mendez University System

Gladys Cora-Izquierdo  
Vice Chancellor for Sponsor Research  
Universidad Metropolitana

The Arecibo Radio Observatory was established originally under Cornell University. Now under a Puerto Rican University for the first time, Universidad Metropolitana of the Ana G. Mendez University System aims to maintain the high standard of scientific research of the Observatory. The presenters strive to develop new collaborative bonds between local, national and international universities; government; and the private sector to establish a pipeline of STEM students trained at the Arecibo Observatory.

2:15 P.M. – 3:30 P.M.

**NEXT GENERATION LEADERSHIP**

**Building a Research Supported Pipeline to the University: Manzana Scholars Pre-Collegiate Program (MSPCP)**

Room: Laguna Beach 1 – B-1 Level

Presenters:

Frank Gracia, Director  
Manzana Scholars Pre-Collegiate Program  
Manzana Foundation

Kassandra Alvarez-Borundo, Assistant Director  
Manzana Scholars Pre-Collegiate Program  
Manzana Foundation

The presenters will discuss impeding factors for college access and success. There has been little improvement over the past four decades. The audience will learn the latest trends and research on impeding variables. Secondly, the Manzana Scholars Pre-Collegiate Program’s (MSPCP) goal is to design a pipeline for student success, based on emerging evidence suggesting that college experience during high school increases the desire to attend college (U.S. Department of Education, 2011). Participants will learn the latest successful practices and methods, which includes a preliminary research from a three year pilot study conducted at Arizona State University.
2:15 P.M. – 3:30 P.M.
NEW STRATEGIES TO SERVE STUDENTS

Reinventing a Summer Research Program for Students of Color: An Undergraduate and Graduate Partnership

Room: Emerald Bay 3 – B-2 Level

Presenters:
Michelle Garcia, Program Coordinator
Center for Research on Educational Access and Leadership
California State University, Fullerton
Noemy Medina, Research Assistant
Center for Research on Educational Access and Leadership
California State University, Fullerton
Deshawn Sambrano, Student Research Assistant
Center for Research on Educational Access and Leadership
California State University, Fullerton

This session will explain the collaboration between graduate and undergraduate students of color to create a summer research program for high-achieving high school students. The presentation will outline the model used to design the research program and its components including: application of theory to practice, mentorship, and impact of research activities on underrepresented, students of color. Those interested in student engagement through research programs, student leadership development, and program design are encouraged to attend.

2:15 P.M. – 3:30 P.M.
PK-20/PARTNERSHIPS

Partnering for English Language Learner Success

Room: Emerald Bay 2 – B-2 Level

Presenters:
Frank Lucido, Associate Dean, Professor
Teacher Education
Texas A&M – Corpus Christi
Susan Luis, Principal
Early Childhood Development Center
Corpus Christi ISD – Texas A&M University – Corpus Christi
Gina Reynolds, Teacher
Early Childhood Development Center
Corpus Christi ISD – Texas A&M University – Corpus Christi

This presentation will benefit those seeking to develop effective PK-20 partnerships that provide success for English language learners. The presentation will examine and identify several promising practices evident at the Early Childhood Development Center at Texas A&M University-Corpus Christi, which is a Pre-Kinder three-year-old to sixth grade dual language school that has been established as a partnership between Corpus Christi Independent School District and Texas A&M University-Corpus Christi for twenty-seven years. Perspectives on the success of the partnership will be discussed from the higher education side, the school administration side, and by a teacher giving the classroom perspective, which working together leads to English learner success.
2:15 P.M. – 3:30 P.M.

NEW STRATEGIES TO SERVE STUDENTS

Developing College Ready Readers and Writers: Understanding Text Complexity and the Common Core for English Learner Success

Room: Laguna Beach 2 – B-1 Level

Presenters:
Mandy Paterson, Curriculum Specialist
Gear Up Program
California State University, Fullerton
Sara Daddario, Teacher
English
Anaheim High School
Dane Fitch, Teacher
English
Anaheim High School

The CSU, Fullerton GEAR UP Saturday Academy is designed to strengthen students’ analytical reading and writing skills. This session will discuss the implications of utilizing young adult fiction in the English classroom, strategies for matching task to text and bundling to ensure text complexity, and strategies for engaging learners in high-level text-based discussions as a necessary step to improving critical reading and writing skills.

2:15 P.M. – 3:30 P.M.

NEW STRATEGIES TO SERVE STUDENTS

Understanding the College Completion Trajectory of Latino/a Students at a Hispanic-Serving Institution

Room: Newport Beach 1 – B-1 Level

Presenters:
Laura Rendon, Professor and Co-director
Educational Leadership & Policy Studies
The University of Texas at San Antonio
Amaury Nora, Professor and Co-director
Educational Leadership & Policy Studies
The University of Texas at San Antonio
Vijay Kanagala, Postdoctoral Fellow
Center for Research and Policy in Education
The University of Texas at San Antonio

Juliet Ray, Director
Research Service Center for Education
The University of Texas at San Antonio

This session will share findings from a TG Philanthropy funded research study at a Hispanic-Serving Institution (HSI) designed to identify the academic, social, and cultural experiences that impact Latino college students and analyze college trends in persistence, performance, and graduation. Qualitative findings include navigating the transition to college, obstacles to student engagement, and student resiliency. Participants will gain new perspectives on factors and college experiences that help or hinder successful college student engagement and completion among native and transfer Latino/a students.

2:15 P.M. – 3:30 P.M.

PK-20/PARTNERSHIPS

Partnering for College Success: Creating Healthy University-Community Partnerships with Migrant Families

Room: Balboa Bay 1 – B-2 Level

Presenters:
Miguel Zavala, Assistant Professor
Secondary Education
California State University, Fullerton
Patricia Pérez, Associate Professor
Chicana and Chicano Studies
California State University, Fullerton
Alex Gonzalez, Program Coordinator
Migrant Education Program, Region IX

This presentation grows out of three years organizing a yearly migrant families conference at CSU Fullerton. In re-conceptualizing partnerships as fundamentally conjerto, the researchers present their findings of a qualitative case study based on one-on-one interviews with migrant families, program coordinators, and university personnel, drawing out their perspectives on what constitutes healthy university-community partnerships. This session will be of interest to not just university personnel, but anyone seeking strong partnerships with migrant families.
Capitalizing Baccalaureate Degree Attainment: Revealing the Path of the Latina/o Scholar

Room: Newport Beach 3 – B-1 Level

Presenter:
Lucy Arellano, Assistant Professor
University of California, Los Angeles

Baccalaureate degree completion is essential for future development as a nation. Latinos are the largest minority group in the country and by 2050 nearly one out of every three individuals will be of Latino descent. While Latina/o enrollment may increase, the proportion completing college is not comparable.

This study explored the pre-college student characteristics and institutional environments through a capital theoretical perspective (Bourdieu, 1986) that foster degree attainment measured six years after initial enrollment. The national (459 institutions), longitudinal study of 15,745 Latina/o students quantitatively examined the impact of differing institutional contexts while accounting for individual characteristics. This workshop will cover the results of the study.

uLead: Opportunities for Engaging Online Networks in Support of Undocumented Student Access and Success

Room: Laguna Beach 3 B-1 Level

Presenters:
Betty Overton-Adkins, Director
National Forum on Higher Education
University of Michigan

Kyle Southern, Research Associate
National Forum on Higher Education
University of Michigan

Kimberly Reyes, Research Associate
National Forum on Higher Education
University of Michigan

On the anniversary of the national launch of the uLEAD Network (an online resource designed to serve the needs of higher education professionals seeking to broaden access and success strategies for undocumented students), the presenters will provide an overview of the tool, along with an update on the advances to date. Additionally, participants will unveil the newest resources developed, including: infographics, an online community of professionals engaged in broadening access for undocumented students, and national promising practices.

College Access and Success for Latino: The Role of Academic Capital Formation

Room: Emerald Bay 2 – B-2 Level

Presenters:
Marcia V. Fuentes, Doctoral Candidate
Higher Education and Organizational Change
University of California, Los Angeles

Edward St. John
Algo D. Henderson Collegiate Professor
Center for the Study of Higher and Post Secondary Education
University of Michigan, Ann Arbor

Large-scale intervention programs guaranteeing financial aid and resources have been created to empower students and their families to break through barriers to college access and success. This session explores how the Academic Capital Formation (ACF) framework can help administrators and faculty support Latina/o students’ access to public and private universities and navigate these systems to achieve baccalaureate degrees. Participants will learn the results of a qualitative research study and benefit from a discussion of their personal/professional connections.
3:45 P.M. – 5:00 P.M.

NEXT GENERATION LEADERSHIP

Leadership Development and Succession Planning
Room: Newport Beach 2 – B-1 Level
Presenters:
Cristina Gonzalez, Professor of Education
The University of California, Davis
Adela De La Torre, Vice Chancellor for Students
The University of California, Davis

American universities have increasingly diverse student bodies, including large numbers of Hispanics, yet their leaders do not reflect that diversity. There still are relatively few Latinos at the top. Institutions need to help to form the next generation of Hispanic leaders through a vigorous process of succession planning. Casual approaches to expanding diversity yield only modest results. To create a critical mass of Latinos in academic administration, a coordinated and sustained effort will be necessary. Drawing on the presenters’ research and personal experiences, the presenters will discuss different approaches to increasing diversity among academic administrators. Suggestions will be made both for colleges and universities wishing to increase their number of Latino executives through thoughtful process of leadership development. Hispanics who seek to improve their chances of success in securing positions in academic administration will also benefit.

3:45 P.M. – 5:00 P.M.

IMMIGRATION

Broadening Access for Undocumented Students: The Role and Impact of Professional Collaborations
Room: Newport Beach 3 – B-1 Level
Presenters:
Betty Overton-Adkins, Director
national Forum on Higher Education
University of Michigan
Kimberly Reyes, Research Associate
national Forum on Higher Education
University of Michigan
Esmeralda Hernandez, Research Associate
national Forum on Higher Education
University of Michigan

In working toward enhanced and more equitable access for undocumented students, the role and value of collaborations has been underscored as critical. The presenters of this session will share results and highlights from a recent study with admissions professionals and high school counselors on successful collaboration techniques. The results underscore the value of relationships, policy context, communication, and personal and professional commitments to ensuring necessary resources to aid undocumented students in the enrollment and retention process.
CONFERENCE AGENDA
MARCH 7, 2014 ► 3:45 PM – 5:00 PM

3:45 P.M. – 5:00 P.M.

AAHHE SCHOLARLY COMMISSIONED PAPER #2

Developmental Education
Room: Laguna Beach 3 – B-1 Level
Presenters:
Nancy Acevedo-Gil, Doctoral Candidate
University of California, Los Angeles
Ryan E. Santos, Doctoral Candidate
University of California, Los Angeles
Daniel Solorzano, Professor & Director
Consortium on Research for Diversity
University of California, Los Angeles
University of California, All Campus

Community colleges represent an increasingly vital postsecondary entry point for Latina/o students. This study focuses on the experiences of Latina/o students in developmental math and English over a four-year period (fall 2009 to spring 2013). Data sources include quantitative data from the California Community College Chancellor’s Office and qualitative interview data from students enrolled in four southern California community colleges. Findings highlight the trajectories of Latina/o students who test into developmental coursework in California community colleges and bring attention to the stumbling blocks created by these courses.

3:45 P.M. – 5:00 P.M.

NEW STRATEGIES TO SERVE STUDENTS

Community College Success Courses – How Do They Affect Latino Students?
Room: Emerald Bay 3 – B-2 Level
Presenters:
Mark Valencia, Graduate Student
ENLACE
Northeastern Illinois University
Francisco Gaytan, Director/Assistant Professor
ENLACE
Northeastern Illinois University

Urban Latino students from large public institutions arrive to college unprepared academically, socially, and culturally and struggle to succeed and complete college degrees. College bridge and success programs are a possible remedy. This presentation will examine the impact of a curriculum that is required in a full semester course and how it affects Latino community college students. Also discussed will be how curriculum affects Latino college students’ academic and cultural identity.

3:45 P.M. – 5:00 P.M.

NEXT GENERATION LEADERSHIP

Leadership for Diversity in Student Affairs: Strengthening the Latina/o Pipeline
Room: Laguna Beach 1 – B-1 Level
Presenters:
Erica Yamamura, Associate Professor
Student Developmental Administration
Seattle University
Jacob Diaz, Visiting Professor
Student Developmental Administration
Seattle University
Tonantzin Oseguera, Dean of Students
Division of Student Affairs
California State University, Fullerton

In this session, the presenters will highlight two qualitative research studies that examined underrepresented students entry into the field of student affairs, including their experiences in a national preparation program and their experience in graduate education. In addition, the presenters will provide best practices to increase Latina/o participation and representation in the field. Session participants will learn about the collaborative and systematic efforts needed to transforms to strengthen the Latina/o pipeline into student affairs.

3:45 P.M. – 5:00 P.M.

PK-20/PARTNERSHIPS

Serving the Students We Have or Serving the Students We Want?: Prestige-Seeking in Higher Education and Its Consequences on Latino Students
Room: Balboa Bay 1 – B-2 Level
Presenters:
Desiree Zerquera, Assistant Professor
Leadership Studies
University of San Francisco

This presentation shares findings on a study that challenges the system of education by highlighting trends over time
in how institutions charged with serving underrepresented students are seeking prestige at the cost of serving Latino students. Despite gains in college access over time, Latino students remain underrepresented in higher education and highly stratified within particular institution types. Although much work has centered students in explaining these proclivities, much less attention has been given to the role of the higher education environment in shaping student opportunities. In particular, as colleges and universities strive for excellence, they do so within a framework that encourages a singular and oppressive model. What are the consequences of this pursuit for prestige on Latino students?

3:45 P.M. – 5:00 P.M.

OUTSTANDING DISSERTATION – 1ST PLACE

Sober Self: Discourse and Identity of Recovering Alcoholics in the Western Highlands of Guatemala

Room: Emerald Bay 1 – B-2 Level

Presenter:

Carla Pezzia, Postdoctoral Fellow
University of Texas Health Science Center at San Antonio

In this dissertation, mixed methods approach is deployed to document the enduring influence of discrimination on experiences of alcohol addiction and recovery in a historically oppressed population. Utilizing ethnographic, epidemiological, and critical discourse analyses, the author demonstrates how an individual’s transition from an “alcoholic identity” to a “sober self” is defined and constructed by historical political and contemporary social and economic processes amongst the Kaqchikel Maya in Panajachel.

The research argues that discrimination toward alcoholic individuals poses significant barriers to recovery at both institutional and individual levels. Additionally, available treatment models in the region do not meet the needs of the typical alcoholic Panajachelense. The notion of the Sober Self expands upon emerging anthropological literature on self-transformation based in non-Americanized therapeutic processes for sobriety. This dissertation provides one of the first detailed portraits of the experience of alcoholism and recovery in indigenous communities within the Highlands of Guatemala. The work presented is meant to highlight the need for more comprehensive treatment programs in order to address the alcohol-related health, social, and economic issues found throughout the Western Highlands of Guatemala.

3:45 P.M. – 5:00 P.M.

PK-20/PARTNERSHIPS

Assessing Course Syllabi as a Means of Examining Teaching Practices at Hispanic-Serving Institutions

Room: Laguna Beach 2 – B-1 Level

Presenters:

Cheryl Ching, Research Assistant
Center for Urban Education
University of Southern California

Robinson Jason, Research Assistant
Center for Urban Education
University of Southern California

Assuming that using culturally inclusive teaching practices facilitates students’ academic success at Hispanic-Serving Institutions, how can faculty determine whether their practices are culturally inclusive? The presenters propose that assessing syllabi for culturally inclusive practices presents faculty with an opportunity to examine their pedagogical approach, beliefs, and values. This assessment can then serve as the basis on which faculty can build a teaching approach that explicitly attends to their students’ ethnic and cultural backgrounds.

6:00 P.M. – 7:30 P.M.

POETRY READINGS BY FACULTY AND GRADUATE STUDENTS

California State University, San Bernardino

Room: Pacific Ballroom

Light Hors d’Oeuvres
College Now! Early University Experiences for High School Students

Room: Newport Beach 1 – B-1 Level

Presenters:
Adriana Badillo, Director
Gear Up Program
California State University, Fullerton
Alexandro Gradilla, Department Chair
Chicana and Chicano Studies
California State University, Fullerton
Sara Daddario, English Teacher
Anaheim High School

Students will rise to the expectations that we set for them! This session shows how high school students can engage in and enjoy university-level instruction aimed at preparing them for college success. CSU Fullerton’s GEAR UP University summer program participants engage in freshman-level lectures taught by university faculty. This model integrates vertical articulation for professional learning as university faculty and high school teachers work in team develop learning opportunities that foster twenty-first century learning skills: creativity, collaboration, communication, and critical thinking.

NEXT GENERATION LEADERSHIP

Building Competence in “Hispanic Servingness” Through Action Research

Room: Laguna Beach 2 – B-1 Level

Presenters:
Maxine Roberts, Graduate Student
Urban Educational Policy
University of Southern California
Estela Bensimon, Professor
Urban Educational Policy
University of Southern California
Roman Liera, Graduate Student
Urban Educational Policy
University of Southern California
Eric Felix, Doctoral Student
Urban Education Policy
University of Southern California

University leaders design policies to enact institutional change; however issues of resistance within the organization and challenges in implementation and sustainability often stymie the process (Beauregard, 2005). Using action research at a Hispanic-Serving Institution, the presenters investigated how institutional leaders experience institutional transformation and how this influenced their beliefs, practices, and ability to increase their institution’s “Hispanic Servingness.” Faculty, administrators, and graduate students will learn how to incorporate action research early in policy design.
8:00 A.M. – 9:15 A.M.

**AAHHE SCHOLARLY COMMISSIONED PAPER #3**

**HSIs: A Report Card and Analysis on Completion and Success Rates**

Room: Emerald Bay 2 – B-2 Level

Presenters:
Frances Contreras, Assistant Professor
Education Studies
University of California, San Diego
Gilbert J. Contreras
Director Trio Programs
Cypress College

The outcomes for Latinos attending HSIs remain a challenge with Latino students experiencing high attrition rates and low college completion rates in two-year and four-year HSIs. Raising Latino college transfer and completion rates at HSIs is critical for creating economically sustainable Latino communities. This scholarly paper utilizes institutional data from IPEDS to conduct an exploratory analysis assessing Latino student outcomes at HSIs by sector. The presenters will discuss their findings from their research and will provide recommendations for raising the bar to optimally serve Latino students.

8:00 A.M. – 9:15 A.M.

**NEXT GENERATION LEADERSHIP**

**Mobilization 2 Completion: A Construction Education Recruitment Strategy Study**

Room: Laguna Beach 3 – B-1 Level

Presenter:
Edelmiro Escamilla, Assistant Professor
Construction Science
Texas A&M University

Participants in the session stream “Next Generation Leadership” will learn that improving workforce diversity is a key to sustainability of the world’s economy through the “Mobilization 2 Completion” initiative focused on construction education capacity building. Hispanics make up roughly 59% of construction workforce for 2012. Hispanics are not represented well in upper management positions within major construction companies. Perception and career image by future construction education students toward construction will affect the growing gap of qualified skilled workforce.
8:00 A.M. – 9:15 A.M.

**NEW STRATEGIES TO SERVE STUDENTS**

**Belonging in the Academy: Building a “Casa Away from Casa” for Latino/a Undergraduate Students**

**Room: Balboa Bay 1 – B-2 Level**

**Presenters:**
Sandra Gonzales, Assistant Professor
Bilingual/Bicultural Education
Wayne State University

Ethriam Bramme, Associate Director
Latino/a & Latin American Studies
Wayne State University

Drawing on George Kuh’s “high-impact practices” and Vincent Tinto’s “model of institutional departure,” this session will describe the development of learning community strategies, which led to significant improvements in retention among students participating in academic success programs sponsored by the Center for Latino/a and Latin American Studies at Wayne State University. Session participants will have an opportunity to explore strategies for developing Latino/a learning communities at their own campuses.

8:00 A.M. – 9:15 A.M.

**NEXT GENERATION LEadersHIP**

**Pathways to Prosperity: A journey of Academic and Career Services**

**Room: Newport Beach 3 – B-1 Level**

**Presenters:**
Ellen Heffernan, Partner
The Spelman & Johnson Group (SJG)

Mary Jo Gonzales, Assistant VP Student Affairs
Office of Student Life
University of Rhode Island

Elizabeth Palacios, Dean of Students
Student Life
Baylor University

There is a growing and unmet need to support Latina/o higher education professionals through culturally appropriate and relevant means in order to increase the number of Latina/o leaders and enhance leadership options—both on the academic and administrative side of the institution. This workshop will explore essential elements of the selection and hiring processes, discuss emerging Latina/o leadership pipelines, talk about the “unwritten rules” of career advancement and tenure, and focus on mentoring and support networks.

8:00 A.M. – 9:15 A.M.

**STREAM**

**Math?! Really? Wow! I Would Have Never Expected That!: An Intersectional Analysis of Race/Gender Mathematical Learning Indentities Among First-Year Latino College Students**

**Room: Laguna Beach 1 – B-1 Level**

**Presenter:**
Luis Leyva, Ph.D. Candidate
Learning & Teaching/Education
Rutgers University

This research study presentation explores how first-year Latino college students negotiate their mathematical learning identifications with their intersectional oppression as gender and racial minorities in STEM. A three-tiered framework is introduced to highlight the institutional, interpersonal, and individual factors uniquely shaping Latinas’ mathematics learning as gendered and racial experiences. Implications to establish more equitable mathematics learning opportunities for Latinos and other intersectionally oppressed minorities are addressed in relation to STEM support programs and post-secondary mathematics instruction.
8:00 A.M. – 9:15 A.M

**NEW STRATEGIES TO SERVE STUDENTS**

**Advancing Diversity Across the College Curriculum**

**Room: Newport Beach 2 – B-1 Level**

**Presenters:**

Jobi Martinez  
Director of Cross Cultural Academic Advancement Center  
Division of Institutional Diversity, Equity & Community Engagement  
Texas Tech University  
Fernando Valle, Assistant Professor  
College of Education  
Texas Tech University

The Open Teaching Concept (OTC) has confronted university learning, challenged assumptions, acknowledged marginalized voices, and provided a comprehensive approach to diversity learning across a college campus. Focused on the curricular and co-curricular teachings and explorations of diversity dialogues, faculty and the Cross Cultural Academic Advancement Center collaborated to advance the discourse surrounding underrepresented populations in a predominantly White institution. Participants will engage in the OTC Model, OTC themes, and utilize social media for academic advancement.

8:00 A.M. – 9:15 A.M

**PK-20/PARTNERSHIPS**

**Lucha Libre and La Loteria: College Access Programs from a Cultural Strengths Perspective**

**Room: Emerald Bay 3 – B-2 Level**

**Presenters:**

Magdalena Martinez, Director  
Lincy Institute  
University of Nevada Las Vegas  
Nicholas Natividad, Assistant Professor  
Liberal Arts and Sciences  
Nevada State College  
Edith Fernandez, District Director  
4th District of Nevada  
U.S. Congress

College access for the first generation Latino students continues to be illusive in some states. The college knowledge gap among Latino students and families limits postsec-

ondary options. With the support of a college access grant, Nevada State College created comprehensive college access programs that build on the cultural strengths of the community it serves. Lessons learned will be helpful to faculty and student services professionals.

8:00 A.M. – 9:15 A.M.

**STREAM**

**Cultivating Cultural Capital in the STEM and Biomedical Fields to Reinforce Latino Academic Success**

**Room: Emerald Bay 1 – B-2 Level**

**Presenters:**

Britt Rios-Ellis, Associate Dean/Director  
College of Health and Human Services  
NCLR/CSULB Center for Latino Community Health, Evaluation, and Leadership Training  
Edwin Molina, STEM Promoter  
CSULB College of Engineering  
NCLR/CSULB Center for Latino Community Health, Evaluation, and Leadership Training  
Michelle Duman, Cultural Arts Specialist  
CSULB Centro Salud es Cultura

Asset-based educational programming is slowly transitioning from a deficit model to one that recognizes and integrates Latino cultural strengths in building academic interventions. The dearth of Hispanic faculty in the STEM fields renders first generation-educated students with few role models. Participants will learn how the promotores concept has been merged with the Cultural Capital Model and Latino arts to create a highly effective intervention for underrepresented Hispanic students as measured by GPA and degree progression.
8:00 A.M. – 9:15 A.M.

NEW STRATEGIES TO SERVE STUDENTS

Inquiries for Success: Looking Beyond Student Deficits

Room: Newport Beach 1 – B-1 Level
Presenter:
Maxine Roberts, Graduate Student
Urban Educational Policy
University of Southern California

Is education the great equalizer for all students, regardless of their race and socioeconomic status? Although scholars associate challenges of retention and persistence for low-income students of color with factors such as academic underpreparation (Deil-Amen, 2011) and financial difficulties (Goldrick-Rab et. al, 2009), other influences exist. In this session, faculty and administrators will explore the effectiveness of their institutions’ policies and practices designed to increase retention, persistence, and graduation rates for students of color.

9:30 A.M. – 11:00 A.M.

PLENARY SESSION

Awards Breakfast

Room: Pacific Ballroom
Presiding:
Jaime Chahín, AAHHE Board Member

11:00 A.M. – NOON

PROGRAM CLOSURE

Room: Pacific Ballroom
Presiding:
William Aguilar
AAHHE Board Member
Loui Olivas, President
AAHHE

“As an American Association of Hispanics in Higher Education (AAHHE) fellow, I had the wonderful opportunity to engage with Hispanic graduate students and faculty from a variety of disciplines. My experience during the AAHHE conference validated my goal to pursue academic medicine and diversify medicine in the United States. At first I thought that I would have to take on this great endeavor alone. However, I now know that I have the support from my AAHHE family to take on the problems of today and tomorrow.”

Alberto Aguilera
Ph.D. Student, Graduate Group in Nutritional Biology
Program in International and Community Nutrition
University of California, Davis
2013 AAHHE Graduate Fellow
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<td>Interim Associate Provost for Diversity and Inclusion University of North Carolina Wilmington</td>
</tr>
</tbody>
</table>
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University of Texas

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HERS, University of Denver

Yolanda Zepeda  
Assistant Provost for Diversity & Inclusion  
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At CSUN our commitment is to educate students who are as diverse as the region we serve. In California this means preparing Latina/o students for success in all fields and professions.

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Laura I. Rendón, Institute Chair
Professor & Co-Director
Center for Research and Policy in Education
University of Texas-San Antonio

Laura I. Rendón is Professor of Higher Education in the College of Education and Human Development at the University of Texas-San Antonio. She is also Co-Director of the Center for Research and Policy in Education. From 2005-2009, Rendón served as Professor and Chair in the Department of Educational Leadership and Policy Studies at Iowa State University, College of Human Sciences.

As a research specialist on college preparation, persistence and graduation of low-income, first-generation students, Rendón is also recognized as a thought leader in the field of contemplative education. She has been a keynoter at conferences such as GEAR UP, National Conference on Race and Ethnicity, National Association of College Admissions Counselors, International Conference on the First-Year College Experience, and International Conference on Research on Service Learning, among others. In 2013 the Texas Diversity Council recognized her Among the Most Powerful and Influential Women in Texas. Rendón has been the recipient of grants focused on student access and success from organizations such as TG, The Lumina Foundation, and the Ford Foundation.

A native of Laredo, Texas Rendón’s passion is assisting students who, like her, grew up in poverty with hopes and dreams but not knowing how to realize them. Rendón is credited with developing the theory of validation, which colleges and researchers have employed as a framework for working with and affirming low-income students. She also developed a pedagogic framework called Sentipensante (Sensing/Thinking) Pedagogy designed to help faculty employ contemplative pedagogic strategies that emphasize holistic student development and which gear students toward goals such as social activism, service to others and personal and social responsibility.

Rendón earned a Ph.D. in higher education administration from the University of Michigan, Ann Arbor. She holds a M.A. in counseling and guidance and psychology from Texas A&M University-Kingsville. She earned a B.A. in English and journalism from the University of Houston, and holds an associate of arts degree from San Antonio College. Rendón also attended Laredo Community College.

Nancy Acevedo-Gil
Doctoral Student
University of California, Los Angeles

Nancy Acevedo-Gil is a doctoral candidate in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Nancy examines issues of access to and completion of higher education for underrepresented students. Dedicated to engaging in critical research, Nancy employs qualitative and spatial analysis methods and uses a critical race theory framework. Her goal is to develop effective educational policies and practices that bridge the K-12 and higher education systems and support the success of underrepresented students.

In her dissertation, “Building a College-Going Culture: Implications for College Choices and Enrollments of Latinas/os”, Nancy examines how an urban high school, serving a majority of Latinas/os and low-income students, prepares students for college. Her study bridges a gap in the literature by revealing the continual inequitable access to higher education for underrepresented students attending urban high, despite efforts by caring educators.

Nancy also examines promising issues around challenges and promising practices in community colleges. Nancy’s research bridges urban high schools with community colleges by identifying how urban high schools guide students with community college applications and how low-income students transition into community colleges. Alongside Dr. Daniel G. Solórzano and Ryan Santos, Nancy co-designed studies to identify the pathways of community college Latina/o and African American students in developmental education coursework.

A native of northern California, Nancy earned bachelor degrees in social welfare, legal studies, and Chicano studies from the University of California, Berkeley. She went on to obtain a master’s degree in Mexican American studies from San Jose State University. Nancy is also an alumna of the AAHHE Graduate Fellowship Program and a UC/ACCORD Dissertation Fellow.
Alicia C. Dowd is associate professor of higher education at the University of Southern California’s Rossier School of Education and co-director of the Center for Urban Education (CUE), whose mission is to promote racial-ethnic equity in educational experiences and student outcomes. Her research focuses on political-economic issues of racial-ethnic equity in postsecondary outcomes; organizational learning and effectiveness; accountability; and the factors affecting student attainment in higher education.

Dr. Dowd has served as the principal investigator of several U.S. studies of institutional effectiveness, equity, community college transfer, benchmarking, and assessment. She was the principal investigator of a multi-year National Science Foundation funded study of Pathways to STEM Bachelor’s and Graduate Degrees for Hispanic Students and the Role of Hispanic-Serving Institutions. The results of these studies have been published in numerous journals including the Review of Educational Research, the Harvard Educational Review, the Review of Higher Education, Research in Higher Education, and Teacher’s College Record.

Dr. Dowd is a frequent speaker on the topics of diversity and equity. She has provided Congressional testimony to the house subcommittee on research and science education, where she addressed the topic of “Developing supportive STEM community college to four-year college and university transfer ecosystems” at a convening of the National Academies of Sciences.

Dr. Dowd was awarded the doctorate by Cornell University, where she studied the social foundations of education, labor economics, and curriculum and instruction. Her undergraduate studies were also at Cornell, where she was awarded the Bachelor of Arts degree in English literature with distinction.

As senior director of the ETS Center for Advocacy and Philanthropy, Lenora M. Green oversees philanthropy, social investment, community relations, and employee engagement. She also focuses on education advocacy by building and managing strategic relationships and collaborations with key national, regional, and local organizations that promote educational improvement initiatives for disadvantaged groups in order to further ETS’s mission of advancing quality and equity in education.

During her career at ETS, Green has served in numerous roles including director of the Office of Higher Education Strategic Initiatives where she worked on the establishment of a major study-abroad initiative with the late Senator Paul Simon aimed at advancing U.S. global engagement by increasing the participation of U.S. students in studying abroad.

Active on the national level as well as in her local community, Green serves on the National Urban League’s Advisory Council on College Access and Success, the Advisory Board of the Association of Public and Land-Grant Universities’ Office for Access & Success: The Advancement of Public Black Universities and Hispanic Serving Institutions, and the Advisory Council of Parents Step Ahead. She also is a member of the Board of CASA (Court Appointed Special Advocates for Children) of Mercer and Burlington counties, New Jersey. In 2012, Green was named by Diverse Issues in Higher Education as one of the top 25 influential women nationally who are making a difference in higher education. She is featured in the March 2012 edition of the magazine.

Green earned her Bachelor of Arts from Douglass College, Rutgers University, in Spanish language and literature, with a minor in English literature.
**AAHHE & ETS**

**LATINO/A STUDENT SUCCESS INSTITUTE PRESENTERS**

**Katie Hern**
Director
California Accreditation Project, a3CS
English Instructor, Chabot College

Katie Hern, Ed.D., is an English Instructor at Chabot College and has conducted extensive research into her department’s longstanding accelerated developmental English course. Hern is Director of the California Acceleration Project, working with math colleague Myra Snell and the 3CSN professional development network to support faculty from the state’s 112 community colleges to redesign their reading, writing, and math curricula to increase student completion (http://cap.3csn.org). Hern and Snell’s work has been featured in the New York Times, Diverse Issues in Higher Education, KQED public radio, and Inside Higher Education, and has been spotlighted by the organizations Complete College America, Getting Past Go, the Developmental Education Initiative, and the American Association of Colleges and Universities. Hern speaks nationally on integrated reading and writing and accelerated models of remediation. Her articles appear in Change magazine, a forthcoming anthology from Bedford St. Martin’s, and a monograph from LearningWorks.

**Vijay Kanagala**
Postdoctoral Fellow
University of Texas at San Antonio

Vijay Kanagala is a postdoctoral fellow in the Center for Research and Policy in Education, the University of Texas at San Antonio, and also serves as a lecturer in the Department of Educational Leadership and Policy Studies. His current research interests include college access, success and completion of low-income, first-generation college students, intersectionality of education and immigration, and the college experiences of students of color, international, and generation 1.5 students. Recently, Kanagala started examining the college experiences of non-Latino student attending Hispanic-Serving Institutions (HSIs) especially, African Americans and Asian Americans. He is very passionate about employing contemplative education/pedagogy and spirituality in the classroom to engage with social justice issues.

Kanagala serves as a co-principal investigator on several grant-funded projects dealing with Latino/a college completion, and is one of the few experts in the nation who can employ the model of collective impact to assess citywide educational partnerships designed to foster Latino/a college completion. His research has been published in the Review of Higher Education and the New Directions of Teaching and Learning. He is co-editing a new book, The Latino/a American Students’ Guide to STEM Careers, forthcoming in 2015, to be published by Greenwood Press. Kanagala serves as associate editor of PERSPECTIVAS, a policy brief series on Latino/a higher education issues sponsored by the American Association for Hispanics in Higher Education (AAHHE) and the Educational Testing Service (ETS).

Kanagala earned a Ph.D. in education-educational leadership from Iowa State University-Ames. He holds a Master of Education in higher education-student affairs as well as a Master of Business Administration also from Iowa State University. He received a Bachelor of Science in microbiology from the University of Madras, India.
**Ryan E. Santos**  
Doctoral Student Researcher  
University of California, All Campus Consortium on Research for Diversity (UC/ACCORD UCLA)

Ryan E. Santos is a doctoral candidate in the Social Science and Comparative Education division at the UCLA Graduate School of Education & Information Studies. His specialization within the program is race and ethnic studies in education. Ryan’s overall academic and career interests are policies, practices, and laws that impact Chicana/o and Latina/o educational success. While his specific research interests are critical race theory in education, educational legal history, and caring student–teacher interpersonal relationships. Ryan’s dissertation is a historical study of the Crawford v. Los Angeles Board of Education desegregation case (1963-1989), with a special emphasis on the perspectives of the Chicana and Chicano community. His dissertation seeks to understand Chicana/o community concerns and interests as they relate to desegregation efforts in Los Angeles, California.

Additionally, Ryan’s study examines how the courts and other decision makers responded to Chicana/o community interests. His dissertation study relies on data collected from archival sources, and oral history interviews with Chicana/o community activists, Crawford decision makers, and educational experts connected to the case. Currently, Ryan works as a graduate student researcher for the University of California, All Campus Consortium on Research for Diversity (UC/ACCORD). Ryan is a graduate of Whitney High School in Cerritos, California. He then completed his undergraduate education at California State University-Long Beach, June 2002 just to name a few.

He has published numerous works including: *A Re-Conceptualization of Student Engagement* (2011); *Hispanics and Higher Education: An Overview of Research, Theory and Practice* (2009); and *Technology and Higher Education: The Impact of e-learning Approaches on Student Academic Achievement, Perceptions and Persistence* (2008).
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Daniel Solorzano
Professor of Social Science and Comparative Education
University of California, Los Angeles

Daniel Solorzano is a professor of social science and comparative education in the Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA). He was a 1987 Ford Postdoctoral Fellow in Sociology. His teaching and research interests include critical race theory in education; critical race pedagogy; and racial microaggressions in education.

Dr. Solorzano has authored over seventy research articles and book chapters on issues related to educational access and equity for underrepresented student populations in the United States. In 2006, Professor Solorzano received the UCLA Education Department Distinguished Teacher Award. In 2007, he was awarded the UCLA-wide Distinguished Teacher Award. In 2010, Solorzano received the UCLA Ronald McNair Scholars Program Mentor of the Year Award. In 2011, Solorzano was given the American Education Research Association (AERA) Multicultural/Multiethnic Education Special Interest Group’s Award for Lifetime Scholarship. In 2012, Solorzano received the AERA Social Justice in Education Award and gave the AERA Social Justice in Education Lecture. Also in 2012, Solorzano was awarded the Critical Race Studies in Education Association (CRSEA) Derrick A. Bell Legacy Award. In 2013, Solorzano was given the Mildred Garcia Senior Exemplary Scholarship Award from the Association for Studies in Higher Education—Council on Ethnic Participation.

Tara J. Yosso
Associate Professor, Department of Chicano & Chicana Studies
University of Santa Barbara

Tara Yosso is an associate professor in UC-Santa Barbara’s Department of Chicana and Chicano Studies. Yosso’s teaching and research apply the frameworks of critical race theory and critical media literacy to examine educational access and equity, emphasizing the community cultural wealth Students of Color bring to school. She has been awarded a Ford Foundation Diversity Postdoctoral Fellowship and has authored numerous chapters and articles in publications such as Race Ethnicity and Education, Journal of Popular Film and Television, and Harvard Educational Review. The American Educational Studies Association selected Yosso’s book Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline, (Routledge) for the 2008 Critics’ Choice Book Award. Her current research addresses racial microaggressions and film portrayals of Latina/o high school students.
Nancy Acevedo-Gil
Developmental Education

Nancy Acevedo-Gil is a doctoral candidate in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Nancy examines issues of access to and completion of higher education for underrepresented students. Dedicated to engaging in critical research, Nancy employs qualitative and spatial analysis methods and uses a critical race theory framework. Her goal is to develop effective educational policies and practices that bridge the K-12 and higher education systems and support the success of underrepresented students.

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Nancy also examines promising issues around challenges and promising practices in community colleges. Nancy’s research bridges urban high schools with community colleges by identifying how urban high schools guide students with community college applications and how low-income students transition into community colleges. Alongside Dr. Daniel G. Solórzano and Ryan Santos, Nancy co-designed studies to identify the pathways of community college Latina/o and African American students in developmental education coursework.

A native of northern California, Nancy earned bachelor degrees in social welfare, legal studies, and Chicano studies from the University of California, Berkeley. She went on to obtain a master’s degree in Mexican American studies from San Jose State University. Nancy is also an alumnus of the AAHHE Graduate Fellowship Program and a UC/ACCORD Dissertation Fellow.

Frances Contreras
HSIs: A Report Card and Analysis on Completion and Success Rates

Dr. Frances Contreras is an associate professor in the Department of Education Studies and co-director of the Joint Doctoral Program at the University of California San Diego. Prior to her current appointment, Frances was an associate professor at the University of Washington in the College of Education in Leadership and Policy Studies. She researches issues of equity and access for Latina/o and underrepresented students in the education pipeline, including the transition between K-12 and higher education, community college transfer, affirmative action in higher education, and the role of the public policy arena in ensuring student access and equity across a P-20 continuum.

Her most recent book Achieving Equity for Latino Students: Expanding the Pathway to Higher Education through Public Policy (Teachers College Press, 2011) focuses on select policy issues that have inhibited Latino student success, and select levers to alter the path of under investment in Latinos, raise student achievement, increase the number of Latino students transitioning to and completing college in the United States. Frances is also co-author of The Latino Education Crisis (Harvard University Press, 2009) with P. Gandara and her work has been published in leading education journals such as the Harvard Educational Review, Educational Policy, Journal of Hispanics in Higher Education, Journal of Advanced Academics, and others.

Frances has served on several boards such as ACLU of Washington, the Journal of Advanced Academics, and Latino Education Achievement Project. She currently serves on the PUENTE Board and the Board of The Lupe Contreras Scholarship Fund in California.

Frances has her Ph.D. in education from Stanford University, a Master of education from Harvard University and a Bachelor of Arts in history mass communications from the University of California, Berkeley.
Gilbert J. Contreras
HSIs: A Report Card and Analysis on Completion and Success Rates

Gilbert J. Contreras, Jr. currently serves as the manager for Extended Opportunity Programs & Services (EOPS) at Cypress College where he leads student support services for historically disadvantaged students.

Before becoming the EOPS Manager in 2009, Dr. Contreras served as the Special Projects Director for two years in the Library and Learning Resources Center. In this role, he was responsible for the oversight of academic support services at Cypress College.

Prior to working in the community college system, Dr. Contreras applied his expertise in housing, community, and economic development in various capacities for municipal, non-profit, and research stakeholders. His vocation is to enhance leadership in higher education around equity, access, and student success outcomes for all students.

Gilbert J. Contreras, Jr. earned a Ph.D. in urban planning at the University of California, Los Angeles and a master’s in city planning from the Massachusetts Institute of Technology with an emphasis in Housing, Community, and Economic Development. He earned his bachelor’s degree from the University of California, Berkeley in interdisciplinary studies with a minor in city planning.

Dr. Contreras grew up in Norwalk, California and attended Santa Fe High School where he graduated as a distinguished scholar-athlete. He serves on the executive board for the Lupe Contreras Scholarship Fund raising awareness about ovarian cancer and providing scholarships for civically-engaged women pursuing higher education. Dr. Contreras enjoys community activities with his wife, Kathleen, three children, and German shepherd dog.

Leticia Oseguera
New Strategies to Serve Students

Leticia Oseguera is an associate professor and senior research associate in the Department of Education Policy Studies and the Center for the Study of Higher Education at the Pennsylvania State University. She received her master’s and doctoral degrees from the Higher Education and Organizational Change Program at UCLA.

Her research focuses on understanding college access and educational opportunities for historically underserved and underrepresented student populations. Her work bridges secondary schooling experiences with postsecondary opportunities and success. She examines educational policies and pre-college preparation activities (such as high school summer research programs) that stratify access to college, as well as those within college programs designed to facilitate degree completion. Her work offers academics and policymakers concrete ways to enhance credential attainment.

Dr. Oseguera’s college access work was recognized by the National Research Council, where she secured a Ford Foundation Fellowship to empirically test a comprehensive conceptual framework for college access. Her research has been cited in articles in numerous well-respected publications.

Recently, Dr. Oseguera completed an UC ACCORD funded research project examining low-income students’ post-high school education and labor market transitions. Currently, she is the principal investigator of a Pennsylvania Department of Education grant examining college access centers throughout the state.

Dr. Oseguera is also an active member of multiple professional organizations. She is an editorial board member for the American Journal of Education and a reviewer for a number of academic journals. She has been an active member of the Association for the Study of Higher Education (ASHE) new membership committee, ASHE awards committee, and served on two conference program committees. She is the former Faculty Fellows Chair of the American Association of Hispanics in Higher Education (AAHHE) and has been involved with AAHHE for over ten years.
Ryan E. Santos is a doctoral candidate in the social science and comparative education division at the UCLA Graduate School of Education & Information Studies. His specialization within the program is race and ethnic studies in education. Ryan’s overall academic and career interests are policies, practices, and laws that impact Chicana/o & Latina/o educational success. While his specific research interests are critical race theory in education, educational legal history, and caring student–teacher interpersonal relationships. Ryan’s dissertation is a historical study of the Crawford v. Los Angeles Board of Education desegregation case (1963-1989), with a special emphasis on the perspectives of the Chicana and Chicano community. His dissertation seeks to understand Chicana/o community concerns and interests as they relate to desegregation efforts in Los Angeles, California. Additionally, Ryan’s study examines how the courts and other decision makers responded to Chicana/o community interests. His dissertation study relies on data collected from archival sources, and oral history interviews with Chicana/o community activists, Crawford decision makers, and educational experts connected to the case.

Currently, Ryan works as a graduate student researcher for the University of California, All Campus Consortium on Research for Diversity (UC/ACCORD). Ryan is a graduate of Whitney High School in Cerritos, California. He then completed his undergraduate education at California State University, Long Beach earning his Bachelor of Arts in Chicano and Latino studies with a minor in political science. Ryan received his Master of Arts in education at UCLA with a specialization in race and ethnic studies in education. He resides in Norwalk, California.

Louie F. Rodríguez
New Strategies to Serve Students

Dr. Louie F. Rodríguez is an associate professor in educational leadership and curriculum and co-director of the doctoral program in educational leadership at California State University, San Bernardino (CSUSB). He attended San Bernardino Valley College and CSUSB where he majored in psychology and became a McNair Scholar. Louie then completed two master’s degrees and a doctorate in administration, planning, and social policy from Harvard University. His dissertation focused on issues of educational equity studying the experiences of Latina/o and Black high school students in the context of high-stakes testing, zero-tolerance policies, and school restructuring, later resulting in book, Small Schools and Urban Youth: Understanding the Power of School Culture.

Prior to his current position at CSUSB, Dr. Rodriguez was on the faculty for three years at Florida International University in Miami where he served as the principal investigator of a school-based research project aimed at understanding student engagement issues in the context of poverty, high dropout rates, and a complex policy environment.

His current work focuses on issues of equity and access, specifically on the dropout crisis facing the Latino community. At CSUSB, Dr. Rodriguez is the principal investigator of the PRAXIS Project, Participatory Research Advocating for Excellence in Schools. This school/community-based project aims to study and advocate for educational excellence by directly engaging youth, educators, and community-stakeholders in the process of empirical research to positively impact educational policy and practice at the local and regional levels.

Dr. Rodriguez has been the recipient of numerous awards including most recently in 2013 named Outstanding Professor of the Year for Research in the College of Education at CSU, San Bernardino.
Daniel G. Solorzano
Developmental Education

Daniel Solorzano is a professor of social science and comparative education in the Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA). He was a 1987 Ford Postdoctoral Fellow in sociology. His teaching and research interests include critical race theory in education; critical race pedagogy; and racial microaggressions in education. Dr. Solorzano has authored over seventy research articles and book chapters on issues related to educational access and equity for underrepresented student populations in the United States. In 2006, Professor Solorzano received the UCLA Education Department Distinguished Teacher Award. In 2007, he was awarded the UCLA-wide Distinguished Teacher Award. In 2010, Solorzano received the UCLA Ronald McNair Scholars Program Mentor of the Year Award. In 2011, Solorzano was given the American Education Research Association (AERA) Multicultural/Multiethnic Education Special Interest Group’s Award for Lifetime Scholarship. In 2012, Solorzano received the AERA Social Justice in Education Award and gave the AERA Social Justice in Education Lecture. Also in 2012, Solorzano was awarded the Critical Race Studies in Education Association (CRSEA) Derrick A. Bell Legacy Award. In 2013, Solorzano was given the Mildred Garcia Senior Exemplary Scholarship Award from the Association for Studies in Higher Education—Council on Ethnic Participation.
Gabriela Best joins Mihaylo College as an assistant professor of economics. Her primary fields of research include macroeconomics, monetary economics, and time series econometrics. Her research experience includes a dissertation internship with the Research Division at the Federal Reserve Bank of St. Louis. She was previously an assistant professor of economics at Missouri State University. Gabriela earned her Bachelor of Arts in economics from Cal State Los Angeles and her Ph.D. in economics from the University of California, Irvine in 2010. Her research focuses on the role of expectations about future economic conditions in the conduction of monetary policy. In particular, her research is akin to the recent literature that abandons rational expectations and adopts the more realistic assumption that policymakers engage in a continual learning process about the structure of the economy and future economic conditions. She enjoys spending time with her husband and three-year-old daughter, going to the beach, and practicing cross fit.

Claire Cavallaro has served as dean of the College of Education at California State University, Fullerton since 2006. As the college’s first sitting dean, she has provided leadership in establishing a Doctor of Education program in Educational Leadership, a master’s degree program in higher education, and four fully online master’s degree programs that are ranked in the top 12% of Best Online Graduate Programs by U.S. News and World Report. As dean she has established five new academic centers in the college, including the Center for Research on Educational Access and Leadership (C-REAL). Previously, Cavallaro was professor and chair of the Department of Special Education at California State University, Northridge. While in this position, she procured $1.5 million in externally funded grants and founded the CHIME Institute (a private non-profit organization) and the CHIME Charter School, a national leader in inclusive education. From 2003 to 2006, she served as chief of staff to Cal State Northridge president Jolene Koester, and in that role she collaborated with senior leadership, staff, and faculty on a wide range of high priority issues including retention and graduation, enrollment management, accountability, public relations, fund raising, and crisis management. Prior to Cal State Northridge, Cavallaro was an assistant professor of special education at Binghamton University (formerly SUNY Binghamton); a Teacher Corps intern in Buffalo, New York; and a special education teacher (p-12th grades) in rural Tennessee. She earned her bachelor’s and master’s degrees from Buffalo State College and her Ph.D. degree from George Peabody College at Vanderbilt University.
Manuel Colón
College Readiness: Partnering for Latino Student Success

Manuel Colón is the principal at Savanna High School in the Anaheim Union High School District. He received his bachelor’s degree from U.C. Santa Cruz in language and culture, a master’s degree from Stanford University in education, and a master’s degree from UCLA in administration. Mr. Colón started teaching in 1991 in San José, California and relocated to Southern California in 1997 where he taught at Katella High School in Anaheim. Mr. Colón was a regional coordinator for the Advancement Via Individual Determination (AVID) program in Los Angeles County as well as an assistant principal in Baldwin Park, California. Mr. Colón also served as principal at Sycamore Junior High School in the AUHSD for five years prior to coming to Savanna High School in 2010.

Mr. Colón has received various awards including the Apple of Gold Award in Excellence in Teaching from the Hispanic Education Endowment Fund, Campbell UHSD Teacher of the Year, and the LaBoskey Award in Teacher Education from Stanford University. His most recent accolade is Savanna High School being named a National P21 Exemplar School in 2013. Mr. Colón has also published several articles in journals such as Foreign Language Annals, and Excelsior Spanish Newspaper, Discourse Process.

José L. Cruz
Latino Student Retention and Graduation: What We Know Works

José L. Cruz became provost and vice president for academic affairs of California State University, Fullerton in December 2012.

Previously, he served as vice president of higher education policy and practice of The Education Trust in Washington, D.C. He is a former vice president for student affairs of the University of Puerto Rico System and served as chair of the Electrical and Computer Engineering Department and dean of academic affairs at the University of Puerto Rico-Mayagüez.

Cruz has led several research, educational, outreach, and advocacy projects. His work has been funded by the National Science Foundation, the United States Education Department, Bill & Melinda Gates Foundation, Kresge Foundation, Lumina Foundation, and various corporations. He has published in international scientific journals and for technical conferences.

Cruz is a frequent keynote speaker and writer on higher education issues and has testified before the U.S. Congress. His work has been covered by regional, state, and national print, online, and broadcast media outlets, including The Washington Post, The New York Times, Boston Globe, Huffington Post, The Chronicle of Higher Education, Inside Higher Ed, CNN, and Univision.

A senior member of the Institute of Electrical and Electronics Engineers, Cruz received the National Science Foundation Career Award. Active in industry, he is a patented inventor. Cruz earned a bachelor’s degree in electrical engineering from the University of Puerto Rico-Mayagüez and master’s and doctorate degrees in electrical engineering from the Georgia Institute of Technology.
BERENEECA JOHNSON EANES
Latino Student Retention and Graduation: What We Know Works

Dr. Berenecea Johnson Eanes is the vice president for student affairs at California State University Fullerton. She oversees a comprehensive student affairs program that is focused on student success. Prior to coming to Fullerton she served as the vice president for student affairs at John Jay College of Criminal Justice (CUNY). She has university teaching experience at several institutions including Clark Atlanta University, Georgia State University, and John Jay College of Criminal Justice where she held an appointment as associate professor and department chair of the counseling department. Previously, Dr. Eanes served as an associate dean of students for diversity and accessibility at Hamilton College, and held leadership positions at Morehouse College and Columbia University.

In addition to her service as a higher education administrator, Dr. Eanes is a dedicated social work scholar with a research agenda dedicated to African American families and young adults. Dr. Eanes holds a Ph.D. in social work from Clark Atlanta University, a master of social work from Boston University and a Bachelor of Science in public health from Dillard University.

SARA LUNDQUIST
College Readiness: Partnering for Latino Student Success

An employee of Santa Ana College for 35 years, Sara currently serves as vice president of student services at the college, a post she has held for over 20 years. Her primary responsibility in this position is to serve as the institution’s chief student services officer in relation to the budgeting, planning, implementation, and impact of all student services programs housed at or affiliated with the college.

Dr. Lundquist has served as the principal investigator for a number of grants and research projects in association with local, state, and national educational reform efforts including the Ford Foundation, the W.K. Kellogg Foundation, the United Stated Department of Education, the James Irvine Foundation, and more.

In 2011 Dr. Lundquist was appointed by President Obama to the White House Commission on Educational Excellence for Hispanics, where she serves as a member of the Higher Education subcommittee. Her group has commissioned research from a prominent group of scholars on financing higher education for Latinos, the impact of developmental education on the Latino student pipeline, and empowering Latino families to raise college completion.

Dr. Lundquist received her undergraduate education at Vassar College and the University of Pennsylvania and an Master of Science in psychology and counseling from the University of La Verne. In 2002 received a Ph.D. in higher education from Claremont Graduate University where she studied the impact of access and finance policies on Latino participation in public education from the time California became a state to the present.
Michael Matsuda
College Readiness:
Partnering for Latino Student Success

Michael Matsuda has been an educational leader and innovator for over twenty years. He currently serves as state co-chair, P21 California. For the past four years, Mr. Matsuda has been the professional development coordinator for the Anaheim Union High School District overseeing training for 1,300 teachers and administrators in Common Core and College and Career Readiness outcomes. For the past eight years, Mr. Matsuda has served as trustee for the North Orange County Community College District where he has led articulation efforts between higher education and pre-K-12 institutions. Mr. Matsuda also currently serves as president of Californians Together, the state’s largest consortium of English Language Learner organizations.

Dawn Miller
College Readiness:
Partnering for Latino Student Success

Mrs. Dawn Miller has spent her entire 30-year career in the Santa Ana Unified School District. Currently she is the assistant superintendent of secondary and has been in this position for over three years. She previously served for two years as the director of Secondary Student Achievement and Charter Schools.

In addition to district leadership roles, Mrs. Miller served as a site administrator at both intermediate and high school for 10 years, five of which was as a principal at a fundamental intermediate school in the district. Prior to her positions in administration she was a science teacher for 13 years. Twelve of those years she also served as the department chairperson for the site. Mrs. Miller has a Bachelor of Science degree from Indiana State University and a master’s degree from United States International University.

Mrs. Miller has a firm commitment and belief in the students in Santa Ana Unified and strives to ensure that all students have the opportunity to be prepared for college and career without the need of remediation. Her work with the Santa Ana Higher Education Partnership is held as a high priority.
Marie T. Mora
The Academy and U.S. Workforce: Partners in America’s Prosperity

Marie T. Mora, Ph.D., is professor of economics and vice provost fellow for faculty affairs at The University of Texas – Pan American (UTPA). Prior to joining UTPA in 2002, she was a tenured faculty member at New Mexico State University. Professor Mora earned her Ph.D. in economics from Texas A&M University, and Bachelor of Arts and Master of Arts (also in economics) from the University of New Mexico (UNM) in her hometown of Albuquerque.

Professor Mora’s research interests are in labor economics, particularly in the areas of Hispanic labor-market and other socioeconomic outcomes (including self-employment) as well as the economics of the U.S.-Mexico border. She has published 30 refereed journal articles on such topics in the past 16 years. Her books include Hispanic Entrepreneurs in the 2000s (Stanford University Press, October 2013), co-authored with Alberto Dávila, and two co-edited/co-authored volumes (also with Alberto Dávila): The Economic Status of the Hispanic Population (Information Age Publishing, Spring 2013), and Labor Market Issues along the U.S.-Mexico Border (University of Arizona Press, December 2009).

In terms of professional service, professor Mora has become a key leader in the National Science Foundation-funded ADVANCE Program at UTPA, designed to promote the representation and advancement of female faculty (especially Hispanics) in STEM fields. Since August 2013, moreover, she has been serving as the director of the American Economic Association’s (AEA’s) Economics Mentoring Program, designed to increase the number of under-represented racial/ethnic minorities who complete doctoral degrees in economics. She is also served on numerous boards such as the Data Users Advisory Committee for the U.S. Bureau of Labor Statistics; the Editorial Board of Social Science Quarterly; the National Advisory Board of the Robert Wood Johnson Foundation Center for Health Policy at UNM; and the 2013-14 Texas Border Colonias Study Steering Committee of the Federal Reserve Bank of Dallas.

“...The AAHHE Graduate Student Fellows program has been an empowering experience, learning from Latina/o faculty, administrators, and doctoral students about navigating academia, sharing a sense of commitment to one another, and a civic responsibility to bring others with us through mentoring, is like a Familia Académica. It is through this Familia Académica that we can and will bring about change and justice for our communities.”

Cynthia Maribel Alcantar
Higher and Postsecondary Education Program, Ph.D.
New York University
2013 AAHHE Graduate Student Fellow
Ignacio Salazar serves as president and chief executive officer of SER-Jobs for Progress National, Inc., a national network of employment and training providers. The network is currently comprised of local SER affiliates in 17 States, Puerto Rico, and the District of Columbia, providing services to more than one million persons annually. Prior to Mr. Salazar’s involvement with the SER Corporation he served as assistant director of admissions and scholarship at the University of Michigan Graduate School of Social Work from 1972–1975. He also worked with migrant and seasonal farm workers in Southeast Michigan from 1970–1972.

Mr. Salazar was appointed to serve on the President’s Advisory Council on Financial Literacy, a consultative commission created by Executive Order in 2008. He is a trustee of Siena Heights University in Michigan and serves as chairman of the Investment Committee.

Ignacio Salazar has been recognized for his many contributions to the Hispanic community and for his work in workforce investment. He was presented with the Governor’s Special Tribute Award by the Michigan Commission on Spanish Speaking Affairs; the Hispanic Economic Club of Michigan as “Professional of the Year”; Hispanic Business Alliance as “Professional of the Year”; the Minority Women’s Network as “Man of the Year”; and, MANA, a national women’s organization, as “herMANO for 2007”. He is a graduate of the University of Michigan Graduate School of Social Work at Ann Arbor where he received a master’s degree in public welfare administration and policy, and completed doctoral coursework from the University of Michigan Center for the Study of Higher Education Administration.

Mr. Valletta is a research advisor at the Federal Reserve Bank of San Francisco, where he began working in 1995. His policy work and scholarly research is primarily in the field of labor economics, including topics such as long-term unemployment, job mobility and job security, income inequality and poverty, and the effects of public assistance programs and employer-provided health insurance on labor market outcomes. He has also investigated the potential impacts of climate change on regional economic activity. He serves on the editorial board of the journal Industrial Relations.

Mr. Valletta holds an A.B. degree from the University of California, Berkeley (1982), and a Ph.D. from Harvard University (1987), both in economics. His employment history includes eight years (1987-95) on the economics faculty at the University of California, Irvine and a ten-month consultancy (2000-2001) at the Organization for Economic Cooperation and Development in Paris, France.
Eastern had the largest gain in the six-year Latino graduation rate (2004-10) of any public college or university in the country (The Education Trust, 2012)

• The Organization of Latin American Students (OLAS) supports Latino students and celebrates Latino cultures.

• Each April Latin American Month includes a variety of cultural events, as well as the Latin American Distinguished Service Awards, given to student, faculty, and community leaders.

Mi ami Dade College

proudly supports the
American Association of Hispanics in Higher Education
and its commitment to enhance the educational aspirations of Hispanics and to meet the needs of its significantly increasing population.

www.mdc.edu
Emma Carrasco
Chief Marketing Officer
National Public Radio (NPR)

As CMO, Carrasco is leading the creation of an audience-centric marketing culture at NPR to bring more visibility and support to NPR and its Member Stations. She is breaking new ground in how NPR cultivates and engages new audiences. Since joining NPR in late 2012, Carrasco has redefined the NPR brand platform, launched an ambitious special events strategy, and transitioned the marketing, branding, and communications division into a revenue-generating division.

Carrasco’s career is bracketed by agency experience, beginning at Fleishman Hillard in Los Angeles and New York, where she created corporate responsibility and media relations campaigns, and most recently as executive vice president at Republica, a strategic and creative agency based in Miami, where she worked with an array of major national and international brands to grow their market share and revenue.

She has also served in executive marketing roles for major brands including Univision, where she helped usher in a new era of Spanish-language television programming; at McDonald’s Corporation, where she led campaigns to grow the Hispanic and African-American consumer base; and Nortel Networks where she led the company’s global branding and advertising.

Her recent honors include being inducted into Direct Marketing News’ “Marketing Hall of Femme” as one of the top 15 female CMO’s in the country. Honorees were selected for their leadership in developing integrated, direct marketing strategies in their organizations. She also was named one of Ad Age’s 2013 “Women to Watch.”

Prior to relocating to Washington, D.C., Carrasco served on the board of directors of WPBT-Channel 2, the PBS station of South Florida, for six years.
In 2012, Hispanic Business named her one of the 50 most influential Hispanics. In 2013, LATINA Style selected her as one of the nation’s top five Latina executives. She has been honored by Parents Step Ahead and 100 Hispanic Women, among others. She has addressed conferences at Princeton and Rutgers universities, the College Board, the United States Hispanic Leadership Institute, AAHHE Education, and the National Hispana Leadership Institute, among others. In 2013, she addressed human resources symposium in Madrid, Spain. An expert on leadership and self-actualization, Donado enjoys speaking on education and assessments and their role in successful careers and productive citizenship. She is fluent in Spanish.

About ETS – At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and post-secondary education, as well as conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® tests and The Praxis Series™ assessments — in more than 180 countries, at over 9,000 locations worldwide. www.ets.org
Susan Gonzales currently serves as director of Community Engagement globally for Facebook at the headquarters in Menlo Park, CA. She is responsible for defining the company’s community outreach strategy and programs. She is responsible for creating and managing strategic non-profit relationship development and management and ensuring the company is positioned as a responsible corporate citizen. Susan also works with national non-profit organizations to ensure they are creating social conversations around issues and efforts.

Prior to joining Facebook, Gonzales spent nine years with Comcast Corporation where she served as vice president and corporate senior director. In this role, Gonzales managed industry issues and communicated corporate policy positions to key elected officials and community stakeholders. She led corporate external affairs effort including strategic planning, public affairs campaigns, and grassroots outreach through traditional and social media programs. Gonzales managed national campaigns and initiatives leveraging third-party association partnerships and internal cross-functional teams. She successfully positioned company one of the most recognizable corporate citizens in less than five years. Gonzales served as Comcast Foundation vice president and managed strategic philanthropic program, foundation grants and Corporate Social Responsibility (CSR) priorities.

Prior to these roles, Gonzales spent 12 years in public affairs and corporate communications roles in high technology, government, and consumer agencies and companies.

Gonzales has a long history of volunteer leadership work serving the Latino community. Most recently, she served as vice chairman of the National American Latino Museum Commission. She currently leads the legislative work for the Smithsonian American Latino Museum. She also serves as a board member for the Congressional Hispanic Caucus Institute and the Eva Longoria Foundation.

Gonzales is an outdoor enthusiast and lives in Mill Valley, CA.
Felicity Amaya Schaeffer is an associate professor in feminist studies and participating faculty in Latin American and Latino studies at the University of California, Santa Cruz. Her recent book, *Love and Empire: Cybermarriage and Citizenship Across the Americas*, was published in 2013 with New York University Press. Through an ethnographic account of the Internet Marriage industry between women from Guadalajara, Mexico and Cali, Colombia, this project explores the relationship between global shifts and intimate circuits of desire, love, and marriage.

Amaya Schaeffer’s new research interests examine the recent spate of aggravated felony laws and visual and surveillance technologies that track and produce immigrants as sexualized criminals across the U.S.–Mexico border and beyond. Some of her broader research interests include borderlands and transnational migrations, sexuality and surveillance, affect and capitalism; race, technology and subjectivity; and Chicana/Latin American cultural studies. Her research projects have been generously supported by awards such as the Ford Foundation Diversity Fellowship and the UC President’s Postdoctoral Fellowship. She has published an array of articles in journals such as *Signs: Journal of Women in Cultural and Society, American Quarterly Journal*, and the *Sexualities Journal*. Anthologies where her work appears include: *Technofuturos: Critical Interventions in Latina/o Studies; Women and Migration in the U.S.-Mexico Borderlands*; and *Circuits of Visibility: Gender and Transnational Media Cultures*.

Professor Amaya Schaeffer teaches undergraduate and graduate courses on transnational migration, sexuality and globalization, Chicana/Latina Cultural productions, and technology, science, and race.

**AAHHE Conference Book Authors**

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

2012  
Rubén Martinez  
Crossing Over: A Mexican Family on the Migrant Trail

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

2010  
Gustavo Arellano  
¡Ask a Mexican!

2009  
Sandra Cisneros  
The House on Mango Street

2008  
Mirta Ojito  
*Finding Mañana*

2007  
Sonia Nazario  
*Enrique’s Journey*

2006  
Jeanett Castellanos and Alberta M. Gloria  
The Latina/o Pathway to the Ph.D.: Abriendo Caminos
Timothy P. White is chancellor of the California State University system, the largest four-year system of higher education in the United States. As chancellor, he oversees 23 campuses, nearly 437,000 students, and 44,000 faculty and staff. The CSU, which spans the entire state of California, has an annual budget of more than $5 billion. It is one of the most diverse and most affordable university systems in the country.

The California State University currently offers approximately 1,233 bachelor’s degree programs, 783 master’s programs, and 29 joint doctoral programs in 319 areas. The CSU prepares the majority of the state’s new public school teachers and 10 percent of the nation’s K-12 instructors. Each year, nearly as many people graduate with bachelor’s degrees from the CSU as from all other universities and colleges in the state combined.

White is the seventh chancellor to serve as head of the CSU system. Previously, he served as chancellor of the University of California, Riverside, and as a professor of biology and biomedical sciences there. Under his leadership, the campus formed an innovative strategic plan, UCR 2020, and the campus also grew to more than 21,000 students for the first time in its history. White also implemented the foundation of a UCR School of Medicine by hiring the school’s first dean and obtaining start-up resources.

White came to UC Riverside in 2008 after serving as the University of Idaho’s president from 2004-2008. Through his leadership, the University of Idaho established a vision and strategic direction to further the university’s role as the state’s land-grant and flagship research university.

White served Oregon State University from 1996-2004 as a dean, the provost, and executive vice president, and with an interim appointment as president. He previously held positions as professor and chair of the Department of Human Biodynamics at the University of California, Berkeley (1991-96), and as professor and chair of the Department of Movement Science and research scientist in the Institute of Gerontology at the University of Michigan.

White is a product of California’s Master Plan, having pursued his higher education from Diablo Valley Community College, Fresno State, California State University East Bay (nee Hayward), and his Ph.D. from the University of California, Berkeley. He spent two years as a post-doctoral scholar in physiology at the University of Michigan before starting his academic career at Ann Arbor in 1978. He is internationally recognized for his research in muscle plasticity, injury, and aging.

White was born in Argentina. He and his parents immigrated to Canada and then to California when he was young. White is a first-generation college graduate. He is married to Karen White and has four sons.

Timothy P. White
Chancellor
The California State University
The Faculty Fellows program allows faculty on tenure track positions to focus on and find solutions for Latino issues that impact higher education. These junior faculty members rarely have an opportunity to attend a national conference out of their discipline area to meet other Latino faculty and senior-level higher education administrators, connect into networks, and establish professional relationships that lead to publications and leadership skills. Key to their development is learning how to become stronger faculty citizens, creating a strategic venue for publications, and establishing a sense of service toward their communities.

The program also establishes a strategy for preparing junior faculty members to become active and productive colleagues within their academic unit and earning tenure in their respective faculty disciplines. AAHHE is proud to partner with The Ford Foundation in support of the Faculty Fellows Program.

Leticia Oseguera is an associate professor and senior research associate in the Department of Education Policy Studies and the Center for the Study of Higher Education at the Pennsylvania State University. She received her master’s and doctoral degrees from the Higher Education and Organizational Change Program at UCLA. Her research focuses on understanding college access and educational opportunities for historically underserved and underrepresented student populations. Her work bridges secondary schooling experiences with postsecondary opportunities and success. She examines educational policies and pre-college preparation activities (such as high school summer research programs) that stratify access to college, as well as those within college programs designed to facilitate degree completion. Her work offers academics and policymakers concrete ways to enhance credential attainment.

Dr. Oseguera’s college access work was recognized by the National Research Council, where she secured a Ford Foundation Fellowship to empirically test a comprehensive conceptual framework for college access. Her research has been cited in articles in numerous well-respected publications. Recently, Dr. Oseguera completed an UC ACCORD funded research project examining low-income students’ post-high school education and labor market transitions. Currently, she is the principal investigator of a Pennsylvania Department of Education grant examining college access centers throughout the state.

Dr. Oseguera is also an active member of multiple professional organizations. She is an editorial board member for the American Journal of Education and a reviewer for a number of academic journals. She has been an active member of the Association for the Study of Higher Education (ASHE) new membership committee, ASHE awards committee, and served on two conference program committees. She is the former Faculty Fellows Chair of the American Association of Hispanics in Higher Education (AAHHE) and has been involved with AAHHE for over ten years.
Dr. Louie F. Rodríguez is an associate professor in educational leadership and curriculum and co-director of the doctoral program in educational leadership at California State University, San Bernardino (CSUSB). He attended San Bernardino Valley College and CSUSB where he majored in psychology and became a McNair Scholar. Louie then completed two master’s degrees and a doctorate in administration, planning, and social policy from Harvard University. His dissertation focused on issues of educational equity studying the experiences of Latina/o and Black high school students in the context of high-stakes testing, zero-tolerance policies, and school restructuring, later resulting in book, Small Schools and Urban Youth: Understanding the Power of School Culture.

Prior to his current position at CSUSB, Dr. Rodriguez was on the faculty for three years at Florida International University in Miami where he served as the principal investigator of a school-based research project aimed at understanding student engagement issues in the context of poverty, high dropout rates, and a complex policy environment.

His current work focuses on issues of equity and access, specifically on the dropout crisis facing the Latino community. At CSUSB, Dr. Rodriguez is the principal investigator of the PRAXIS Project, Participatory Research Advocating for Excellence in Schools. This school/community-based project aims to study and advocate for educational excellence by directly engaging youth, educators, and community-stakeholders in the process of empirical research to positively impact educational policy and practice at the local and regional levels.

Dr. Rodriguez has been the recipient of numerous awards including most recently in 2013 named Outstanding Professor of the Year for Research in the College of Education at CSU, San Bernardino.

Steven Alvarez

Steven Alvarez is an assistant professor of writing, rhetoric, and digital studies at the University of Kentucky, where he has been faculty since the fall of 2012. In the same year, he graduated with his Ph.D. in English from the Graduate Center of the City University of New York. He studied English literature and composition and creative writing at the University of Arizona, graduating with two Bachelor of Arts degrees in 2003. Between undergraduate and graduate studies, he served in AmeriCorps in Alaska as a GED instructor and in South Carolina for the National Civilian Community Corps.

Steven has authored over 50 poems published in various literary journals, including Fence, Drunken Boat, Blue Mesa Review, EAOGH, Shampoo, and Acentos Review. In 2008, his poem “& So Tio & Chaley” was recognized by the Poetry Society of America as one of the best poems about Times Square. He has also authored two novels, The Pocho Codex and The Xicano Genome, both published by Editorial Paroxismo.

Steven is affiliated with multiple organizations at local and national levels. At the local level, he is core team chair of the Kentucky Latino Education Alliance, board member of the Asociación de Hispanos Unidos—Lexington, Kentucky, and faculty mentor for the Black and Latino Male Initiative at the University of Kentucky. At the national level he is a member of the American Educational Research Association, the College Language Association, the Latin American Studies Association, the National Association for Chicana and Chicano Studies, the Rhetoric Society of America, the International Society for Language Studies, the Modern Language Association of America, the National Council of Teachers of English, and the College English Association.
Dr. Juan F. Carrillo is an assistant professor at the University of North Carolina, Chapel Hill School of Education and he is a global studies affiliate faculty. He earned a Ph.D. in curriculum and instruction, with a concentration in cultural studies in education, and a Mexican American studies graduate portfolio at the University of Texas at Austin. At UNC-CH, Dr. Carrillo teaches in many areas, including undergraduate courses in the education minor, the master’s in education program for experienced teachers, and graduate courses within the Cultural Studies and Literacies (CSL) program. His research focuses on Latin@/Chican@ education, the identities of academically successful Latino males, and the schooling experiences of Latin@s in the new south.

Dr. Carrillo has received numerous awards and recognition. These awards include the Spencer Foundation dissertation fellowship for research related to education and the American Educational Research Association Early Career Scholar of Color fellowship.

Dr. Carrillo serves on UNC-CH’s Scholars’ Latino Initiative (SLI) operational board. SLI is a program dedicated to providing mentorship to Latin@ high school students throughout the state of North Carolina. Currently, he is developing a program that seeks to connect social capital and holistic and empowering identity development amongst Latino males in a Durham, NC public school.

His work has been published in journals such as the Berkeley Review of Education, the Harvard Educational Review, and The Urban Review.

Dr. Ramón Collazo is an assistant professor of materials science and engineering at North Carolina State University (NCSU) in Raleigh. Originally from San Juan, Puerto Rico, he received his Bachelor of Science in physics from the University of Puerto Rico, Rio Piedras Campus, where he graduated with honors. He continued with his graduate studies in physics in the same institution where he worked in developing some of the first materials growth and characterization facilities in the island. In 2002, he received his Ph.D. in materials science and engineering from NCSU, where his dissertation work was based on the electrical transport characterization of wide bandgap materials and carbon nanotubes. Immediately after graduation, he joined HexaTech Inc. as one of his founding members, a company dedicated to the commercialization of III-nitride semiconductors.

Dr. Collazo has been involved in growth and characterization of wide bandgap semiconductor thin films, especially nitrides and diamond, for the past 15 years. He has been particularly involved in developing a process for controlling the polarity in III-nitrides to develop lateral polarity homojunctions along with their application to the first lateral p/n junction. Some of his current research interests are: III-N wide bandgap semiconductors and control of their point defects, polar materials, optical characterization and nonlinear optics.

He was awarded the Facundo Bueso Medal for Physics, and has authored over 100 publications in peer-reviewed journals. He has also been awarded several patents and given presentations at national and international conferences. He is also an active member of the Society for Hispanic Professional Engineers where he collaborates with the Graduate Institute for the promotion of higher education for Hispanic students. Dr. Collazo was recently a co-organizer for the first Workshop on Ethnic Diversity in Materials Science and Engineering.
Kimberly L. D’Anna-Hernandez

Kimberly L. D’Anna-Hernandez is an assistant professor of psychology at California State University San Marcos. Her area of specialization is behavioral neuroscience. Dr. D’Anna-Hernandez completed her predoctoral work at Michigan State University in zoology with a specialization in Chicano/Latino studies. From there she began her doctoral studies at the University of Wisconsin-Madison. Her work focused under the underlying neuromechanisms of stress/anxiety-related peptides maternal defense behavior in mice.

While at UW, Dr. D’Anna-Hernandez obtained an American Psychological Association Diversity in Neuroscience Fellowship as well as a prestigious Ford Foundation Dissertation Fellowship. She also was a 2008 AAHHE Graduate fellow. Upon receipt of her Ph.D., Dr. D’Anna-Hernandez received a National Science Foundation Minority Postdoctoral Award to fund her postdoctoral training with the Developmental Psychobiology Research Group at the University of Colorado Denver. While at University of Colorado Denver, she pioneered the validation of a novel method of cortisol measurement in hair for pregnant women. Dr. D’Anna-Hernandez used this method to obtain a National Association of Research on Schizophrenia and Depression Young Investigator Award.

She also published work outlining the link between maternal acculturation in pregnancy and adverse birth outcomes in the U.S. Mexican population. Dr. D’Anna-Hernandez joined Cal State San Marcos in the Fall of 2011. Among her research interests are the role of stress, arousal and motivation-related peptides on maternal behavior in mice and the role of acculturation and other psychosocial measures on the biological response to stress in pregnant women, particularly Mexican and Mexican-American women. In addition, Dr. D’Anna-Hernandez is extending her previous work to understand the potential protective role of Mexican cultural values on maternal mental health and the role of maternal acculturation on early markers of brain development in offspring.

Rosa M. Jiménez

Rosa M. Jiménez is an assistant professor in the Mary Lou Fulton Teachers College at Arizona State University. She earned her Ph.D. in urban schooling from the University of California, Los Angeles. Her research examines the education of Latina/o students including students classified as “English learners”, critical and culturally relevant pedagogies, and teacher education. Rosa studies classroom pedagogies and theoretical principles that are necessary for understanding, creating, and implementing high quality culturally responsive learning environments. Her work explores the intersection of culture, race, language, and power in K-12 classrooms. She has conducted classroom-based action research in a myriad of contexts across Central California, Los Angeles, and Arizona.

Rosa works in the Bilingual Education/English Learner (BLE/ELL) teacher education program, and in the Masters-level and Ph.D. programs. She is a board member of the The International Multilingual Research Journal. Her research has been funded by the Spencer Foundation and the National Council of Teachers of English (NCTE)/Cultivating New Voices. Her research stems from her immigrant life experiences across Mexico and the U.S. and from her upbringing in California’s Central Valley as a child of working class parents. She has rich academic experiences through study-abroad programs in Mexico City and Bahia, Brazil, and an internship at the U.S. Department of Education. Rosa has over ten years of experience working in K-12 public schools as a middle school social studies teacher, literacy coach, and educational researcher.
Mónica Palomo

Currently Dr. Palomo is an assistant professor in the Civil Engineering department at Cal Poly Pomona. In December of 1999, she graduated from the Civil Engineering program of La Universidad de Guanajuato. In 2000, she worked for the Guanajuato’s Water State Commission, in the sanitation. Mónica obtained her Master of Science and Ph.D. in civil engineering with emphasis in environmental engineering from Kansas State University.

Dr. Palomo is active member of local community efforts that promote water sustainability. Currently Dr. Palomo is chair of the PB senior design competition part of the American Society of Civil Engineers. Since her arrival to Cal Poly, she has been dedicated to the development of projects that provide research and travel opportunities for undergraduate engineering students. As academic advisor for the Society of Hispanics in Science and Engineering, the California Water Environment Association and Engineers without Borders student chapters, Dr. Palomo has promoted academic excellence, service to community, professional development, and lifelong learning through higher education.

Student research projects developed with undergraduate student support have highlighted her career at Cal Poly Pomona. The research projects that Dr. Palomo develops focus on the importance of water management and environmental issues as well as, outreach to recruit Hispanics in the engineering program, and service to the community.

Lindsay Pérez Huber

Dr. Pérez Huber is assistant professor in the Social and Cultural Analysis (SCA) program in the College of Education at California State University, Long Beach. She also holds an appointment as visiting scholar at the UCLA Chicano Studies Research Center. Dr. Pérez Huber received her Ph.D. in social science and comparative education (SSCE), with a specialization in race and ethnic studies from the UCLA Graduate School of Education and Information Studies.

Broadly, Dr. Pérez Huber’s research analyzes racial inequities in education, the impact on marginalized urban students of color, and how students and their communities respond to those inequities through strategies of resistance for educational and social change.

Currently, she has published over a dozen peer-reviewed articles in top-tier journals including the Harvard Educational Review, International Journal of Qualitative Studies in Education, and Journal of Educational Studies. Collectively, her research provides theoretical, empirical, and methodological contributions towards a critical understanding of urban education for students of color, particularly undocumented immigrant students. Dr. Pérez Huber has also published various book chapters, research reports, and policy briefs providing recommendations for educational policy to improve the Latina/o educational pipeline.

Dr. Pérez Huber was a Ford Foundation Dissertation Fellow and AAHHE Outstanding Dissertation Fellow. She currently serves as vice president of the Critical Race Studies in Education Association (CRSEA).
Sandra Rodriguez-Arroyo

Sandra Rodriguez-Arroyo is an assistant professor of bilingual education, ESL, and literacy teacher education at the University of Nebraska at Omaha (UNO). She earned her bachelor’s degree in secondary English education from the Universidad de Puerto Rico en Cayey, and began her education career as an English as a Second Language (ESL) teacher in public, private, and military schools in her island.

Dr. Rodriguez-Arroyo received both her master’s and doctoral degree from The Pennsylvania State University. While working on her graduate degrees, Dr. Rodriguez-Arroyo taught courses on second language acquisition, language teaching methods, and supervised field experiences for future language teachers. While serving as an assistant professor of education through Penn State’s Office of Multicultural Programs in the College of Education she was recognized with Penn State University’s Multicultural Resource Center’s Faculty/Staff Diversity Recognition Award.

Currently, Dr. Rodriguez-Arroyo directs UNO’s ESL/Bilingual teacher education program and is a faculty member with the Office of Latino/Latin American Studies (OLLAS). In addition, Dr. Rodriguez-Arroyo is the faculty liaison for Metro Area Teachers of English Language Learners (MATELLS).

Dr. Rodriguez-Arroyo has published articles on bringing Latino images and voices to the mainstream classroom, language policy in Puerto Rico, and Latina testimonios. Her current research and service interests include: preparing teachers to work with the growing rate of ELLs in Nebraska, implementation of service learning experiences with diverse learners, Latina/o experiences in higher education, and recruitment/retention initiatives for diverse teachers.

Dr. Rodriguez-Arroyo first attended AAHHE’s National Conference in 2007 as a graduate student fellow and is honored to come back to her AAHHE familia as a faculty fellow.

Carlos Eduardo Santos

Carlos Eduardo Santos is assistant professor in the Counseling and Counseling Psychology program at Arizona State University’s School of Letters and Sciences. He was trained as a developmental scientist at New York University (Ph.D. ’10, B.A. ’01), and holds a master’s degree in education from Harvard University (Ed.M. ’02). He served on the governing council of the Society for Research in Child Development from 2011-2013, and he was previously a research fellow at Harvard’s Malcolm Wiener Center for Social Policy, and a Mainzer Junior Fellow in Gender Studies at the University of Cambridge (U.K.).


A particular focus of his research has been on studying immigrant and Latino/a populations. Drawing on developmental and social psychological perspectives on identity, his primary substantive interest lies in understanding the socio-emotional effects of adolescent identity development as it shifts and changes within and across contexts (e.g., sociopolitical, peer network, family and school context), and the intersections and additive effects of multiple social identities (e.g., ethnic and gender identity) on mental health and academic achievement. In a related project supported by multiple grants from the National Science Foundation, Santos is conducting a quasi-experimental study (along with Kimberly Scott) that explores the effects of a culturally-relevant and social justice-oriented identity curriculum aimed at engaging youth from under-resourced school districts in careers in science, technology, engineering and math.
We are a Hispanic Serving Institution and one of the top universities in the nation in graduating Hispanics.

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“The AAHHE faculty fellowship is the richest professional opportunity I have had in my career. I had the opportunity to mentor and be mentored by other Hispanics in academia. My participation in AAHHE has been rewarding and to learn the paths of the highest achieving Hispanic professionals in our country is truly an enriching experience. I was especially humbled and inspired by the amount of time and dedication that my mentor and other "elders" invested in me.”

Janelle M. Silva

Janelle Silva is an assistant professor of community psychology in the School of Interdisciplinary Arts and Sciences and the University of Washington, Bothell. As a member of IAS, Dr. Silva teaches courses covering a variety of topics, including Women’s Lives in Context, Institutions and Social Change, and Community Projects. She earned her Ph.D. in 2010 in social psychology and feminist studies from the University of California, Santa Cruz. Her dissertation examined the role of a critical multicultural curriculum to engage first graders in social justice, collective action, and an understanding of difference. Her research program examines the role of context in children’s understanding of social groups and identities. Specifically, she has focused on the role of school in constructing social identities that can lead to young children’s (mis)understanding of social groups.

Recently, Dr. Silva received a fellowship through the Center for Community Based Research at UW Bothell for her new research project where she is collaborating with her colleagues on the effects of the Mikva Challenge curriculum to engage elementary students in civic engagement and community action. She is an active member of the Society of Community Research and Action (Division 27 of the American Psychological Association), the Society for the Psychological Study of Social Issues (SPSSI), and the American Education and Research Association (AERA). Recent publications include, “Critical classrooms: Using artists’ lives to teach young students power and privilege” in Urban Education, “The public sector, women and leadership,” (in M. Paludi & B. Coates [Eds.] Praeger Handbook on Women’s Leadership: Transforming Organization through Shared Power), and “Cultivating agents of change in children,” in Theory and Research in Social Education.
Yanira Madrigal-Garcia
AAHHE Graduate Fellows Chair

Yanira Madrigal-Garcia is in her third year of doctoral studies with an emphasis in School Organization and Educational Policy and Language, Literacy, and Culture at University of California, Davis. She specializes in researching pedagogies, policies, and practices in P-20 systems serving Latino students. She is committed to increasing the number of Latino students pursuing post-secondary education.

As an undergraduate ethnic studies and Chicana/o studies major at the University of California, Berkeley, Yanira became involved in the non-profit sector and worked as a mentor/advisor with youth enrolled in an alternative high school. She also worked with elementary and middle school students, participants of a summer program that offers free healthy and educational activities, located in a community with high incidents of homicide and violence.

Her inspiration to enroll in the Mexican American master’s program at San Jose State University came from her work as a counselor with a non-profit case management high school program for five years. Pursuing a doctorate has allowed Yanira to engage in research that speaks to the realities of low-income Latino urban youth. Specifically, her dissertation seeks to critically explore how community involvement of Latino high school students who reside in communities with high incidences of violence allow them to resist school and judicial practices that criminalize them, as well as have high educational aspirations, and overcome emotional trauma, many experience.

A 2012 AAHHE Graduate Student Fellow, Yanira currently serves as chair for the 2014 GSFP. Her research agenda focuses on educational policy, pedagogies that challenge the criminalization of underrepresented students, and access to higher education particularly for Latino and other underrepresented students.

Graduate fellows are candidates in their doctoral programs and represent an array of disciplines; focus on the discovery of other doctoral programs, students, and career opportunities; and on forming a support group for completing their coursework and beginning the dissertation process. These graduate fellows have an opportunity to present their graduate proposals at the AAHHE national conference, and to publish in The Hispanic Outlook in Higher Education and in the Journal of Hispanic Higher Education. Both of these publications are AAHHE partners.

The AAHHE/Ford Fellows Program provides a venue for enriching the experiences of completing a doctoral program and of moving into positions within institutions of higher education. AAHHE is proud to partner with the Ford Foundation in support of these Fellows.
Jessica is in her third year of doctoral studies in the Educational Leadership and Policy Studies program at the University of Washington. She is interested in issues of access and retention for underrepresented groups in higher education. Her primary areas of research focus on the role that accountability mechanisms influence college readiness and the transition to college while specifically, examining the effects of high-stakes testing on Chicana/o-Latina/o students’ sense of self and their desire to pursue higher education.

Prior to beginning doctoral studies, Jessica earned a Bachelor of Arts from the University of California, Davis in Sociology with minors in Chicana/o studies and social & ethnic relations. As a result of dissecting social issues surrounding education, she pursued a Master of Arts from San Jose State University in Mexican American studies with an emphasis in comparative ethnic studies where she examined the relationship between the California High School Exit Exam and the quality of education for Chicana/o-Latina/o students.

Throughout these courses of study and practical experiences, Jessica learned that there are a myriad of factors influencing the educational system for underrepresented youth. This provided her the vantage point to critically analyze former, current, and proposed policies and upcoming best educational practices. This combination of experiences serving the Latino community directly supporting Latino students in pursuit of their educational degrees and through her research, she was motivated and encouraged by her personal and academic mentors, Ms. Lupe Contreras and Dr. Frances Contreras to pursue her doctoral degree with the goal of becoming a tenured faculty member working towards equity in education through research and policy.

Jessica Rodríguez
AAHHE Graduate Fellows Co-Chair

Marvyn R. Arévalo Avalos

Marvyn R. Arévalo Avalos is a third-year counseling psychology doctoral student at the University of Missouri-Columbia (MU). Born and raised in El Salvador, Marvyn immigrated to Oakland, California at age 13. He completed his Bachelor of Science in human development at the University of California, Davis (UCD) where he was an intern for three years for the Counseling and Psychological Services’ Multicultural Immersion Program. During his tenure at UCD, Marvyn also founded and facilitated the Latino Male Empowerment Network (L-MEN), a mentorship-based program designed to support first generation Latino male college students.

Marvyn’s research interests include spirituality and Latino/a mental health, retention of Latino males in higher education, and multicultural education. Currently, he works as a research assistant at the MU Cambio Center with an interdisciplinary research project focused on Latino/a immigrant integration in rural Midwest communities. Additionally, in conjunction with his advisor, Dr. Lisa Y. Flores, Marvyn has conducted research that examines how personal and contextual variables influence Latino undergraduate males’ academic performance and career development.

In addition to his academic work, Marvyn works as a clinician at the MU Assessment and Consultation Clinic, conducting psychological evaluations and providing counseling services in both English and Spanish. He is also a graduate instructor for an introductory diversity undergraduate course. Marvyn is a founding member and president of the MU Latino/a Graduate and Professional Network, a graduate student fellow of the MU Difficult Dialogues Program and Cambio Center, and was recently elected Student Representative for the National Latina/o Psychological Association.
Crystal Caldera

Crystal Caldera is a second-year student in the concurrent JD/Ph.D. program at the University of California, Irvine. Her doctoral studies are in the field of sociology. Prior to her pursuit of a dual Doctorate degree, Crystal obtained a master’s degree in education/counseling from California State University, Dominguez Hills in 2010, and a bachelor’s degree in sociology from the University of California, Los Angeles in 2006.

Crystal’s research interests include immigration, law, race and ethnicity, and cross-nativity marriages. Her current research investigates how political views shape racial and ethnic dating preferences, and how mixed nativity status manifests among intergenerational marriages between Mexican-Americans and Mexican immigrants, many of whom are undocumented at the time of marriage. In addition, Crystal is exploring the legal barriers mixed immigration status marriage partners face and how these in turn, shape their life chances in U.S. society. Focusing on topics that shape the lives of many, she hopes to expose other scholars in academia on the processes that influence the daily lives of populations that are often understudied.

For over five years, Crystal served as a social services coordinator at TELACU Residential Management where she was the only available advocate for her low-income clients, becoming their representative for immigration proceedings and claims with federal agencies. Crystal’s personal and professional experiences have solidified her belief that access to resources is critical for the success of everyone, but especially underserved communities. As a result, Crystal strives to become both a legal advocate for underrepresented populations that lack access to legal recourse, and a professor in University classrooms to assist other first generation and underrepresented college students not merely survive, but thrive in higher education.

Lisceth Brazil-Cruz

Lisceth Brazil-Cruz is a doctoral candidate in the School of Education at the University of California, Davis, with an emphasis in School Organization and Educational Policy. Her research interests include educational issues affecting the disenfranchised, underserved, and vulnerable student populations. Her educational background includes a bachelor’s degree in international relations and Chicana/o studies from UC Davis and a master’s degree in Mexican American studies from California State University, San Jose. Her dissertation work, funded by UC ACCORD, is focused on understanding parental practices of Latino first-generation college students as they transition from high school to college. Her research explores the multiple ways in which parents participate, support, and advocate for the educational needs of their students.

She worked at the Student Recruitment and Retention Center at UC Davis as an undergraduate aiding retention efforts for first-generation college students. As a graduate student she was one of three Latino students who founded the Latina/o Graduate Student Association (LGSA). The goal of LGSA is to advancement of Latinos in higher education, while providing academic and cultural spaces for students of color. Additionally, she was involved in the Graduate Student Association and served as graduate student assistant to the dean and chancellor of UC Davis to ensure the prosperity of fellow graduate students, particularly students of color.

As a graduate student and a mother, she also founded with two peers the Graduate and Professional Mother Support Network to help parents navigate the university in their unique roles and needs as parents.

Lisceth’s passion to advocate for disenfranchised communities stems from her experiences as an immigrant student. She was born and raised in Mexico City.
Alonzo Campos

Alonzo Campos is a second-year doctoral student in the School of Education Studies at Claremont Graduate University. He is a product of California’s three-tiered higher education system beginning his postsecondary pipeline at Sacramento City College and transferring to the University of California, Los Angeles earning a Bachelor of Arts in Chicana and Chicano studies, and then earning a Master of Arts from San José State University in Mexican American studies. His research interests include suburban education, teacher expectations, mentorship, student outcomes, and college choice.

Throughout his postsecondary pipeline, he has worked closely with outreach and mentoring programs ensuring college choice for high school students. As a doctoral student at Claremont Graduate University, Alonzo has been actively involved with the Claremont Colleges community as a member of the Latina/o Graduate Student Association advocating for diversity across campus. As a graduate assistant in the Office of Student Life and Diversity, Alonzo has worked closely with administrators advocating for effective institutional change on issues of inclusivity and diversity through the minority mentor program and Claremont’s research conference. His long-term career plan is to obtain a tenure track faculty position and bridge the community and the university through activist scholarship work.

As an AAHHE fellow, Alonzo is eager to establish a group of Latina/o activist scholars to promote leadership in the community and university. He is also excited to learn from others who have benefitted from mentorship and pay it forward. Alonzo is grateful for the opportunity to grow as a public intellectual through this experience.

Cati V. de los Ríos

Cati V. de los Ríos is a Ph.D. candidate at Teachers College, Columbia University studying language, literacy, and curriculum studies and serves as a research fellow at the Institute for Urban and Minority Education (IUME) in Harlem. Her research interests include Chicana/o-Latina/o youth’s multiple literacies, immigration, and curriculum studies, emergent bilingual students, critical pedagogies, and the teaching of high school ethnic studies. She holds a Bachelor of Arts in Chicana/o studies and Spanish literature from Loyola Marymount University, a Joint Masters in theological studies and urban education from Harvard University, and an Ed.M. in curriculum and teaching from Teachers College, Columbia University.

Prior to graduate school, Cati worked as high school ELD, Spanish, and Chicana/o-Latina/o Studies teacher for six years, and as an Adult ESL educator for three years. Her most recent publication in the Urban Review entitled “A Curriculum of the Borderlands: High School Chicana/o-Latina/o Studies as Sitios y Lenguas” is a critical teacher inquiry into some of the affordances of an ethnic studies course designed for historically marginalized barrio youth.

Cati was recently awarded the Teachers College Televisa Graduate Fellowship on U.S. Latina/o Education. She is also a Core Member of the New York Collective of Radical Educators (NYCoRE) and a national representative for the Network of Teacher Activist Groups (TAG).

Drawing from multimodal and ethnographic methodologies, her dissertation explores the aesthetic contours of Chicana/o-Latina/o critical, multiple, and digital literacies through focusing on the meaning-making process of parents, teachers, and students who participate in the many dimensions of a high school ethnic studies program and its myriad localized community partnerships.
Frank Fernandez

Frank Fernandez is a second-year Ph.D. candidate in the Higher Education program at The Pennsylvania State University. He is also pursuing a second master’s degree in political science. Frank works at the Center for the Study of Higher Education with Professors Leticia Oseguera and Liliana Garces. His work as a research assistant focuses on diversity and equity issues, with special attention to ethnic diversity, especially as it relates to Latino/as.

Frank is interested in community colleges, underrepresented students, graduate education, and politics and policy in higher education. He is a teaching assistant for Dr. Leticia Oseguera’s graduate seminar on community colleges. Frank has presented his work at the Council for the Study of Community Colleges, and he will be presenting two co-authored papers at the upcoming American Educational Research Association annual meeting in Philadelphia.

Frank is currently the associate editor for Digital Content with Higher Education in Review (HER) and a co-guest editor of the 2014 Special Issue of the Community College Journal of Research and Practice. Other forms of service include his work as president of the Higher Education Student Association, delegate to Penn State’s Graduate Student Association, and liaison to the Higher Education Program Alumni Council. Frank is helping to publish a special HER issue for Penn State’s Education and Civil Rights Conference to be held in June, 2014.

Frank has earned his Bachelor of Arts in political science (with a minor in international relations) from the University of San Diego, and a Master of Arts in policy, organization, and leadership studies (with an emphasis in higher education) from Stanford University.

Alma Itzé Flores

Alma Itzé Flores is a third-year doctoral student specializing in race and ethnic studies in education at UCLA’s Graduate School of Education and Information Studies. Alma’s educational background includes obtaining a Bachelor of Arts in sociology with a double minor in education studies and Chicana/o studies from UCLA and a Master of Arts in education from the University of Texas at Austin. Alma’s research looks at how Chicana mothers shape the educational trajectories of first generation Chicana college students. She is interested in understanding the learning and teaching that happens between Chicana mothers and daughters. Among Alma’s other research interests are pedagogies of the home, Chicana epistemologies, testimonio, and storytelling.

Because Alma believes that writing and research is never enough to transform the educational experiences of Chicana/o students she has always sought out opportunities to work with the Chicana/o community. Since her undergraduate years at UCLA Alma has worked with the Academic Advancement Program (AAP) to help improve the achievement and retention of underrepresented, low-income, first generation college students. Alma’s role with AAP includes working as a peer counselor, tutor, instructor and graduates student mentor.

Currently, Alma works as a teaching associate for UCLA’s undergraduate education studies minor where she teaches courses in language, literacy and culture and helps facilitate an after-school youth community space in collaboration with the UCLA Community School.

Alma recognizes that each of her accomplishments is a reflection of the support of countless people and therefore strongly advocates for a culture of mentoring in education. In the future Alma hopes to work as a professor in an education or ethnic studies program where she can continue to mentor students in and outside of her institution by setting up community-school partnerships.
**Cristian Heredia**

After receiving his Bachelor of Science in physics from Cal-Poly, San Luis Obispo, Cristian Heredia acquired micro-fabrication instruction at San Francisco State University, where he received a Master of Science in physics. He used his training to perform X-ray spectroscopy on new solar cell materials at UC Berkeley’s Advanced Light Source and Stanford’s Synchrotron Radiation Lightsource. Currently, Cristian is a fifth-year Ph.D. student in the Department of Electrical and Computer Engineering at the University of California, Davis, where he is developing a device that harvests the sun’s energy for use as electrical and thermal energy.

In addition to research, outreach, and mentorship has been a critical component of his academic trajectory. As a Para Educator at Frances Harper Jr. High Davis he provided one-on-one tutoring in the STEM fields with underrepresented students, acted as a translator, and served as a mentor to young male Latinos. As a Para Educator at Rio Linda Prep Academy he promoted STEM through science modules taught to fifth and sixth graders, as well as fostered team building and leadership in students through weekly science activities.

Last year, Cristian was awarded the Business Development Fellowship from the UC Davis Business School of Management. As a fellow he gained hands-on experience with business skills for a career in industry and the opportunity to develop new business ventures. Currently, as a National Science Foundation Fellow he teaches science modules to fifth graders in traditionally underserved schools, as well as help with after school programs. He is interested in the intersection between technology and social responsibility. Cristian’s long-term vision is to deploy low-cost solar harvesting technology to developing countries in hopes of providing an alternative to fossil fuel dependency.

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**Anel Jaramillo**

Anel Jaramillo is a second-year doctoral candidate in the neurobiology curriculum at the University of North Carolina at Chapel Hill (UNC). Born from Mexican immigrants, Anel received her Bachelor of Science degree in biology with an emphasis on neurobiology at the University of Texas at Austin (UT). As a member of the Ronald E. McNair scholars program and a recipient of UT’s Undergraduate Research Fellowship Award, Anel was able to explore her scientific interests in drug and alcohol abuse by conducting research on the use of ultrasonic vocalizations as a model for drug and alcohol craving. Her involvement in such programs and conferences, such as the Annual Biomedical Research Conference for Minority Students (ABRCMS), provided Anel with the skills that have thus far allowed her to pursue a graduate career in science.

Now as a graduate student at UNC, Anel has been awarded a Diversity Excellence Fellowship Award and the National Science Foundation’s Graduate Research Fellowship to support her current research on the effects of stress on alcohol consumption. By investigating the underlying brain regional responses to alcohol, Anel hopes to further elucidate how stress-induced neuroadaptations contribute to changes in the interoceptive/subjective effects of alcohol. Through her work, Anel hopes to further understand the neurological mechanisms underlying maladaptive drinking patterns and alcohol dependence.

Anel plans to continue her involvement in outreach programs and she hopes to meet and collaborate with other individuals in order to make a higher education more accessible to all students. Upon completion of her doctoral degree Anel also plans to continue conducting research in an academic setting while teaching undergraduate courses. Thereby serving as a mentor and assisting other underrepresented students in reaching their educational goals.
Marco Murillo

Marco Murillo is a doctoral candidate specializing in urban schooling in the Graduate School of Education and Information Studies at the University of California, Los Angeles. His focus is the immigration status of high school students and the effect of that status on their academic trajectory. He is currently conducting a yearlong dissertation study that highlights the experience of Latina/o and Asian undocumented students as they prepare to graduate from high school.

In addition to his scholarly work, Marco has enriched his graduate studies by participating as a mentor/facilitator for the Chicano/Latino Youth Leadership Project (CLYLP) since 2010.

Marco graduated from the University of California, San Diego with a Bachelor of Arts in political science and history. While at UCSD he developed a passion for educational issues through his involvement in student government as an advocate for access and retention programs. During his final year at UCSD, Marco was elected to serve as the student body president. In this capacity, he supported efforts to develop and implement student-run access and retention program. In 2008, Marco was recognized by San Diego Magazine for his work on educational equity and was named one of 50 people to look out for.

Prior to arriving at UCLA, Marco served as a fellow for the Congressional Hispanic Caucus Institute (CHCI) in Washington D.C. and as a Health Legislative Associate for the National Council of La Raza (NCLR) during the health care reform debate. His time in Washington D.C. further fueled Marco’s passion for actively advocating alongside Latina/os at a national, state, and local level.

Vanessa Monterosa

Vanessa Monterosa is a doctoral student in the Urban Education Policy program at the USC Rossier School of Education where she serves as a research assistant to Dr. Brendesha Tynes. Her research interests include digital media literacy interventions, critical digital literacies, and the role of technology in college access and success. In addition to her research endeavors, Vanessa is a HASTAC Scholar, which is a fellowship opportunity to build one’s digital scholar identity, and currently serves on the AERA Graduate Student Council as Web Secretary, where she oversees the Council’s digital endeavors.

Vanessa also holds an Ed.M. in technology, innovation, education from the Harvard Graduate School of Education. During her time at Harvard, Vanessa developed a prototype mobile game called ‘FUNancial Aid’ aimed at increasing financial aid vocabulary comprehension.

Vanessa’s mission is to both impact policy and design programs that provide equitable access to technology and opportunities to develop youth’s digital literacy. Vanessa believes that being digitally literate is more than just knowing how to use a computer—it is about understanding how to navigate a variety of digital spaces, understanding the affordances and barriers to using particular tools, and recognizing the different ways we can communicate and cultivate community across digital spaces. However, underrepresented students, especially from low-income communities, rarely have opportunities to develop these digital literacies, which is why she looks forward to being an agent of change in helping to design and establish critical digital practices through her teaching, scholarship, and service.
Kelly Ocasio

Kelly Ocasio is a Ph.D. candidate in the departments of Educational Leadership and Policy Analysis and Curriculum and Instruction at the University of Wisconsin – Madison. She will be defending her dissertation and graduating in the Spring of 2014. Her research interests include equity, diversity, and access to a high-quality education for underrepresented students. She is particularly interested in the P-20 educational pipeline and looking at how it can be strengthened for marginalized groups of students. She is also interested in diversity within teacher education and diversification of the teacher workforce.

Prior to pursuing her Ph.D., Kelly completed her undergraduate degree at the University of Wisconsin – Madison with a Bachelor of Science in elementary education as well as Spanish. She also holds a Master of Education degree in educational leadership and policy studies from the University of Texas – San Antonio. During her graduate program at UTSA, Kelly was a founding officer of the Higher Education Administration Student Association.

Her dissertation focuses on exploring how Latino/a teachers progress through critical junctures of the teacher pipeline. Her hope is that by understanding how Latino/a teachers progress through this pipeline, it can in turn be strengthened for future generations of Latinos/as interested in pursuing a path into teaching.

In addition to her research interests and scholarly work, Kelly devotes her time to being an instructor in the Teacher Education program at UW-Madison, being a Chancellor’s Scholar mentor, co-coordinating the College Access Program, and serving on the “Read on Wisconsin” Advisory Committee. She is a recipient of the Education Graduate Research Scholars Fellowship, the Henry Ahrnsbrak Fellowship, an ELPA Dissertation Research Grant, and the Mellon Wisconsin Dissertation Writing Program.

Alejandro Padilla

Alejandro Padilla is a third-year doctoral candidate in the Educational Leadership Department at California State University, Long Beach (CSULB). A native from Escondido, Ca. (San Diego County), Alejandro began his post-secondary education at Mt. San Jacinto College and then transferred to pursue his undergraduate work at CSULB, where he earned his Bachelor of Arts degree in sociology. Alejandro continued at CSULB earning a Master of Science degree in school counseling, along with a Pupil Personnel Service Credential. Alejandro is going on his seventh year as a high school counselor where he has proudly served the youth and families of Santa Ana, Ca.

In his tenure, Alejandro has seen how the U.S. educational system has failed to meet the social and cultural needs of Chicana/o and Latina/o students. This educational injustice prompted Alejandro to focus his dissertation on how school counselors can take a social justice framework in empowering Chicana/o and Latina/o students.

Alejandro’s work was recently published by the American Counselor Association’s fall journal edition. Currently, Alejandro applies his research and practical experience at National University as an adjunct faculty in the department of Educational Administration and School Counseling. His passion is to prepare multicultural and social justice oriented school counselors for urban school settings.

As a 2014 AAHHE Graduate Student Fellow, Alejandro is humbled to learn from and collaborate with emerging Chicana/o and Latina/o scholars who bring diverse perspectives. He aspires to become a professor and make a life-long impact on students, as he was impacted by his first Chicano male community college professor, Dr. Manuel Barajas.
Danielle Quintero is a first-year doctoral student in counseling psychology at the University of Missouri-Columbia. She recently received her Masters of Arts degree in counseling psychology at the same institution this past May. In addition, Danielle obtained two Bachelor of Arts degrees in sociology and psychology as well as a minor in education and applied psychology at the University of California, Santa Barbara in 2011.

Danielle’s primary research and clinical interests lay in the areas of trauma and sexual violence specifically within the Latina/o community. In particular, she is interested in understanding the recovery/healing process and resiliency for sexual violence survivors and ways they intersect within the context of immigration. Danielle’s master’s thesis: *Sexual Coercion, Coping and Psychological Sequelae among Latina and Latino Young Adults* attempts to raise awareness towards this concern of sexual violence. She is currently conducting pre-doctoral, community-based research that merges two bodies of literature, sexual violence and Latina/o psychology, while integrating important cultural implications that have historically been neglected in past psychological research.

Having been born and raised in California, her Latina heritage serves as a foundation of strength as it has heavily shaped my personal and professional development. During her undergraduate years, she spent her time servicing others as a social justice advocate and crisis counselor at various community-based agencies including the Santa Barbara Rape Crisis Center (SBRCC), Domestic Violence Shelter of Santa Barbara County (DVS-SBC) and the Child Abuse, Listening and Mediation Center (C.A.L.M.) for vulnerable, marginalized populations. Her leadership roles within student organizations include president and vice president of the Sociology Association at UCSB. She currently serves as the vice president for the Latina/o Graduate Professional Network (LGPN) at the University of Missouri.

Marla Andrea Ramírez is finalizing her dissertation as a doctoral candidate in Chicana and Chicano Studies at the University of California, Santa Barbara. Her research examines early twentieth-century immigration policies focusing on the experience of “repatriation” that tore apart Mexican and Mexican American families throughout the United States. Marla specifically focuses on the banishments of U.S. citizen children and the prolonged consequences on two generations later. Marla also conducted research for her master’s thesis on undocumented immigrant youth and their political activism for immigration reform. She graduated in 2007 from the University of California, Los Angeles with a Bachelor of Arts in world English literature with a minor in Spanish literature, after transferring from Cerritos Community College.

As a student activist, Marla successfully argued for the legal right of partially undocumented immigrant students under the Violence Against Women’s Act (VAWA) immigration process to be recognized as eligible for state and federal financial aid. In 2010, the U.S. Department of Education, Homeland Security, and the UC Office of the President decided after Marla’s petition that all students adjusting their legal status through VAWA will be recognized as eligible for financial aid and many have benefited since then.

As a recipient of the 2013-2014 UC President’s Dissertation Year Fellowship/Fletcher Jones Fellowship, Marla will be finalizing her dissertation in May 2014 and is currently searching for academic jobs to fulfill her goal of becoming a professor, researcher, and writer. Moreover, she also aspires to attend law school to advance her legal training and continue conducting legal history research in the area of Mexico and U.S. migrations.
Marissa Vasquez Urias

Marissa Vasquez Urias is doctoral candidate in the Educational Leadership Program at San Diego State University. Marissa’s scholarly work focuses on factors impacting the success (e.g., persistence, achievement, attainment, transfer, labor market outcomes) of male students of color, particularly Latino and African American men, in the community college. Using hierarchical, multilevel regression modeling, her dissertation will examine the predictability of background/defining, academic, social, environmental, and institutional variables (if any) on Latino male sense of belonging.

Marissa currently works at the Parent Institute for Quality Education (PIQE), a non-profit organization dedicated to serving parents of students from underrepresented K-12 schools throughout California. Over the last three years, she has also served as the managing editor of the Journal of African American Males in Education. In addition to this work, Marissa has been a consultant for the national initiative, Achieving the Dream.

Marissa’s long-term career goal is to obtain a tenure-track faculty position and continue to engage in critical and applied research that addresses disparities in education, particularly within community colleges. Marissa has had the honor of being selected as a fellow for the National Summer Data Policy Institute, sponsored by the Association for Institutional Research (AIR) with the National Science Foundation (NSF) and National Center for Education Statistics (NCES).

Marissa earned her master’s degree in counseling with a specialization in college counseling and student development from the University of San Diego, her bachelor’s degree in English from the University of California, Berkeley, and an associate degree in transfer studies from Southwestern College.

Jason Rivera

Jason Rivera is a doctoral candidate in the Minority and Urban Education (MUE) program at the University of Maryland College Park. As an emerging scholar, he has been able to utilize his research and scholarship to contribute to the current dialogue on closing the achievement gap for Latino and African American students at Montgomery College, a multi-campus two-year institution in Maryland. He has also served on a research team led by Dr. Victoria Maria Macdonald, which was charged with examining the low graduation rates of Latino males at a four-year public higher education institution in the greater Chicago area.

Jason is interested in pursuing a faculty-tenure position where he can support students on their academic journeys while continuing to honor his passion for social justice and community engagement. He also remains committed to helping reframe conversations about Latino males from deficit-oriented approaches toward models of success and how such models can be replicated to support Latino male college persistence and completion. His ultimate goal is to generate research and scholarship that favorably contributes to the growing national discourse on Latino male educational experiences.

Prior to his Ph.D. program, Jason earned a Bachelor of Arts from Manhattanville College, where he majored in history and political science. After his undergraduate studies, he began working in the field of education, first through non-profit organizations and then as a teacher and administrator in K-12 and higher education settings. Jason received a Master of Science in elementary education from the City University of New York at Staten Island and has since served as a teacher, mentor, educational leader, and director of several academic support services.
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Christian E. Zúñiga

Christian E. Zúñiga is a first-year doctoral candidate specializing in bilingual and bicultural education at The University of Texas at Austin. As an undergraduate student at Southwestern University, Christian worked with several community organizations focused on supporting Latino youth through mentoring, tutoring, and literacy programs. These experiences instilled awareness for the academic struggles Latino youth face in schools and developed into a passion for teaching. Christian returned to her home community and became a bilingual teacher for recent immigrant youth in a mixed age classroom of 3rd through 5th grade and later kindergarten.

Christian’s personal and professional experiences have been a driving force in her research agenda, which includes closely examining the innate cultural and linguistic resources of bilingual communities and their potential for leveraging the academic achievement of emergent bilingual youth. Her dissertation explores the language ideologies, policies and practices of dual language teachers who grew up bilingual on the U.S.–Mexico border. Additionally, it draws on a multi-disciplinary theoretical framework that includes language policy, ideology, and socialization theories. Christian uses ethnographic and discourse analysis methodologies to better understand the relationship between macro and micro level contexts and interactions.

Christian is also a teacher educator working with bilingual, pre-service teachers. She has been a university facilitator and teaching coach for teacher candidates during their student teaching experience. Recently, Christian was nominated by her undergraduate students and won the Texas Exes Teaching Award as an assistant instructor for the College of Education.

In addition to research and teaching, Christian has volunteered her time and resources to local organizations and schools. Also, she has worked as a document translator for a local law clinic serving the Spanish-speaking Latino community.

Juan G. Berumen
Doctoral Candidate, Education Policy Studies
Indiana University
2011 AAHHE Graduate Fellow

“With organizations like the American Association of Hispanics in Higher Education (AAHHE) that have proved to be a vital component in a larger movement of uplifting our communities, I know that I am not alone in heeding Chávez’s call for communal responsibility and collective action. AAHHE has an exemplary track record of successfully bringing together both aspiring and established scholars and cultivating the next generation of Latino faculty; it has already played a vital role in helping me achieve my goals.”
Men of Color in Higher Education
New Foundations for Developing Models for Success
Edited by Ronald A. Williams
With LeManuel Bitsói, Edmund T. Gordon, Shaun Harper, Victor Sáenz, and Robert Teranishi
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Texas State ranked 15th in the nation in 2012 for the number of bachelor’s degrees awarded to Hispanic students.
March 5, 2014

Welcome to the third annual national Career Preparation Institute. It is my great pleasure to welcome you to what I hope will become an ongoing tradition at the Annual Meeting of the American Association of Hispanics in Higher Education (AAHHE).

At the 2011 Annual AAHHE meeting in San Antonio, Texas, an ongoing discussion of creating a master’s thesis award program in the sciences, led to an opportunity for funding from the United States Department of Agriculture-National Institute of Food and Agriculture (USDA-NIFA). The result was a funded collaborative proposal between USDA-NIFA, AAHHE, and Texas A&M University-Corpus Christi (TAMUCC) named Connecting Underrepresented Latinos To Integrate Values and Academic Resources (CULTIVAR). The goal of this project is to recruit and reward young Hispanic scholars to pursue a career in the food and agricultural sciences by creating a Master’s Thesis Award Program in Agriculture, Natural Science and Technology, recruiting students for a Latino Graduate Fellows Program, and implementing a Career Preparation Institute designed to nurture the individual from a graduate degree program to the doctoral program and/or workplace.

The Cultivar Project is innovative in its synergy. While there are theses award programs, graduate fellows programs, mentoring programs, career preparation institutes, and internships, few if any of these initiatives are integrated to work in collaboration with federal agencies, institutions of higher education, and professional organizations committed to advancing the Latino population.

To that end, USDA Graduate Fellows were identified through an outstanding thesis award competition and by faculty in the food and agricultural sciences to participate in a leadership development program, network with peers and nationally recognized faculty researchers and USDA agency representatives and create a leadership plan focused on developing human capital relevant to meeting the USDA labor force needs.

My deepest gratitude and appreciation to the participants and mentors who so willingly and graciously gave of their time and energy when approached with this initiative. This heartfelt gratitude and appreciation also extends to the USDA Graduate Fellows 2014 cohort for their willingness to venture into new territory and connect with seasoned professionals. A special note of gratitude to USDA-NIFA for their vote of confidence in funding the grant proposal that made this dream possible, to AAHHE whose commitment to improving the pipeline for future Hispanic leaders in education continues to be a driving force, and to the staff and administrators at TAMUCC who have embraced and supported this innovative undertaking.

JoAnn Canales
USDA/NIFA Master Thesis Director

Arizona State University, 1126 S. Carly Mall, 2nd Floor, Suite B-375
Tempe, AZ 85287-5333, Phone 480.727.8210, Fax 480.965.0315
Thesis Title: Factors Influencing the Deployment of Utility Scale Solar Power in the United States

Tatiana Márquez is an environmental and natural resource economist interested in policy assessment and sustainable development. Of special interest to her are the areas of ecosystem services, sustainable agriculture, as well as climate change and associated social consequences.

Ms. Márquez holds a Bachelor of Science degree in environmental studies with minors in geology and chemistry from Florida International University. During her undergraduate career, she collaborated on several scientific research projects. Ms. Márquez’s undergraduate research was funded by a number of federal grants and this research was presented and recognized at various scientific meetings. Her experience working as an environmental scientist with a multinational consulting firm made her realize how policies can either contribute to the protection of the environment or hinder its rehabilitation. This realization motivated her to pursue an advanced degree. Ms. Márquez’s holds a Master of Science degree in agricultural and resource economics from The University of Arizona specializing in the area of environmental and natural resource economics. Her thesis analyzed the state level factors that influence the deployment of utility scale solar power. This work is currently in preparation for publication. In addition, she conducted and has published research on the water requirements of large scale solar projects in the West. This study was presented at the Universities Council on Water Resources Annual Conference (2012) in Santa Fe, NM.

Ms. Márquez’s short-term goal is to expand her understanding of economics and policy dynamics. Her long-term goal is to serve her community by working to integrate scientific knowledge to the practical advancement of environmental stewardship. She is currently working in the central planning office of the National Park Service.
Second Place Winner & Fellow
Lorraine Rodriguez-Bonilla
University of Puerto Rico, Mayagüez Campus
Discipline: Biology

Thesis Title: Assessment of the Genetic Diversity of Puerto Rican Sweet Potato (Ipomoea batatas (L.) Lam.)

Lorraine Rodriguez-Bonilla obtained a Bachelor of Science degree in industrial microbiology from University of Puerto Rico, Mayaguez Campus in 2010. After taking a botany class, she discovered her interest in plants. Throughout her undergraduate years she worked on various research projects in plant ecology and botany including tissue culture and identification of bryophytes. In Ms. Rodriguez-Bonilla’s junior and senior years she joined a plant biotechnology and molecular biology laboratory in which she learned the molecular aspects of plant biology. Not only did she study the connection between genetics and plants characteristics, during those years she also had the opportunity to be exposed to different issues in our society such as hunger and malnourishment. Ms. Rodriguez-Bonilla has become more observant and aware of the different problems and alternative ways to overcome some of them. She knew then that she needed to do something to help.

Ms. Rodriguez-Bonilla joined the laboratory as a graduate student and started her thesis assessing the genetic diversity of sweet potato in Puerto Rico using molecular markers for conservation purposes, which was completed in May of 2013. During her master’s she had the opportunity to work with different small projects involving tissue culture and field trials of biofortified plants.

Ms. Rodriguez-Bonilla has mentored undergraduate students to help them develop their own projects as well as teach them all the necessary techniques to help them succeed in their research. Her research interests are varied ranging from plant genetics, biotechnology, biofortification of staple crops as well as the assessment of the genetic diversity of the main crops that feed humanity. She would like the opportunity to use all the skills she has learned during her student years to help develop possible ways to reduce hunger.
Tania D. Burgos Hernández
Discipline: Agriculture and Resource Economics
University of Puerto Rico – Mayagüez Campus
Tania D. Burgos Hernández received her Bachelor of Science in agronomy from the University of Puerto Rico at Mayaguez. As an undergraduate she gained experience in research by participating in several summer internships and a wide array of research experiences at the University of Puerto Rico. The first was with the Natural Resources Conservation Service in Grand Island, NE as a soil conservationist. She participated in two research internships at The Ohio State University in the Summer Research Opportunity Program.

Ms. Burgos Hernández is currently pursuing a Master of Science in soil science at The Ohio State University. Her research interests in soil science are concerned with how soils relate to the environment. She is specifically interested in the physical characteristics of soils. Her research is focused on the characterization of soil, relating compaction with common agricultural practices. Her thesis research assesses management practices on soil compaction in Ohio soils. In 2013, she participated in a workshop held at the San Joaquin Valley Agricultural Sciences Center in Ridley, California focused on specialized soil characterization techniques.

During her graduate studies she has received several awards including the Forest Muir Innovation Fund, the School of Environment and Natural Resources Travel Award, and the Association for Women Soil Scientist travel award. Ms. Burgos Hernández’s short-terms goals focus on finishing her master’s degree and pursuing a doctorate where she can integrate her knowledge in soil science with her interest in plant pathology. Her long-term goal is to have a career that involves hands-on research related to soil conservation practices, land use, and erosion control.

Elyssa Rae Garza
Discipline: Biology
University of Texas-Pan American
Elyssa Rae Garza received her Bachelor of Science and Master of Science in biology at the University of Texas-Pan American (UTPA). As a graduate student in the biology master’s program, she did research in evaluating the metal tolerance of metal sensitive yeast over-expressing Metal Tolerance Protein 1 (MTP1) and creating metal tolerant transgenic Arabidopsis thaliana plants over-expressing MTP1. Her work contributed towards a research outcome that will aid in creating transgenic plants which will help clean metal contaminated soils.

During her studies, Ms. Garza worked as a certified math tutor, striving to help students understand the material and concepts that they did not easily grasp. She also aided the community through her campus organization, MAES (Mexican American Engineers and Scientists). Through MAES she volunteered at HESTEC, helped prepare a Science Extravaganza for high school and middle school students and did other related activities including a junior mentorship. Ms. Garza was a model student at UTPA and has received funding from the USDA Hispanic-Serving Institution Grant Program, STEM, STARS, and GEAR UP. Her research interests include plant molecular biology and genetics. Currently, Ms. Garza is pursuing a doctoral degree in genetics at Texas A&M University. She is focused on furthering her knowledge in plant molecular genetics and gaining more experience in plant molecular techniques and analysis.
Nicolas Lopez-Galvez
Discipline: Public Health
San Diego State University

Nicolas Lopez-Galvez has a Bachelor of Science in ecology and evolutionary biology from the University of California, Los Angeles. After he obtained his bachelor’s degree, he worked as an assistant manager at an organic banana farm in Ecuador where he developed different agricultural techniques to improve the production without damaging the environment and health of the people working in this farm. He was able to increase the banana production and control an outbreak of the black zigatoca disease, which is caused by the fungus *Mycosphaerella fijiensis*, by introducing efficient native microorganisms in the compost.

Currently, Mr. Lopez-Galvez is pursuing a Master of Science in public health with a concentration in environmental health, and a Master of Arts in Latin American studies at San Diego State University. His thesis project involves the analysis of heavy metals and organic pollutants present in contaminated soil at the San Diego-Tijuana border due to the illegal solid waste dumping activity, which is found to be common in this area.

Once he is finished with his MPH in the spring of 2014, Mr. Lopez-Galvez plans to apply to a doctoral program in environmental health. He would like to conduct research on the use of anthropogenic chemicals in the production of foods because he believes very little attention is paid to the negative environmental impacts and human health effects caused by these chemicals. An additional goal is to bring more awareness and understanding on the importance of reducing the use of certain chemicals in modern food production, as well as finding other alternatives which can be extensively tested and proved to cause little or no effect on the environment and human health.

Miles Medina
Discipline: Environmental Sciences
Florida International University

Miles Medina holds a Bachelor of Science in business administration from the University of Florida (2005) and is currently pursuing a Master of Science in environmental studies with a concentration in agroecology at Florida International University in Miami. As an undergraduate, he was awarded National Merit Finalist and Florida Bright Futures scholarships. He studied abroad for one semester at Saint Louis University in Madrid, Spain in 2003 and completed an internship with the Walt Disney World College Program in Orlando, FL in 2004.

During his first year as a graduate student, Mr. Medina served as a member of the FIU Sustainability Committee and as manager of the FIU Organic Garden, where he oversaw day-to-day operations, managed undergraduates, organized workshops, planned and executed various improvement projects, and presided over the Organic Garden Club. His poster on the role of the FIU Organic Garden on curricular development, research, and urban outreach won first prize in the poster contest at the 2012 USDA-HSI (Hispanic-Serving Institutions) conference.

Currently in his second year of graduate school, Mr. Medina is focused on thesis research and the development of aquaponic crop production. He designed and constructed a series of six experimental aquaponic culture systems that are currently growing blue tilapia and edible amaranth. His experiment examines the effects of fish feed on nutrient dynamics and fish and plant productivity in an aquaponic setting. An economic analysis will investigate the feasibility and potential environmental, social, and financial benefits of transitioning a traditional inland fish farm to an aquaponic business model. His research is motivated by an interest in sustainable development, urban agriculture, closed-loop production, and food security.
Jonathan Otero-Ramos
Discipline: Environmental Sciences
InterAmerican University of Puerto Rico, San Germán Campus

Jonathan Otero-Ramos holds a Bachelor’s of Science degree in microbiology with a minor specialization in Chemistry (2011). As an undergraduate student, he had the opportunity to work on bacterial resistance on freshwater resources. Also, he serves as president of Microbiology Society in his institution. He is currently pursuing a master’s degree in environmental science with a specialization in environmental biology. His thesis focuses on confirming carbon sequestration in different agriculture system through evaluation of arbuscular mycorrhiza fungi and their protein, glomalin, in coffee crops. He had the opportunity to do two summer internships in USDA Animal and Plant Health Inspection Services, Plant Protection Quarantine as entomologist technician and Senior Graduate Researcher on the project: Effect of Temperature and Precipitation in the Distribution of Anastrepha obliqua and Anastrepha suspensa in Puerto Rico, St. Thomas and St. Croix.

Mr. Otero-Ramos received a USDA graduate assistantship and currently works as coordinator of the Florida-Caribbean Consortium for Agriculture Education and Hispanic Workforce Development Program in Puerto Rico. This program gave him training in the agro-ecology field and the opportunity to participate in a three-week training in soil sciences at Florida International University. His achievements have given him the opportunity to teach two undergraduate courses and mentor 14 Hispanic undergraduate students.

Mr. Otero-Ramos’s research interests include scientific and experimental-based knowledge to the environmental microbiology. In the future, he plans to pursue a Ph.D. in environmental microbiology.

Sonia Rios
Discipline: Plant Science
California State University, Fresno

Sonia Rios is currently a Master of Science student in the Department of Plant Science at California State University, Fresno. She holds a Bachelor of Science in plant science from California State Polytechnic University, Pomona. Throughout her undergraduate education, she held internships with the USDA Forest Service, the California Department of Food and Agriculture, and the UC Cooperative Extension (UCCE). Ms. Rios has strived to become an agriculture advocate and educator for the underserved communities of California. A particularly notable experience was her work with the USDA Forest Service Central California Consortium youth program, where she mentored underserved rural farm working high school students and inner city at-risk adolescents with the Inland Empire Urban Youth Conservation Corps in southern California.

She is currently conducting her master’s thesis research on the occurrence of glyphosate-resistant Palmer amaranth (Amaranthus palmeri) weed biotypes in California. Her work will create a strategy for the management of Palmer amaranth in California.

Ms. Rios has been employed with the UCCE as a staff research associate, and is active in her local California Woman in Agriculture chapter in which she served as chair of the undergraduate scholarship committee in 2013. Sonia’s goal is to earn a doctorate degree in agricultural science with emphasis in plant protection to help her obtain a research position with the UCCE as a Farm Advisor or State Specialist managing and growing crops sustainably. She would then like to become a professor at a university and ultimately a Department Head or Dean of Agriculture at a university.
Vanessa Sanchez obtained an Associate in Arts in biology from Miami Dade College, Wolfson Campus. She later earned her Bachelor of Science in biology with a research specialization from St. Thomas University. As a Science and Mathematics Fellow at St. Thomas, she worked at Dr. Pilar Maul’s Plant Biology Laboratory where she conducted research in the micropropagation of plants through plant tissue culture, in species like *Lupinus westianus*, a federally protected Florida legume, and *Hippeastrum*. She also worked in developing a sensitive quantitative real time polymerase chain reaction assay for the detection of Avocado Sunblotch Viroid (ASBVd), a disease affecting South Florida avocado production. Ms. Sanchez worked at the USDA-ARS-SHRS for two years at the Ornamentals and Genetics Plant Laboratory, under the supervision of Dr. Alan Merrow, where she gained extensive experience both generating and analyzing microsatellite DNA and targeted DNA sequences.

Ms. Sanchez is currently a USDA-National Needs Fellow, pursuing her master’s degree in environmental studies with a certificate in agroecology at Florida International University (FIU), working in characterizing rhizobial diversity in legumes from pine rockland soils in South Florida, under the direction of Dr. Eric von Wettberg and Dr. Krish Jayachandran. Through this work she has expanded her ability to utilize next generation DNA sequencing, and has broadened her research horizons by traveling to India, the Dominican Republic, and Costa Rica.

Ms. Sanchez intends to continue her research in legumes and plant-rhizobium symbiosis under a Ph.D. program, in order to better understand and improve genetic diversity among leguminous crops. Legumes are a critical source of nutrition in developing countries and their improvement will provide significant benefits to the agricultural industry and global food security.

Adriana V. Rodríguez-García

 Discipline: Agronomy
 North Dakota State University

Adriana V. Rodríguez-García has always been interested in agriculture and nature conservation. Her first step was to become a Girl Scout of America and obtain the Gold Medal Award with a reforestation project. She pursued a Bachelor of Science degree in agronomy, with an agriculture education minor, at the University of Puerto Rico at Mayagüez. For her summer practicum she worked with the potato breeding program at North Dakota State University (NDSU), learning about planting, field note taking, and field preparation.

As a graduate student at NDSU, she is currently working with the potato breeding program. Her thesis research is titled “Glandular trichomes effect on Colorado potato beetle (*Leptinotarsa decemlineata* Say.) feeding and oviposition habits”. During the summer of 2013, she participated in a study abroad course titled ‘Bioenergy Crops: The European View’, where she had the opportunity to travel to Austria, Germany, and Italy. During these two weeks, she had the chance to observe private industries and public universities involved in bioenergy research. After these experiences, she has become a more mature and open person who is willing to travel, learn a new language, and be challenged in the job force.

Ms. Rodríguez-García’s career plans are to work for the United States Department of Agriculture, at a university, or with the potato industry. She is prepared to work in the field, greenhouse, or laboratory facilities. Her desires are to work in the agricultural industry for a couple of years to gain more work experience before perhaps returning for a doctoral degree. She believes she would be a more productive doctoral student if she has had more work experience before returning to school.

Vanessa Sanchez

 Discipline: Environmental Studies/ Agroecology
 Florida International University
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Thelma Velez graduated Phi Beta Kappa Fall 2010 with a bachelor’s in anthropology/sociology, minor in religious studies and two certificates: environmental studies and agroecology from Florida International University. Her senior capstone project entailed a detailed survey conducted at the 2009 MANRRS conference. The project connected biodiversity loss, climate change, and the implication of individual food choices in order to rate overall knowledge and willingness to change of students and professionals in Agriculture and Natural Resource Sciences.

As an undergraduate, she was president of the Organic Garden Club and Alpha Kappa Delta, a local chapter of the National Honors Sociology Society. Summer 2010, she traveled to India for research on second generation biofuels and community outreach projects.

Ms. Velez began her Master of Science in environmental studies to develop upon her interest in agroecology and sustainability. As a research assistant and organic garden manager for the agroecology program she mentored 14 undergraduate students and supervised field activity for two courses, agroecology and sustainable agriculture. During her management period, FIU’s Organic Garden was designated USDA People’s Garden and featured in the Miami Herald twice.

Ms. Velez has been the recipient of several scholarships from USDA-HSI and USDA-NIFA. Her thesis work involved making biochar from an invasive tree species to use as a soil amendment and explore its effect on plant growth, soil nutrients, and soil carbon storage. Her manuscript has been submitted to the *Journal of Environmental Quality*. She graduated in December of 2012 and is currently teaching online environmental science courses. Her primary focus is on raising her newborn son prior to pursuing her Doctoral degree beginning fall 2015.

Elizabeth Noelia Williams, a doctoral candidate at the University of Maryland College Park, is working on Microbiological Risk Assessments and Hazard Analysis Critical Control Point (HACCP) under the direction of Dr. Robert L. Buchanan.

Ms. Williams has over ten years of combined academic and professional experience in food safety related fields. Originally from Peru, she completed her Bachelor’s of Science degree in food industries and her graduate-level certificate in total quality management and productivity at La Molina National Agrarian University in Lima. Ms. Williams completed a graduate-level certificate in Food Safety Risk Assessment at University of Maryland. Ms. Williams has held food safety related positions with national and international organizations such as USDA ARS and Pan American Health Organization, the Regional Office of World Health Organization (PAHO/WHO) for the Americas and the Caribbean.

Ms. Williams has co-authored a book chapter on HACCP and its use in managing microbiological food safety risks. She is currently serving as student liaison for the Microbial Modeling and Risk Analysis Professional Development Group at the International Association for Food Protection and volunteering at her local IAFP affiliate, the Capital Area Food Protection Association and recently launched together with the CAFPA Young Professionals Team, a mentorship program on food safety.

Her dissertation topic is on Use of Risk Assessments to Develop Risk-based HACCP Plans. For this purpose she is researching two ready-to-eat products and *Listeria monocytogenes*, a pathogen with high incidence among pregnant Hispanic women. Ms. Williams’ career aspirations include completing her doctoral dissertation and serving in positions that will make a difference in the field of food safety.
R. Corey DeLeon
Chair
Texas State University

R. Corey DeLeon holds a Bachelor of Science in psychology and nutrition from Texas State University – San Marcos. He also pursued a Master of Science in human nutrition from Texas State University focusing on molecular and cellular nutrition. His thesis research investigated the molecular effects of bioactive compounds from dietary herbs and spices on in vivo stress response pathways mediated by redox and nitric oxide signaling. His thesis work has resulted in five different peer reviewed publications.

Corey is currently employed full-time with the Capital Area Food Bank of Texas as a nutrition educator. He implements CHOICES, a nutrition education program aimed at helping individuals and families make smart choices at mealtime. Corey is also co-owner of MBLC Cuatro D, a small business with dealings in cattle, oil, and natural gas.

Corey’s short-term goals focus on gaining experience within the field of nutrition education and pursuing a doctorate in nutrition or a closely related field. His long-term goal is to contribute to the field of nutrition through research in the area of childhood obesity prevention. He also aspires to take his hobby of photography and turn it into a small business. Mr. DeLeon was a USDA Fellow in the inaugural cohort of 2012.

Stephany Alvarez-Ventura
Co-Chair
Florida International University

Ms. Stephany Alvarez-Ventura received both her Bachelor of Science and Master of Science in environmental studies from Florida International University, Miami, FL, with an emphasis on agroecology, and biodiversity conservation and management. As a graduate student supported by USDA-HSI and MSP grants, Ms. Alvarez-Ventura analyzed the impacts of Neem oil and Amitraz mixtures on Varroa destructor and Apis mellifera colonies in different agricultural systems of South Florida. She received the first place award for the 2013 Master’s Thesis Competition sponsored by USDA-NIFA, AAHHE and Texas A&M University-Corpus Christi for her work related to food and agriculture sciences.

Alvarez-Ventura’s research interests include applying scientific, experiential, and experimental based knowledge to the sustainable management of food systems. In particular, she is interested in expanding her research interests in the area of food security, water management, and pollinator well-being.

Ms. Alvarez-Ventura currently coordinates the advancement of the new Florida-Caribbean Consortium of Agricultural Education and Hispanic Workforce Development (FCCAgE) grant from the US Department of Agriculture at Florida International University (FIU) and helps to administer the seven year old Agroecology program at FIU. Ms. Alvarez-Ventura was a USDA Fellow in the 2013 cohort.
Dana García

Dr. Dana García, professor and associate chair of biology, directs research of graduate and undergraduate students investigating problems in vision research and in pigment cell biology using a variety of model systems. For the past four years, she has headed the planning committee for Texas State’s annual Women in Science and Engineering Conference, and in 2011, she was appointed by President Denise Trauth to be Texas State’s representative to Texas Women in Higher Education.

Dr. García was awarded a Bachelor of Science in zoology from Texas A&M University, where she was both a National Merit and President’s Endowed Scholar. She graduated magna cum laude in 1986 after completing an undergraduate honors thesis on lead toxicity under the supervision of Evelyn Tiffany-Castiglioni. Dr. García pursued a Ph.D. in physiology at the University of California at Berkeley. At UC Berkeley, García held an NSF Graduate Fellowship and was a Chancellor’s Minority Scholar. After completing her dissertation, Dr. García was appointed assistant professor of biology at Southwest Texas State University, which later changed its name to Texas State University. Dr. García led an NIH Bridges to the Baccalaureate program as principal investigator as well as an NSF Teacher Enhancement Program as co-principal investigator. She also directed the Integrated Microscopy Facility, furnished in part with microscopes purchased with NSF funds she helped to acquire, and under her leadership saw significant growth in the user base for the facility. She served as associate dean for research from 2006 to 2009 and was able to help a number of investigators write winning NSF Career grants.

Dr. García is married to Mr. Paul Bain, and they are blessed with five children: Phillip, Helen, Catherine, Peter, and Susanna.

Refugio I. Rochín

Dr. Refugio I. Rochín is a long-time leader in promoting innovation and change in higher education settings and a published author and internationally recognized expert in his field of economics and international development. His experience includes serving as the executive director of the Society for the Advancement of Chicanos/Latinos and Native Americans in Science (SACNAS), founding director of the Smithsonian Center for Latino Initiatives, first university director of the Julian Samora Research Institute at Michigan State University, and principal investigator and research assessor for the U.S. Department of State (AID), Department of Agriculture, NSF and National Institutes of Health.

Dr. Rochin completed his Ph.D. in agricultural economics at Michigan State University with additional graduate and undergraduate degrees in communication and economics from the University of Arizona and UC Berkeley. He served in the Peace Corps in Colombia (1962-64); building upon that experience as an expert advisor/researcher on peasant farming, food, and marketing systems and institutional reform.

Dr. Rochín cofounded Chicana/o Studies at UC Davis and advanced programs and related research at Michigan State University, the Smithsonian Institution and the University of Notre Dame. He has also worked in Mexico, the Caribbean, Latin America, the Middle East, Pakistan, Bangladesh, Kenya, Ghana, on projects for rural reform and economic development and was part of the Nobel Laureate Team of Dr. Norman Borlaug, recognized for the “Green Revolution” in Asia.
Juan E. Zalapa

Dr. Juan E. Zalapa started junior college in 1994 in Brownsville, Texas, and later transferred to Texas Tech University (TTU) where in 1998 he earned a Bachelor of Science degree in horticulture with a minor in biology. During his years at TTU, Juan conducted undergraduate research as a Ronald E. McNair and Howard Hughes Medical Institute (HHMI) fellow. In 1999, Dr. Zalapa became a graduate student at the University of Wisconsin-Madison and held the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) fellowship and UW-Madison’s Advanced Opportunity Fellowship (AOF) and National Science Foundation (NSF) funded K-Through-Infinity (KTI) fellowships. He received a doctorate degree in plant breeding and plant genetics from UW-Madison in 2005 for his work in genetic mapping and inheritance of yield-related traits in melon (*Cucumis melo* L.). In 2005, Dr. Zalapa was awarded the NSF minority postdoctoral fellowship to study hybridization between native red elm (*Ulmus rubra* Mulh.) and exotic, invasive Siberian elm (*U. pumila* L.) in the departments of Horticulture and Forestry at UW-Madison. In 2009, he joined the Agronomy department at UW-Madison as postdoctoral associate under the Great Lakes Bioenergy Research Center (GLBRC) to study switchgrass (*Panicum virgatum* L.) genetics. In October 2010, Dr. Zalapa became a USDA-ARS Research Geneticist and faculty of the Horticulture department at UW-Madison. Dr. Zalapa’s current research focuses on cranberries (*Vaccinium macrocarpon* Ait.) breeding, genetics, and genomics studies. He is also interested in increasing participation of underrepresented groups in the sciences through science outreach and research. Dr. Zalapa developed an outreach program that is focused on grade school students and their families to introduce them to agricultural and genetics research. He currently mentors one post doc, three graduate students, three minority undergraduate students (McNair and Chancellor Scholars), and three other undergraduate researchers.

“As a 2012 American Association of Hispanics in Higher Education (AAHHE) Graduate Student Fellow, I entered a familia of mentors and colleagues who continue to provide guidance that advances my work as it responds to critical issues and carries clear implications for further research, theory, practice and policy. AAHHE provides a home in which my distinct research focus and nontraditional experiences are valued. This sense of belonging and comunidad is what is helping persist through my doctoral education in academe.”

Mayra Olivares-Urueta
Higher Education Program
University of North Texas
2012 AAHHE Graduate Student Fellow
Dr. Jaime Chahín is professor and dean of the College of Applied Arts at Texas State University. His principal teaching and research interests involve educational, social, and economic policy issues that impact Latino/a populations in America. His most recent articles and edited books are: “Values, Parents and Public Good”; “Latino Youth Resilience”; “Handbook of U.S. Latino Psychology Developmental and Community-Based Perspectives”; and “Engaged Scholarship in Hispanic-Serving Institutions”; just to name a few.

He was executive producer of two documentaries, Mexican American Legislative Caucus: The Texas Struggle for Equality and Opportunity and The Forgotten Americans. In addition, Dr. Chahín received the “Ohtli Award” from the Secretary of Exterior Relations of Mexico.

Dr. Chahín received his Ph.D. in education administration and Masters of Social Work in administration and policy from the University of Michigan at Ann Arbor. He received his Bachelor of Arts from Texas A&I and has completed postdoctoral work at Harvard and Salsburg Institute on sustainable communities. He serves as the treasurer for the American Association of Hispanics in Higher Education and also a member of the United States Hispanic Chamber of Commerce, Council of Economic Advisors.

Dr. Chahín also served as advisor to the Rockefeller Brothers Foundation Master Teacher Project, the Kellogg Foundation Enlace Project, the Hispanic Chamber of Commerce Foundation Board, the Annie E. Casey Foundation, and the Institute for Higher Education Policy – Wal Mart First Generation Student Success Initiative and the Earth Sky (NSF) en Español Project and the Digital Opportunity Consortium.

Norma Guerra Gaier has worked in the career development field at both private and public institutions for more than 22 years, with her most recent experience as the director of Career Services at Texas State University. Currently, she serves on the board of directors for the National Association of Colleges and Employers and is the board advisor to the First Destination Task Force. She has held various leadership positions in her field, including serving as the president of the Southern Association of Colleges and Employers, the Texas Association of Employment in Education and the San Antonio Colleges and Universities Career Centers Association. She has also served as an expert reviewer for the CAS Standards for Career Services and as a NACE Ethics presenter.

She holds a Bachelor of Arts degree in English communication arts and a Master of Arts degree in communication studies from St. Mary’s University in San Antonio, Texas. Ms. Guerra Gaier’s teaching experience includes rhetoric and composition; communication studies capstone courses; freshmen seminar; and guest lecturer at the Oblate School of Theology. Her interests include communication analysis and interpretation involved in the career development process, life transitional issues, ethics in our profession, and the integration of social media in the career search process.
J. Don Luna

J. Don Luna is a professor of Theatre and chair of the Department of Theatre and Dance at Texas A & M University-Corpus Christi. He received his Master of Fine Arts in acting and directing from the University of Arizona. Mr. Luna has been in the theatre profession for over 40 years and has directed and acted in scores of plays, films, and television. His international work is highlighted with two productions at the Edinburg Fringe Theater Festival and his New York work culminated in his performance in “The Wrath of Kali” directed by Lee Breuer of Mabou Mines Theatre Company.

In 2011, he was excited to be part of the inaugural Summer Institute at the Center for Communicating Science at Stony Brooke University. The work at the Summer Institute centered on empowering scientists and other professionals to find their own individual ‘voice’ in communicating with the public. Using theatre games and strategies, this approach helped to free the participants and to engage the listener with the power of their passion for their professional lives.

Mr. Luna enjoys teaching acting, directing, voice and diction, and public speaking. Having completed workshops with Alan Alda at the Stony Brook State University of New York, he enjoys taking his theatre training beyond the stage and into the laboratory. His expertise in theatre and communication give him the unique skills to develop performance abilities that enhance the communication skill set of the scientist.

“Thanks to the AAHHE Graduate Fellows Program, I learned that my path toward giving back and paying it forward need not be linear or fixed, for I now recognize that the end point to my path of development as a Latino professional in higher education will lie not at the end of any one line of professionalization but, rather, at the point in which the two lines of university academics and university administration meet. To pose the question anew: What all is in a corner? I would suggest nothing short of potential and possibility.”

Enmanuel Martinez
Ph.D. Student
Program in Comparative Literature
Rutgers, The State University of New Jersey
2013 AAHHE Graduate Student Fellow
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Proud Sponsor of the Tomás Rivera Lecture

featuring Yvette Donado
Tomás Rivera

Tomás Rivera, author, poet, teacher, and lifelong learner, was born in Texas to farm laborers who were Mexican immigrants. Neither of his parents had a formal education.

He attended Southwest Texas State University, where he received B.S. and MEd degrees in English and administration, and the University of Oklahoma, where he earned his MA in Spanish literature and a Ph.D. in romance language and literature. Rivera also studied Spanish culture and civilization at the University of Texas, Austin and studied in Guadalajara, Mexico.

After completing his PhD, he taught at Sam Houston State University and served on the planning team that built The University of Texas, San Antonio, where he also served as chair of the Romance Language Department, associate dean, and vice president.

In 1978 he became the chief executive officer at The University of Texas, El Paso, and in 1979 he became chancellor of the University of California, Riverside. Rivera was an active author, poet, and artist, and loved to read. He began writing creatively at 11 or 12 years of age. He wrote about Chicano topics, themes, and feelings. Rivera began documenting the struggles of migrant workers, although he did not write about politics and did not view his work as political. He published several poems, short prose pieces, and essays on literature and higher education.

He served on many boards, including the Carnegie Foundation for the Advancement of Teaching, the American Association for Higher Education, and the American Council on Education. In addition, Rivera was active in a great number of charitable organizations and was the recipient of numerous honors, awards, and recognitions. He was one of the founders and presidents of the National Council of Chicanos in Higher Education and served on commissions on higher education under Presidents Carter and Reagan.

## PAST LECTURERS

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<tr>
<th>Year</th>
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<td>Rolando Hinojosa Smith</td>
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<td>Jamie P. Merisotis</td>
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<td>Norma Cantú</td>
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<td>Gregory R. Anrig</td>
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10th ANNIVERSARY

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Yvette Donado oversees human resources, learning & development, corporate quality, process management and facilities, leading a staff of over 400 employees in an organization that employs more than 3,000 people. She also chairs the Council on the Mission, an executive body that ensures the alignment of ETS programs and services with the mission to advance quality and equity in education worldwide.

She spearheaded ETS’s initiative to address the needs of the nation’s English learners. In more than a decade at ETS, she has created a sustainable talent brand, “Learning for Business Results,” to accelerate leadership succession; consistently increased employee engagement as measured by the Employee Commitment Index (exceeding National Employee Study levels).

Donado is on the board of the New Jersey Chamber of Commerce, Junior Achievement of New Jersey, United Way of Mercer County, Hispanics Inspiring Students’ Performance and Achievement, the Committee for Hispanic Children and Families and the Advisory Council of the Pan American Development Foundation. She is also on the faculty of AAHHE’s Student Success Institute. She is the former Vice President, Human Resources and Communications, of the executive board of the National Consortium for Graduate Degrees for Minorities in Engineering and Science.

Donado earned a B.A. in sociology from Queens College in New York, a certificate in labor/employment law and human resources from New York University, a certificate in strategic human resources management and an executive MBA (AMP/advanced mgmt program) from the Harvard Business School. She completed the Executive Development Program at Wharton Business School and a labor relations/conflict resolution program sponsored by Cornell and Boston universities.


In 2012, Hispanic Business named her one of the 50 most influential Hispanics. In 2013, LATINA Style selected her as one of the nation’s top five Latina executives. She has been honored by Parents Step Ahead and 100 Hispanic Women, among others. She has addressed conferences at Princeton and Rutgers universities, the College Board, the United States Hispanic Leadership Institute, AAHHE Education, and the National Hispana Leadership Institute, among others. In 2013, she addressed human resources symposium in Madrid, Spain. An expert on leadership and self-actualization, Donado enjoys speaking on education and assessments and their role in successful careers and productive citizenship. She is fluent in Spanish.▶

About ETS – At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and post-secondary education, as well as conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® tests and The Praxis Series™ assessments — in more than 180 countries, at over 9,000 locations worldwide. www.ets.org
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 Dissertation 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 action. So ETS is deeply honored to join with AAHHE in honoring this year’s winners. Please join us in congratulating the winners and attending the presentations of the dissertations at a concurrent session of the conference. We at ETS look forward to working with AAHHE in next year’s competition.

Kurt M. Landgraf
President and CEO

Kurt M. Landgraf joined ETS as president and chief executive officer on Aug. 7, 2000. Since then, he has overseen ETS’s entrance into the K-12 market, expanded its international businesses, broadened its education research activities and raised the company’s profile as a voice for education reform.

Besides strengthening ETS’s business and research initiatives, Landgraf has nurtured the company’s social and community outreach efforts, in part by instituting a policy that provides one paid community service day for every employee each fiscal year and that actively encourages employees’ participation. He has also led the establishment of innovative company programs to assist local communities and service groups and improve education. These include the ETS-Trenton Community Partnership, which aims to improve student and teacher performance in the Trenton, NJ, public school system by bringing to bear ETS’s resources, including research-based instructional tools and tactics on curriculum and student needs. ETS, moreover, works with the school system and the community to help build a school culture that fosters motivation and learning.

In its ongoing efforts to help close the academic achievement gap between affluent and disadvantaged students, under Landgraf’s leadership ETS has strengthened ties and collaborated with Historically Black Colleges and Universities, the Urban League, the Hispanic Association of Colleges and Universities, the ASPIRA Association and Native American education groups.

A Foundation in Leadership and Caring

Landgraf began his career at ETS more than 30 years ago, when he served as associate director of marketing. Before returning to ETS in 2000, he was Chairman and chief executive officer of the DuPont Pharmaceuticals Company, having previously held a variety of leadership positions at DuPont and the Upjohn Company.

Landgraf is a member of the New Jersey Commission on Higher Education, a post to which he was appointed by former Gov. Richard Codey, and a member of the Washington Higher Education Secretariat, American Council on Education.

Landgraf is also a member of the board of directors of IKON Office Solutions, Inc., Louisiana-Pacific Corporation, and Corning, Inc. He has chaired the National Pharmaceutical Council, United Way of Delaware and the Delaware Association for Rights of Citizens with Mental Retardation and Delaware CarePlan. He recently completed a term as president of the National Consortium for Graduate Degrees for Minorities in Engineering and Sciences, Inc. and is a member of the Rock Institute of Ethics at Pennsylvania State University.

“As the recipient of the AAHHE/Educational Testing Service’s Kurt M. Landgraf Outstanding Dissertation Award, I not only had the chance to attend the annual national conference, but also had the wonderful opportunity to present my dissertation research and have it validated by a diverse community of scholars, students, and administrators. This opportunity in turn facilitated being able to engage in numerous stimulating and insightful conversations about the critical role of my work in the lives of Latina/os and helped solidify for me the importance of continuing my line of research. Equally important, I was inspired to continue pursuing my goals of becoming an academic, alongside a supportive AAHHE family.”

Kristine M. Molina, PhD
Outstanding Dissertation Competition, 2012, First Place Winner
Post-Doctoral Research Fellow
University of Miami, Psychology Department
Supporting Education and Opportunities for Latinos

ETS congratulates the 2014 winners of the Outstanding Dissertations Awards Competition and salutes the American Association of Hispanics in Higher Education for advancing opportunities for Latinos.

To download a free copy of ETS’s Tomás Rivera Lecture reports on education issues in the Latino community, visit www.ets.org.

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Carla Pezzia
Postdoctoral Fellow
University of Texas at San Antonio

Dissertation Title: Sober Self: Discourse and Identity of Recovering Alcoholics in the Western Highlands of Guatemala

Degree Granting Institution: University of Texas Health Science Center at San Antonio

Carla Pezzia received her Ph.D. in anthropology from the University of Texas at San Antonio and her Master of Public Health from the University of North Texas Health Science Center. Her work thus far is driven by an interdisciplinary approach to address mental health disparities within Latino populations. She has ongoing research projects in Texas and Guatemala.

Her dissertation examines issues related to the recovery of alcoholism, drug addiction, and other mental illnesses in the Western Highlands of Guatemala. She drew upon over two years of fieldwork where she utilized a mix of epidemiological and ethnographic methods, such as prevalence surveys, life history interviews, and participant observation. At the macro level, her work focuses on access to care in a globalized community. At the micro level, she explores shifts in identity and selfhood between states of illness and recovery. Her work contributes to emerging anthropological literature on self-transformation in non-Westernized therapeutic processes for sobriety. She documents the historical and cultural conditions shaping practice and policy toward alcoholism in Guatemala. She also adds to public health literature on suicidality and mental health care systems in Latin America. Her future projects in Guatemala will examine themes that emerged from her dissertation and cross-cut issues of health, development, environment, and political economy.

Dr. Pezzia currently serves as a postdoctoral fellow in the Division of Hospital Medicine at the University of Texas Health Science Center at San Antonio, lecturer in the Department of Sociology at the University of Texas at San Antonio, and co-director of the North Carolina State University Ethnographic Field School in Guatemala. Her research in San Antonio incorporates ethnography with complexity science to understand the dynamic and evolving nature of social support systems for Latinos in recovery from substance abuse. From a research-led pedagogical perspective, her teaching philosophy reflects a commitment to engage anthropological perspectives to develop a deeper understanding of the human condition with reference to how we understand and approach issues of disparity and suffering.

Dr. Pezzia participates in various professional organizations, and she is the current chair of the Human Rights and Social Justice Committee of the Society for Applied Anthropology. She is deeply honored by the dissertation award she received from AAHHE and hopes to continue her involvement with the association for years to come.
Lucy Arellano
Assistant Professor
University of California, Los Angeles

Dissertation Title: Capitalizing Baccalaureate Degree Attainment: Revealing the Path of the Latina/o Scholar
Degree Granting Institution: University of California, Los Angeles

Lucy Arellano is an assistant professor in the College of Education at Oregon State University. As a Xicana from East Los Angeles, a granddaughter of a campesino, daughter of factory workers, the first in her family to go to college, and a proud product of the public education system she strives in all aspects of her work to help those that seek a postsecondary education—particularly marginalized groups. Her dissertation focused on understanding the precollege characteristics and institutional environments that foster degree attainment for Latinas/os. Utilizing a longitudinal sample of 15,745 Latinos across 459 institutions nationally, the study quantitatively examined student- and institutional-characteristics that predict six-year baccalaureate degree attainment for Latino students across three subgroups (Mexican American/Chicano, Puerto Rican, and Other Latinos).

Preceding her arrival at Oregon State University, she served as the research and assessment specialist in the Office of the Vice Chancellor for Students at the University of Hawaii at Mānoa. While there, she was the principal investigator of a mixed-methods study identifying reasons why students do not re-enroll at the University. Prior to that appointment, she taught in the Higher Education Administration and Policy Program at the University of California, Riverside.

Dra. Arellano earned her Ph.D. from the Higher Education and Organizational Change division in UCLA’s Graduate School of Education and Information Studies. She holds a master’s degree from the Center for the Study of Higher and Postsecondary Education at the University of Michigan. As an undergraduate she majored in computer animation, American culture, and Latina/o Studies also from the University of Michigan.

Her research focuses on persistence, retention, and degree completion for emerging majority students. Concepts of diversity, campus climates, campus engagement, and student co-curricular involvement ground her work. Furthermore, she examines campus environments and how institutional agency influences student success. Current and future work investigates student mobility across multiple colleges/universities and varying institutional types.
ETS OUTSTANDING DISSERTATIONS

COMPETITION

3RD PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Wilfredo Del Pilar
Director of Development
The Pennsylvania State University

Dissertation Title: Undocumented Students: Understanding the Context for Postsecondary Access
Degree Granting Institution: The Pennsylvania State University

Wil Del Pilar is director of development for educational equity at the Pennsylvania State University where he is responsible for fundraising for underserved populations. During his tenure the unit has raised over $2 million in scholarship support for these populations. Prior to his work at Penn State, Dr. Del Pilar was a special assistant at the Pennsylvania Department of Education (PDE) heading up state efforts aimed at increasing postsecondary participation, the College Access Challenge Grant, State Fiscal Stabilization Funding for Postsecondary Education and the Postsecondary Data Collection through the Pennsylvania Information Management System (PIMS). While at PDE, Dr. Del Pilar wrote and managed two grants, which brought over $7 million to the commonwealth to support college access programs throughout the commonwealth of Pennsylvania.

Dr. Del Pilar’s professional experience also includes over 13 years of experience in enrollment management at the University of California, Santa Cruz, Loyola Marymount University and Chapman University.

Dr. Del Pilar’s work in higher education has shaped his research interest, which focuses on postsecondary access, retention, and policy. Specifically his interest centers upon the intersection between state policy, social capital, and school factors on the postsecondary enrollment of immigrant student populations.

In addition to his professional endeavors Dr. Del Pilar is also an active member at his home campus and where he serves as a presidential appointed member of the Council on Racial Ethnic Diversity (CORED) as well as a member of the Division of Development and Alumni Relations Diversity Council. He also serves as the advisor for Latino Caucus at Penn State. Dr. Del Pilar is also an active member of the Association for the Study of Higher Education (ASHE) where he serves as a mentor for the Council for Ethnic participation and has maintained an active relationship with the American Association of Hispanics in Higher Education (AAHHE) where he was selected as a graduate fellow and has continued to serve as an applicant reviewer for the organization.

Wil received his master’s degree in educational counseling from California State University, Dominguez Hills and his doctoral degree from the Higher Education Program at the Pennsylvania State University.
HONORABLE MENTION FINALISTS
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Michele Quiñones
“Factors That Influence Perceptions of Racial Profiling During Police/Motorist Interactions”
Degree-Granting Institution:
Texas State University – San Marcos

Sandra E. Galindo
“Media Representation of Immigration in a Migrant Provider and Migrant Receptor Country: A Critical Discourse Analysis”
Degree-Granting Institution:
University of Texas at San Antonio

Yvette Donado
Senior Vice President & Chief Administrative Officer
ETS

Recognizing scholarly achievement is an important way to grow the pipeline of Hispanics in higher education. Since 2006, the three winners—and all the fine entrants—of the annual ETS-AAHHE Outstanding Dissertation 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 action. Together we are working to help narrow achievement gaps and assure greater opportunities for meritorious scholars. So ETS is deeply honored to join with AAHHE in honoring this year’s winners and wishing them success in their academic and professional pursuits.

Please join us in congratulating the winners and attending the presentations of the dissertations at concurrent sessions of the conference. We at ETS look forward to working with AAHHE in the 2015 competition.
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<td>Frances Contreras</td>
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<td>David Garcia</td>
<td>Associate Professor</td>
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<td>Andrea J. Romero</td>
<td>Associate Professor</td>
<td>Family Studies &amp; Human Development</td>
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<td>Mexican American and Raza Studies</td>
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<td>University of Arizona</td>
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<td>Azara Santiago-Rivera</td>
<td>(Committee Chair)</td>
<td>Professor &amp; Lead Faculty</td>
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<td>Counseling Psychology Program</td>
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<td>The Chicago School of Professional Psychology</td>
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<td>Maryann Santos de Barona</td>
<td>Professor and Dean</td>
<td>College of Education</td>
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<td>Purdue University</td>
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<td>Gilbert A. Valverde</td>
<td>Professor and Department Chair</td>
<td>Dept. of Educational Administration &amp; Policy Studies</td>
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<td>University at Albany, State University of New York</td>
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<td>Carlos Velez-Ibañez</td>
<td>Professor of Anthropology</td>
<td>Director, School of Transborder Studies</td>
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<td>Arizona State University</td>
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AWARDS

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Alfredo G. de los Santos Jr. Distinguished Leadership in Higher Education Award
This award is given to an outstanding administrator in the field of higher education who has demonstrated excellence in the profession. The award is named in honor of Dr. Alfredo G. de los Santos, Jr., a leader, faculty member, mentor, and champion in higher education.

David López
President
The National Hispanic University

Dr. David P. López is the first chancellor of The National Hispanic University and brings more than 35 years of higher education experience to the role as he works to expand access to affordable, quality education for Hispanics and other underserved students. Prior to his role as chancellor, Dr. López served as president of The National Hispanic University since 2003.

After beginning his teaching career in the College of Education at New Mexico State University, Dr. López taught at California State University, Fresno, where he became a tenured faculty member in the School of Education and Human Development. Dr. López has also served as a consultant in the private sector, helping to establish relationships between the corporate and educational communities. These collaborative efforts have included scholarship drives, local educational programs, and parent education/involvement projects.

From 2006-2011, Dr. López was twice appointed by the governor to the California State Board of Education. During that time, he also served on the California Postsecondary Education Commission, the state’s former independent agency for higher education policy planning, research, and analysis. In addition, since 2007, Dr. López has served on the board of directors of the Silicon Valley Children’s Fund. He also serves as a board member of the Silicon Valley Community Foundation.

Dr. López has received numerous awards and accolades, including being named the “Most influential Latino educator in Silicon Valley” by a panel of community organizations in 2007, receiving the 2005 Hispanic-Net Educator of the Year Award, and receiving an American Diabetes Association/National Father’s Day Council Father of the Year Award in 2004.

Dr. López earned his Doctorate of Education with a concentration in curriculum and instruction at New Mexico State University. He earned his Master of Arts in educational administration at New Mexico Highlands University and his Bachelor of Arts in elementary education from the University of New Mexico.

LIST OF PAST RECIPIENTS

2013 Norma L. Hernandez
2012 J. Michael Ortiz
2011 Leonardo de la Garza
Shirley Reed
2010 Milton Gordon
2009 Dolores M. Fernández
2008 Silas H. Abrego
2007 Diana Natalicio and Ernest H. Moreno
2006 Jose Jaime Rivera
2005 Blandina Cardenas and Miguel A. Nevarez
2004 Estela López
2003 B. Roberto Cruz
2002 Margarita Benítez
2001 Douglas X. Patiño
2000 Cecilia L. Lopez
1999 Jesús Rangel
1998 Celestino Fernández
1997 Eduardo Padrón
1996 Lattie F. Coor
1995 Victor Aicea
1994 Juliet García
1993 José González
1992 Manuel Pacheco
1991 Alfredo G. de los Santos, Jr.
1990 Not awarded
1989 Jaime Escalante
1988 Tomás Arciniega
1987 Arturo Madrid
Tomás D. Morales was selected as the president of California State University, San Bernardino in May 2012. He is the university’s fourth president since it opened in 1965. Previously, Morales was president of the College of Staten Island, The City University of New York (CUNY), since 2007.

From 2001 to 2007, Morales served in various capacities at California State Polytechnic University, Pomona, including provost and vice president for academic affairs, vice president for student affairs, and professor of education.

Prior to joining Pomona, Morales was vice president for student affairs and dean of students at The City College of New York/CUNY from 1994 to 2001. He provided strategic leadership, restructured the Student Services Corporation, and implemented a new student-centered model for the division of student affairs. From 1992 to 1994, Morales was assistant dean of the School of Education at the State University of New York (SUNY), New Paltz.

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

Morales is actively involved with several national organizations such as the American Association of State Colleges and Universities and AASCU’s National Task Force on College Readiness, which recently released the report, “Serving America’s Future: Increasing College Readiness.” In addition, Dr. Morales serves as vice chair of the Governing Board of the Hispanic Association of Colleges and Universities.

In New York, Morales was actively involved in the educational and economic development of the community. He was appointed by Mayor Michael Bloomberg to the New York City Panel on Educational Policy, and was a member of the Board of Directors of the Staten Island Foundation, SINY Inc., the Staten Island Chamber of Commerce, and A Vision for Staten Island.

His lifelong dedication to improving the access and quality of public higher education has been recognized with numerous awards, including the Distinguished Leader in Education award from Education Update; the Lifetime Achievement Award in Education from the New York League of Puerto Rican Women, Inc.; Effective Leadership Golden Age Award from the Latino Center on Aging; Latino Trendsetter Award at the United Nations; the IMAGEN Certificate Award from U.S. Citizenship and Immigration Services; the Professional Achievement Award from Boricua College; the Hispanic Leadership Award from the Boy Scouts of America; the Outstanding Leadership in the Service of Youth Award by the National Honor Society at Susan E. Wagner High School; and the Louis R. Miller Award from the Staten Island Chamber of Commerce and Staten Island Advance.
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Outstanding Latino/a Faculty in Higher Education: Research Award/Teaching (Research Institutions) Award

This award recognizes an individual who has demonstrated excellence in both research and teaching and has provided significant contributions to his/her academic discipline.

Aída Hurtado
Professor of Chicana and Chicano Studies
University of California, Santa Barbara

Professor Aída Hurtado, with over 130 publications, including nine edited and non-edited books and monographs and 43 policy briefs and reports, is not only one of the highest ranking Chicana faculty members in the University of California system, she is also one of the most prolific scholars. Her work is renowned because of its broad interdisciplinary approaches, her use of multiple methods, including quantitative, qualitative and mixed-methods, and because of its theoretical sophistication. Her intellectual influence covers various disciplines and areas of study. Several of her writings have become classic readings in education, social psychology, ethnic studies, sociology, and feminist studies, among other areas of study.

Professor Hurtado currently holds the Luis Leal Endowed Professorship and is a faculty member in the department of Chicana and Chicano Studies at the University of California, Santa Barbara. She is past chair of the National Association for Chicana/Chicano Studies. Dr. Hurtado’s research includes Latinos/as’ educational achievement, media representations race, and feminist analysis of Latino masculinities.

Professor Hurtado has received recognition for her body of work including an honorable mention for her book Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity (2003, NYU Press) given by The Gustavus Myers Center for the Study of Bigotry and Human Rights in North America.

Professor Hurtado is also well known for her innovative teaching, always incorporating a practical component as part of her teaching. She believes that students learn best when they apply their academic learning to specific issues in communities and are challenged to translate their academic work into practical solutions. She has single-handedly integrated many professional networks by her insistence in including both undergraduate and graduate students in the entire cycle of research—from data gathering, to data analysis, and ultimately presentation and participation in professional organizations.

Professor Hurtado has served as a consultant on educational and gender issues for the Ford Foundation, the Rockefeller Foundation, the Kellogg Foundation, the federal program GEAR UP, the University of California’s Office of the President, among other local, state, and national organizations.

She has consistently exercised her leadership at the local level by serving as director of the UCSC social psychology graduate program, one of the first psychology programs in the country to explicitly focus on social justice and require multi-method training, including qualitative methods. She also served as director of the UCSC Chicano/Latino Research Center, and most recently served as chair of the Chicana and Chicano Studies department, the first to have a doctoral program exclusively in Chicana/o Studies.
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Outstanding Support of Hispanic Issues in Higher Education Award

The Outstanding Support Award is given to an individual in the community who has demonstrated outstanding accomplishment and support of Hispanic issues. This individual need not be an educator but one who has made significant contributions to the Latino higher education community, i.e., community leader, civic leader, elected or appointed official, etc.

2013 Charles B. Reed
2012 Jeanett Castellanos
2011 Enrique G. Murillo, Jr.
2010 Carlos Vélez-Ibáñez
2009 Peter Rosa
2008 Maggie Rivas-Rodríguez
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

Stephen Jordan
President
Metropolitan State University of Denver

Stephen M. Jordan has been president of Metropolitan State University of Denver since July 2005. Since taking the helm, Jordan has led MSU Denver on a rapid trajectory toward becoming one of the preeminent public urban universities in the nation. Under his leadership, MSU Denver has achieved university status, improved access higher education access for undocumented students through its leadership in passing the ASSET bill, launched its first master’s degree programs, and seen undergraduate enrollment skyrocket.

While at the university, to improve retention and graduation rates, Jordan has overseen the addition of the First Year Success Program, a learning community with support services that eventually will be offered to all incoming freshmen. He has established a goal for the University of achieving the status of Hispanic-Serving Institution. And in 2012, the university adopted an ambitious strategic plan that will accelerate MSU Denver’s progress toward its vision of national preeminence.

As chair of the National Collegiate Athletic Association’s Division II Presidents Council in 2008 and 2009, Jordan led the charge for collegiate athletics to return to their fundamental purpose with the appropriate balance between academics and athletics and for student-athletes to become involved members of their communities. MSU Denver received the NCAA Division II Community Engagement Award in the Rocky Mountain Athletic Conference (RMAC) for its “Building Bridges to the Community” program, a partnership between the women’s softball team and Denver West High School’s team. Today he serves as chair of the RMAC Presidents Council.

Jordan continues to be called upon as a leader in higher education, locally, and nationally. He is the incoming chair of the Voluntary System of Accountability Oversight Board, a program of the American Association of State Colleges and Universities. He also serves on the boards of the Downtown Denver Partnership, the Denver Metro Chamber Leadership Foundation, and the Hispanic Chamber of Commerce of Metro Denver.

During his seven years as president of Eastern Washington University before coming to MSU Denver, he was named one of the nation’s most innovative and entrepreneurial higher education leaders in the book The Entrepreneurial College President by James L. Fisher and James V. Koch (Praeger Publishers, 2004). The authors describe Jordan and 16 others as leaders who “appreciate, but are not anchored by, the past and who readily question the status quo, generate innovative ideas, and find ways to prevent organizational structure from discouraging change.”

Jordan grew up in Colorado. He holds a bachelor’s degree from the University of Northern Colorado and a master’s degree and a doctorate in public administration from the University of Colorado Denver. He and his wife Ruthie have two sons, a daughter and six grandchildren.
UPS is proud to sponsor

The American Association of Hispanics in Higher Education (AAHHE)

Outstanding Latino/a Faculty in Higher Education:

Service/Teaching Award

Congratulations to the 2014 recipient

Dr. Sandra Trejos
Professor of Economics
Clarion University of Pennsylvania.
Outstanding Latino/a Faculty in Higher Education: Service/Teaching (Teaching Institutions) Award

This award recognizes an individual who has provided outstanding service through creation or expansion of a program, innovative programming or direct work with students and/or has provided excellent instruction in a teaching-oriented institution.

Sandra Trejos
Professor of Economics
Clarion University of Pennsylvania

Dr. Sandra Trejos is a professor of economics at Clarion University of Pennsylvania. She joined the Clarion University Faculty in 2004 where she received tenure and full professorship in 2009. She conducts research in the fields of economic development, international economics, and economic education. Her interest in economics comes from her desire to have an educated participation in the fight against poverty, income inequality, ignorance, and all associated factors. She serves as the faculty advisor for both the Economics Club and the Study Abroad Club, which became a key organization on campus to promote students’ international experiences and awareness. She is also currently advising the newly founded Model United Nations Club. She received a 2006 fellowship with the Center for International Business Education and Research to attend a seminar in Monterrey Mexico, and she is a member of the International Who’s Who Historical Society, Phi Eta Sigma, and Beta Gamma Sigma.

Dr. Trejos is a 2009 and 2010 Who’s Who in America, and a 2010-2011 Who’s Who of American Women. She earned the 2009 Clarion University Outstanding Faculty Equity Award for her work with students on projects dealing with justice and awareness of social and human situations around the world. During her faculty career, she has been awarded research awards by the College of Business and several teaching awards from different organizations. She earned the 2010 Clarion University Faculty of the Year award at the Student-Athlete Luncheon.

As a teacher, Dr. Trejos is an innovator in the classroom where she has implemented engaging methods and techniques such as the student response system and the wikis in addition to class discussions, group work, and scholarly projects. She has been the faculty sponsor of multiple undergraduate and graduate research grants and international scholar awards towards studying abroad with Clarion University.

Dr. Trejos has also been an active member of the Presidential Commission on the Status of Women and a Board member of the former University Theater Council. In the economics profession, she works with the American Society of Hispanic Economists and the Pennsylvania Economic Association of which she was the 2011-2012 vice president of publicity, the 2012-013 vice president of program and proceedings and the 2013-2014 president designate. She also serves as a mentor for the American Economic Association Pipeline Program organized by the Commission on the Status of Minorities in the Economics Profession.

Dr. Trejos is also an active reviewer for different publication outlets and regularly presents at conferences nationally and internationally. She has presented her work in Switzerland, Argentina, Brazil, Italy, and other international interdisciplinary venues. She was a member of the Clarion University Campus Ministry Board for seven years and is currently part of the Women and Gender Studies Council. Dr. Trejos, married to Dr. Gustavo Barboza, has four daughters.
AWARDS

Outstanding Latino/a Cultural Award in Literary Arts or Publications
This award has been established to recognize Latinos/as who have contributed significantly to our understanding of our Hispanic community and/or culture through literary arts, scholarship, and publications. This award will honor individuals for the following achievements:

- Fictional short story, novel, children’s book, or poetry authentically depicting Latinos/as
- Non-fictional publications, books, manuscripts, Latino journal
- Editor of Latino newspaper

Octavio Roca
Assistant Professor
Miami Dade College

Octavio Roca is an assistant professor of philosophy at Miami Dade College. A beloved teacher and passionate champion of Hispanic-American culture, Roca helped write and obtain a college-wide three-year NEH grant, “Building Bridges to Democracy.” After the Smithsonian Institution recommended his book Cuban Ballet to U.S. visitors to Cuba, Roca was asked in 2013 to give a series of talks on Cuban dance and American Culture to Smithsonian groups on their way to Havana, something he has been invited to repeat in 2014. He has been featured on CNN and CNN en Espanol, El Show de Bailey, El Show de Maria Elvira, AOL-Latino, Poder Magazine, and other television and radio shows as well as in The Washington Post, The Los Angeles Times, San Francisco Chronicle and the Associated Press. He has been the subject of two documentaries on Hispanic dancers in the United States, on the BBC World News Service, and nationally on TV-Marti and MegaTV.

Before joining Miami Dade College, Roca was music and dance critic for The Washington Post, The Washington Times, and the San Francisco Chronicle. He has written for Opera News, Dance Magazine and Musical America. Among his other books are the biography Scotto, More Than A Diva, Prologue to Greatness, American Dance—A Constantly Evolving Tradition. Roca gave a series of lectures on American dance and American culture at the Catalan Theater Institute of the University of Barcelona. He edited Shorts, an anthology of new poetry with all royalties donated to AIDS education projects in the Washington, D.C., area. His works for the stage include commissioned translations of Stravinsky’s The Soldier’s Tale, Mascagni’s Our Friend Fritz, Gluck’s Orpheus and Eurydice, Monteverdi’s The Coronation of Poppea, as well the original libretto for Lucia Hwong’s The Unwelcome Rhythm of Your Pulse, based on the ecstatic visions of St. Teresa of Avila, commissioned by the San Francisco Women’s Philharmonic and the National Endowment for the Arts. In Miami, he was commissioned a translation of Navidad Gitana, a holiday musical originally from Colombia that premiered at the Arsht Center in Miami.

Roca has served on the juries of the Metropolitan Opera National Auditions, the International Young Conductors’ Competition in Besançon, the Nijinsky Awards in Monte Carlo and the International Ballet Festival in Havana, his native city. As a journalist, he received the Sigma Delta Chi, Washington Dateline, and American Association of Sunday and Feature Editors Awards. His hundreds of scholarly and mainstream articles range from “Atoms and Persons” in The Philosophical Forum to “Reinaldo Arenas in Exile” in The Washington Times and “Creating an Alternative Cuban Culture” in the San Francisco Chronicle. He studied at Emory University and Georgetown University, and he also has a diploma from Alicia Alonso’s Ballet Nacional de Cuba. He has lectured at the American Film Institute, has taught in the University of Miami’s philosophy department and was a visiting professor in Barry University’s theology and philosophy department. He lives with his husband in Miami Beach, where he used to be a lifeguard a while back.

LIST OF PAST RECIPIENTS

2013 Benjamin Alire Sáenz
2012 Alma Flor Ada
2011 Chon A. Noriega
2010 Francisco Aragón
2009 Bessy Reyna
2008 Javier Ávila
2007 Helena Maria Viramotes
2006 Esmeralda Santiago
2005 Cordelia Chávez Candelaria
2004 Alberto Ríos
2003 Rudolfo Anaya
2002 Juan Delgado
2001 Teófilo Jaime Chahín
1996 Nicholas Kanellos & Gary D. Keller

126 9TH ANNUAL NATIONAL CONFERENCE
California State University, Los Angeles joins

**CSU Chancellor Timothy P. White**

in applauding the AAHHE’s continuing success in significantly increasing the number of Hispanic faculty in higher education, addressing critical issues within academia, and recognizing the achievements of Latinos across the nation.