Hacia una Agenda Latina

Toward a Latino Attainment Agenda

Shaping Our Own Destiny

Forjando Nuestro Destino

Hyatt Regency Riverwalk Hotel / San Antonio, TX

March 28-30 / 2013
With commitment, determination and effort, great things happen.

We at Anheuser-Busch are proud to support the American Association of Hispanics in Higher Education for helping others soar.

The Sky’s the Limit.
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### Conference at a Glance

**Tuesday, March 26, 2013**

- 2:00 p.m. – 5:00 p.m. USDA Fellows Workshop
- 6:00 p.m. AAHHE/Ford Fellows Orientation Dinner

**Wednesday, March 27, 2013**

- 8:00 a.m. – 5:00 p.m. AAHHE/Ford Fellows Workshop
- 8:00 a.m. – 5:00 p.m. USDA Fellows Career Preparation Institute
- 12:00 p.m. – 4:00 p.m. AAHHE Board Meeting (invitation only)
- 6:00 p.m. Fellows Reception

**Thursday, March 28, 2013**

- 8:00 a.m. – 2:00 p.m. AAHHE/ETS Latino Student Success Institute
- 8:00 a.m. – 5:00 p.m. USDA Fellows Career Preparation Institute
- 8:00 a.m. – 4:00 p.m. AAHHE/Ford Graduate Fellows Workshop
- 10:00 a.m. – 4:00 p.m. Career Advancement Seminar
- Noon – 4:00 p.m. Pre-conference Workshops (4)
- 1:00 p.m. – 5:30 p.m. Conference Registration, Los Rios Foyer
- 3:00 p.m. – 9:00 p.m. Opening Plenary Session – Tomás Rivera Lecture, Regency Ballroom
- 5:30 p.m. – 7:30 p.m. Conference Reception, Regency Ballroom

**Friday, March 29, 2013**

- 7:00 a.m. – 8:00 a.m. Continental Breakfast, Regency Ballroom
- 7:30 a.m. – 4:00 p.m. Conference Registration, Los Rios Foyer
- 7:30 a.m. – 9:00 p.m. Exhibits Open, Regency Ballroom
- 8:00 a.m. – 9:15 a.m. Concurrent Sessions (10)
- 8:00 a.m. – 5:00 p.m. USDA Fellows Career Preparation Institute
- 9:30 a.m. – 11:00 a.m. Plenary Session #2, Regency Ballroom
- 11:15 a.m. – 12:30 p.m. Concurrent Sessions (10)
- 12:45 p.m. – 2:00 p.m. Plenary Session #3, (Luncheon), Regency Ballroom
- 2:15 p.m. – 3:30 p.m. Concurrent Sessions (10)
- 3:45 p.m. – 5:00 p.m. Concurrent Sessions (10)

**Saturday, March 30, 2013**

- 7:00 a.m. – 8:00 a.m. Continental Breakfast, Regency Ballroom
- 7:30 a.m. – 12:00 p.m. Conference Registration, Los Rios Foyer
- 7:30 a.m. – 1:00 p.m. Exhibits Open, Regency Ballroom
- 8:00 a.m. – 9:15 a.m. Concurrent Sessions (10)
- 8:00 a.m. – 12:30 p.m. USDA Fellows Career Preparation Institute
- 9:30 a.m. – 11:00 a.m. Plenary Session #4, Regency Ballroom (Breakfast)
- 11:30 a.m. – 12:45 p.m. Concurrent Sessions (10)
- 1:00 p.m. – 3:30 p.m. Plenary Session #5, Annual Awards Luncheon, Regency Ballroom
- 3:30 p.m. – 4:00 p.m. Conference Closure
Dear participants of the 2013 AAHHE National Conference:

I am so pleased to welcome you to AAHHE’s eighth annual national gathering of our country’s top Latino/a higher education practitioners, administrators, policy makers, faculty members and graduate students.

Thank you for taking the time from your important work at home to not only contribute to our continuing efforts to improve the disparate experiences of Latino/a students in all levels of education in this country, but to also add to the collective support of clear-cut and lasting change to our nation’s education policy. The theme of this year’s conference, “Toward a Latino Attainment Agenda: Shaping our Own Destiny,” embodies this call to action, to forming and implementing the agenda that is critical to our nation’s success.

Please plan carefully to attend as many of the sixty concurrent sessions and five plenary sessions as you can – all have valuable information, best practices and research to learn from and take back with you to share with your administration and colleagues. Be sure to attend the Tomás Rivera Lecture, given by Francisco Cigarroa, M.D., chancellor of the University of Texas System, at the Opening Plenary Session on Thursday evening. Our conference book author, Arturo Madrid, will be available to autograph his book, In the Country of Empty Crosses: The Story of a Hispano Protestant Family in Catholic New Mexico. Finally, the conference closes with our Annual Awards Luncheon Saturday afternoon.

You’ll have an opportunity to meet and engage our AAHHE/Ford Foundation Faculty and Graduate Fellows. Our Faculty Fellows are beginning their career journey in tenure-track positions, and our Graduate Fellows are in various phases of their PhD programs and also represent an array of disciplines.

In addition to the general conference proceedings and the Fellows programs, AAHHE is also offering four pre-conference workshops, USDA Fellows meetings, a Latino/a Student Success Institute, the AAHHE Board Meeting, and Outstanding Thesis and Dissertation competitions. All of these important events are made possible by our generous sponsors, to whom I extend our sincere gratitude, and by our hard working and dedicated staff and students, to whom I extend my personal thanks for the privilege of working with you.

As you might well imagine, AAHHE is close to my heart — the individuals, the mission and the sense of familia that exists within the membership. Our annual conference is more than educators talking about education; it is deeply committed experts thinking and strategizing for a greater purpose, collectively supporting each other’s successes, and embracing a spirit of activism to improve our world. I consider the title of president a great honor.

Sinceramente,

Loui Olivas
President
March 28, 2013

Dear AAHHE Conferences:

Welcome to the eighth annual AAHHE National Conference in my hometown of San Antonio! I hope that you enjoy the Conference, and that you take the time to experience the wonderful Latino culture and historic sites of our city, such as the Spanish missions and the River Walk area.

As President of The University of Texas at San Antonio, I am committed to helping transform people’s lives through their participation in higher education. Education is the great equalizer, and it is our vision at UTSA to provide access to a Tier One university where all students can pursue their dreams. UTSA and AAHHE share a similar vision, and this is why I am honored to serve on the board of AAHHE.

I hope that as you participate in this year’s AAHHE National Conference, that you are inspired to continue building those essential bridges necessary for engaging students in the higher education dream. These are challenging times for higher education administrators, as we are faced with issues of college affordability, reductions in student support and limited resources. Yet, as we participate in the workshops and featured sessions, it is my hope that we learn from each other, exchange best practices and create new possibilities for the benefit of our students. I hope that upon attending the AAHHE National Conference that you will return home renewed in your determination to continue serving the next generation of students whose success depends on our commitment.

Again, welcome to San Antonio and to this year’s National Conference. I look forward to seeing you.

Sincerely,

Ricardo Romo
Honorary National Conference Chair
President
The University of Texas at San Antonio

One UTSA Circle • San Antonio, Texas 78249-0601 • (210) 458-4101 • (210) 458-4655 fax
Welcome to the 2013 AAHHE National Conference!

As the honorary chair of this year’s national conference, I welcome you to beautiful San Antonio for AAHHE’s eighth annual gathering.

For those of you who have never attended an AAHHE conference, you are in for an affirming, productive, inspiring and practical experience— one that you won’t soon forget. I especially encourage you to meet your fellow conference participants and engage them in conversation, make connections, ask questions and attend as many sessions as you can. You will find, by the end of the conference, that you have joined a supportive familia of dedicated education professionals, scholars and leaders from across this nation.

For conference veterans, I can assure you that this year’s programs and sessions are as thought-provoking and valuable, if not more so, than at our previous conferences. The amount of planning that goes into producing a successful conference is monumental, and every year we are certain that it will be the best conference ever. This year is no exception.

“Toward a Latino Attainment Agenda: Shaping our Own Destiny” is an ambitious, far-reaching theme, and it inspired presenters and planners to aim high, to ponder the big picture, assess the current status, identify our goals and apply our intellectual assets to making tangible progress. “Hacia una Agenda Latina: Forjando Nuestro Destino” speaks to the increasing potential, and I would say capacity, of the Latino population to move forward in the critical area of educational attainment.

Allow me to offer my personal thanks to Loui Olivas for his unwavering enthusiasm and devotion to AAHHE and for his wise leadership as president, to the AAHHE Board of Directors and officers for their collective energy and commitment to the mission, and to all those who have worked so hard to make this conference possible. I am proud of AAHHE and all that has been collectively accomplished toward advancing Latino/a educational attainment over the years, and I look forward with much anticipation to what will be achieved in the future.

I am eager to personally welcome each of you. This conference is a highlight of every academic year, and it is because of you that this is so.

Sincerely,

William Aguilar
Honorary Chair
The American Association of Hispanics in Higher Education (AAHHE) is entering its eighth 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 four 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 involved in activities that:

- increase the pipeline of Hispanic faculty in higher education and senior-level administrative positions,
- bring issues pertinent to Hispanics to the attention of the larger academic community, and
- recognize the achievements and accomplishments of Hispanics as they pertain to the academy.

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 225 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.

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, Raul Yzaguirre, Charles Reed, Jack Scott, Jim Cummings, Luis Ubiñas, Michael Olivas and Rachel Moran.

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 seventh Latino/a Student Success Institute is being presented at this year’s national conference by Educational Testing Service (ETS) and AAHHE, entitled, “Toward a Latino Attainment Agenda: Closing the Gaps in Student Access and Success.”

AAHHE has partnered with the Center for Studies in Higher Education, University of California, Berkeley, in the creation of the AAHHE/Berkley 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 second edition of the AAHHE/ETS/UTSA Perspectives Policy Brief entitled, “Closing the Transfer Gap: Advancing Latino Community College Student Success.” ETS and AAHHE have again joined together for the fifth 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 Luncheon 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.
2013 CONFERENCE PLANNING COMMITTEE

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AAHHE Board Member and Conference Chair
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Principal
Villescas Research, Media and Instruction, LLC

Desiree Zerquera
Graduate Assistant
Indiana University
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As of December 2012

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TUESDAY
MARCH 26, 2013

2:00 P.M. – 5:00 P.M.

USDA FELLOWS WORKSHOP
Room: Navarro

6:00 P.M.

FELLOWS ORIENTATION DINNER
Room: Regency East

WEDNESDAY
MARCH 27, 2013

8:00 A.M. – 5:00 P.M.

AAHHE/FORD FELLOWS WORKSHOPS
Room: Maverick A & B

8:00 A.M. – 5:00 P.M.

USDA FELLOWS CAREER PREPARATION INSTITUTE
Room: Navarro

6:00 P.M.

FELLOWS RECEPTION

THURSDAY
MARCH 28, 2013

8:00 A.M. – 12:00 P.M.

AAHHE/FORD GRADUATE FELLOWS WORKSHOP
Room: Chula Vista

8:00 A.M. – 4:00 P.M.

AAHHE/FORD FACULTY FELLOWS WORKSHOP
Room: Nueces

8:00 A.M. – 5:00 P.M.

USDA FELLOWS CAREER PREPARATION INSTITUTE
Room: Navarro

SAVE THESE DATES
MARCH 6–8 | 2014
JOIN AAHHE FOR THE 2014 NATIONAL CONFERENCE
HILTON COSTA MESA HOTEL
COSTA MESA, CA
The California State University
Salutes

American Association of Hispanics in Higher Education, Inc.
For its partnership and commitment to higher education.

Throughout our 23 campuses, the CSU is educating leaders whose talent, creativity and drive will build and sustain California’s future.

www.calstate.edu
8:00 a.m. – 2:00 p.m.

**LATINA/O STUDENT SUCCESS INSTITUTE** *(SPONSORED BY ETS)*

Room: Rio Grande East

“Toward a Latino Attainment Agenda: Closing the Gaps in Student Access and Success”

Latinos continue to trail Whites and Asians in terms of high school graduation rates, transfer rates from two- to four-year institutions, and college and university completion rates. This institute will present research-based data that illuminates the gaps in educational attainment for Latinos and discuss the academic, financial, and information barriers that need to be addressed to foster success. Promising practices in addressing developmental education and redesigning community colleges to foster transfer and degree completion will be discussed.

Welcome:
Loui Olivas, President AAHHE

Convener and Institute Chair:
Laura Rendón, Professor
Educational Leadership & Policy Studies
University of Texas at San Antonio

Presenters:
Yvette Donado, Senior VP of People, Process & Communication, Educational Testing Service
Frances Contreras, Associate Professor
Department of Education Studies
University of California, San Diego
Jude Valdez, Vice President for Community Services
University of Texas at San Antonio
Raymund Paredes, Commissioner
Texas Higher Education Coordinating Board
Diane Elizondo, Educational Leadership & Policy Studies
University of Texas at San Antonio
José Morin, VP for Academic Affairs & Provost
The New Community College at CUNY
Anne-Marie Núñez, Assistant Professor
Educational Leadership & Policy Studies
University of Texas at San Antonio

10:00 a.m. – 4:00 p.m.

**HIGHER EDUCATION CAREER ADVANCEMENT SEMINAR**

Room: Rio Grande West

Presenters:
Josefina Castillo Baltodano
Senior Associate External Relations
Center for Studies in Higher Education
University of California at Berkeley & AAHHE Board Member
Sofía Ramos, President
Luminario Education Strategies
Associate Professor of Mexican American Studies
The University of Arizona
Nancy Martin, Principal
Archer-Martin Associates

**PRE-CONFERENCE WORKSHOPS**

12:00 P.M. – 4:00 P.M.

12:00 P.M. – 4:00 P.M.

**WORKSHOP 1**

Affordability

Room: Pecos

Presenters:
Michele Siqueiros Executive Director
Campaign for College Opportunity
Debbie Cochrane, Research Director
The Institute for College Access and Success (TICAS)

How can financial aid policies at the federal, state, and college level help ensure that more students have a chance to go to college and stay through graduation? This workshop will discuss financial aid policies—ranging from aid application (FAFSA), grants, loans, and repayment—that support or hinder students’ ability to enroll, persist, and graduate. The presenters will also answer the following questions: (1) How can state policymakers and advocates advance a policy agenda that is student centered; (2) How can colleges can better inform and serve students about financial aid, including effective practices from the field; and (3) What practices best serve Latinos and demonstrate success at increasing their participation and success in higher education?
We’re Hispanic Serving. And the numbers prove it.

We awarded more bachelor’s degrees to Hispanic students than 99% of colleges and universities in the U.S.

MORE THAN 20% of our students earning master’s and doctoral degrees are Hispanic.

www.txstate.edu

Statistics based on 2011-12 academic year.
Building Strategic Relationships: What Works
Room: Llano
Presenters:
Susan Johnson, Program Officer
Lumina Foundation
Sara Lundquist, Vice President of Student Services
Santa Ana College
Eyra Perez, Executive Director
San Antonio Education Partnership

The success or failure of our most important educational and equity initiatives depends more than anything on the dynamics, vitality, and authenticity of our strategic relationships. This interactive seminar will offer a set of ideas drawn from research and practice that will deeply engage the group in exploring the non-negotiables of creating and sustaining lasting strategic relationships and provide them with resources and tools that can be applied to regional, state, and national work in progress.

Serving the Veteran Population in Higher Education
Room: Frio
Presenters:
Lisa Firmin, Colonel USAF Ret’d
Associate Provost for Diversity & Recruitment
The University of Texas at San Antonio
Junior Ortiz, Deputy Assistant Secretary
Veterans’ Employment & Training Service (VETS)
United States Department of Labor

Veterans have been enrolling in higher education at increasingly larger numbers due primarily to the Post 9/11 GI Bill and enhanced federal educational benefits. This is a unique population of nontraditional students that require intentional support services and programming. The presenters look at the veteran population from a national perspective and also provide an overview of how UTSA is purposely meeting the needs of this unique community. The diverse student veteran population at UTSA is the largest among four-year public universities in Texas. Learn how the Department of Labor and UTSA are collaborating to help educate and train those in our nation who serve or have served.

College and Career Readiness: Getting to the Campus Level
Room: Bowie C
Moderator:
Elizabeth R. Gutierrez, Director of State Policy
Lumina Foundation & AAHHE Board Member
Presenters:
David T. Conley, Professor
University of Oregon
Founder and CEO
Educational Policy Improvement Center (EPIC)
Sonia Ortiz-Mercado,
Dean, Matriculation & Early Assessment
Student Services & Special Programs Division
California Community College Chancellor’s Office

This workshop will discuss the following questions: What is the Common Core and what does it mean for colleges and universities? Why is it vital that higher education support the development of the Common Core? Finally the presenters will discuss developmental education theory and practice as well as what campus strategies have been most effective with Latino student populations.
**THURSDAY**
**MARCH 28, 2013**

5:30 P.M. – 7:30 P.M.

**OPENING PLENARY SESSION**
Room: Regency Ballroom
Welcome: Loui Olivas, President AAHHE
Presiding: William Aguilar, Conference Chair AAHHE Board Member
AAHHE Faculty Fellows
Leticia Oseguera, Chair
Louie Rodriguez, Co-Chair
AAHHE Graduate Fellows
Nancy Acevedo-Gil, Chair
Yanira Madrigal-Garcia, Co-Chair
Introduction of Conference Book Author
Ruebén Martinez, AAHHE Board Member
Conference Book Author
Arturo Madrid
*In the Country of Empty Crosses: The Story of a Hispano Protestant Family in Catholic New Mexico*

**2013 TOMÁS RIVERA LECTURE**
Room: Regency Ballroom
Speaker: Francisco Cigarroa, M.D., Chancellor
University of Texas System
7:30 P.M. – 9:00 P.M.

**CONFERENCE RECEPTION**
Sponsored by Anheuser-Busch Companies
Room: Regency Ballroom

**FRIDAY**
**MARCH 29, 2013**

7:00 A.M. – 8:00 A.M.

**CONTINENTAL BREAKFAST**
Room: Regency Ballroom
7:30 A.M. – 4:00 P.M.

**CONFERENCE REGISTRATION**
Room: Los Rios Foyer
7:30 A.M. – 9:00 P.M.

**EXHIBITS OPEN**
Room: Regency Ballroom
8:00 A.M. – 5:00 P.M.

**USDA FELLOWS CAREER PREPARATION INSTITUTE**
Room: Navarro

“As a Faculty Fellow, I had an invaluable opportunity to meet bright and supportive colegas, students, and senior scholars. The AAHHE familia rocks!”

Dr. Elvia Ramirez, 2012 Faculty Fellow
Assistant Professor
Department of Ethnic Studies
California State University, Sacramento
"They Didn’t Know How to Help Me": Reflections on the Latino Student Transfer Experience
Room: Chula Vista
Presenter: Catherine Olivarez, Doctoral Student Higher Education University of North Texas

Among students who begin their education at the community college, Latinos are the majority population and least successful to navigate the pathway to the bachelor's degree. This research attempts to address the transfer experiences of Latino students and how they perceive their family’s role in this process. The purpose of this presentation is to generate new ideas for practitioners and researchers on how to provide Latino students and their families the appropriate resources for successful transfer outcomes.

Towards Latino Student Success in STEM Gatekeeper Courses
Room: Nueces
Presenter: Paul Dosal, Vice Provost of Student Success Office of Provost and Executive Vice President University of South Florida Co-Presenter: Ana Torres Ayala, Assistant Director Tutoring and Learning Services University of South Florida

STEM gatekeeper courses with high rates of Ds, Fs, and withdrawals concern many higher education institutions, particularly when Latino and other underrepresented students are disproportionately unsuccessful. Come learn how the University of South Florida is implementing course redesign and tutoring and learning services with a new STEM computer lab to increase student success. This presentation will also include how to assess the impact of interventions on specific groups. Anyone interested in practical strategies to improve STEM learning for Latino students will benefit from this session.

A Narrative Study of Teacher and Student Perceptions of Corrective Feedback on Speech Production in English
Room: Live Oak
Presenter: Cynthia Alvarado Texas A&M University

Excessive corrective feedback on error can have a negative effect on motivation, and teachers must be sensitive to their students’ reactions to correction (Lightbown & Spada, 2006). This narrative research is focused on examining teacher and student perceptions of corrective feedback on speech production in English. The study is significant because teachers and administrators will witness an internalized view of perceptions from both the teachers and students, and become familiar with areas of concern that can be addressed.

2013 MASTER’S THESIS COMPETITION
Room: Navarro

First Place Winner: Stephany Alvarez-Ventura Florida International University

Second Place Winner: Rebbeca M. Duar University of Nebraska
Emerging HSIs: Implications for System-wide and Institutional Planning and Policy

Room: Llano
Presenter:
Magdalena Martinez, Assistant Vice Chancellor
Nevada System of Higher Education
Co-Presenter:
Edith Fernandez, Senior Advisor to the President
Nevada State College

Nevada’s five of seven public postsecondary institutions are emerging HSIs. In this session participants will learn how the Nevada System of Higher Education has conceptualized planning and policy issues related to HSI readiness. In addition, participants will hear from one specific Nevada institution and how they have led the way in preparation for HSI designation. This session will be beneficial for higher education leaders who are preparing for HSI designation or recently designated HSI.

The Will to Finish: An Examination of Barriers and Successes for Latinas in Texas Higher Education Administration Doctoral Programs

Room: Chula Vista Boardroom
Presenter:
Rose Santos, PhD Candidate
Educational Administration
Texas A&M University

Out of 100 Latina/o students at the elementary school level, less than one will receive a doctorate (Solorzano, Villalpando, & Oseguera). This presentation focuses on one of the fastest growing racial/ethnic groups in the United States: Latinas, and the present condition of Latina doctoral degree attainment in Texas higher education administration programs. Participants will be encouraged to discuss issues related to barriers, persistence, validation, and approaches to increasing the numbers of Latinas in the doctoral education pipeline.
8:00 A.M. – 9:15 A.M.

POLICIES AFFECTING LATINO STUDENTS

Going It Alone in a Non-Dream Act State

Room: Pecos
Presenter:
Luis Torres, Deputy Provost
Academic and Student Affairs
Metropolitan State University of Denver
Co-Presenter:
Judi Diaz Bonacquisti, Associate Vice President
Enrollment Services
Metropolitan State University of Denver

Following repeated failures by the Colorado Legislature to pass a state DREAM Act, Metropolitan State University of Denver created a unique tuition structure for undocumented students, higher than resident tuition but less than half non-resident, the cost of their education. The presenters will explain why the University adopted the plan, relevant perspectives of immigration, State and national support for and opposition to this rate, and whether this model might apply to other institutions in non-DREAM Act states.

8:00 A.M. – 9:15 A.M.

CULTURAL COMPETENCE/RELEVANCE

How to Help Undergraduate Students Think about Graduate School

Room: Blanco
Presenter:
Cristina Gonzalez, Professor
School of Education
University of California, Davis
Co-Presenter:
Caroline Turner, Professor
School of Education
University of California, Sacramento

Dr. Gonzalez will reflect on a freshman seminar she designed to acculturate first-year college students and encourage them to attend graduate school. In this course, titled: Introduction to the University of California, first-year college students conduct interviews with students at five different levels: lower division, upper division, masters, doctoral and postdoctoral, and write reports on their findings. This exercise is an eye-opener for students, because it constitutes a virtual tour of potential futures. Dr. Turner will offer some thoughts on why this course model is partic-

8:00 A.M. – 9:15 A.M.

CULTURAL COMPETENCE/RELEVANCE

Integrating Social Media in Latina/o Education

Room: Frio
Presenter:
Estee Hernandez, Assistant/Doctoral Student
The Center for Leadership and Social Change/Higher Education
The Florida State University
Co-Presenter:
Taryn Ozuna, Postdoctoral Fellow
Department of Educational Leadership & Policy Studies
University of Texas at Arlington

With three million U.S. Latina/os online and more institutions of higher education establishing a social media presence, learning more about this form of technology becomes increasingly valuable. This session aims to connect attendees to emerging social media technologies and how to maximize their use as professionals and as educators. Tweeting is strongly encouraged!
A Comparison of Trends in the Composition of Faculty between HSIs and Non-HSIs

Room: Rio Grande West
Presenter:
Betty Overton, Faculty
Center for the Study of Higher and Postsecondary Education
University of Michigan
Co-Presenters:
Joanna Frye, Research Associate
National Forum on Higher Education for the Public Good
University of Michigan
Christopher Nellum, Research Associate
National Forum on Higher Education for the Public Good
University of Michigan

Institutional leaders, policymakers, and scholars have long contended that faculty composition is a key indicator linked to a variety of positive student outcomes. Unfortunately, over the past several years, fiscal constraints have forced colleges and universities to change the terms of academic employment in higher education. As a result, the number of part-time faculty has increased as a percentage of the total faculty workforce. This presentation will highlight trends in faculty composition, and the presenters will demonstrate how changes in faculty composition have varied by institutional type and in most cases disproportionately affect tuition-driven institutions that enroll the highest percentage of Latino students.
Intrusive Intervention through Case Management

Room: Chula Vista
Presenter:
Irma Cantu, Department Chair
College Preparatory Studies
Coastal Bend College
Co-Presenter:
Cynthia Alvarado, Case Manager
College Preparatory Studies
Coastal Bend College

Through the award of a Developmental Education Initiative (DEI) Grant, Coastal Bend College was able to develop a case management model that offered intrusive intervention to students enrolled in developmental courses. Data indicates there was an increase in the success and persistence rate of students receiving services through case management. The majority of these students were first-time Hispanic college students. This session may be of interest to college administrators, advisors, counselors, case managers, and faculty.

Degree Phoenix: A Model for Collective Impact

Room: Chula Vista Boardroom
Presenter:
Minerva Pargas, Project Director for Degree Phoenix
Academic Affairs
Phoenix College
Co-Presenter:
Trino Sandoval, Faculty
Foreign Language
Phoenix College

This session will explore Degree Phoenix, a multi-sector partnership focusing on strategic efforts to increase Latino student achievement and postsecondary success. Using a collective impact model, Degree Phoenix will increase the number of well-credentialed Latino youth earning a living wage and contributing to their families, the economy, and the community by 20% by the year 2020. Collective impact partnerships hold promise for delivering results and are replicable. Key outcomes for this learning initiative include engaging stakeholders including leaders, using data to drive change, building a sustainable partnership, and initiating more effective policy and practice change.

Examining the Role an “Illegal” Social Identity Has on the Academic Performance of Undocumented Latina/o High School Students

Room: Llano
Presenter:
Ana Soltero Lopez, Doctoral Candidate
Education
University of California, Los Angeles

This paper discusses the findings of research that investigates how anti-immigrant sentiments affect the identity, social interactions, and the academic performance and future aspirations of undocumented Latina/o high school students. This presentation will benefit attendees who work with this student population. Attendees will be encouraged to share their knowledge and experiences and will learn how to better serve this population via the recommendations of study participants.
11:15 A.M. – 12:30 P.M.

**POLICIES AFFECTING LATINO STUDENTS**

Educational Policies Affecting Latino Students: Who Are Highly Qualified Teachers?

**Room:** Mesquite  
**Presenter:**  
Clarena Larrotta, Associate Professor  
Counseling Leadership Adult Education & School Psychology  
Texas State University  
**Co-Presenter:**  
Karon Henderson, Lead Bilingual/ESL Instructional Coach  
Bilingual/ESL Program  
Round Rock ISD

Presenters share qualitative research results working with/training teachers in/for public schools within the context of Central Texas and Northern California. Educational policies discussed include: becoming a highly qualified teacher, obtaining teaching certification, and obtaining ESL certification. The misconception that monolingual/monoculture teachers cannot provide for the needs of culturally/linguistically diverse students is also addressed. Teaching as a political act, transformational learning, and praxis serve as the theoretical framework. The presentation also features examples, reflection, discussion, and handouts.

11:15 A.M. – 12:30 P.M.

**OUTSTANDING DISSERTATION – 3RD PLACE**

Perceived Group Discrimination and Problem Behavior: The Moderating Role of Traditional Cultural Values and Familial Relationships in Mexican American Adolescents

**Room:** Nueces  
**Presenter:**  
Priscila Diaz, Assistant Professor  
Department of Psychology  
Azusa Pacific University

A theme in the life experiences of ethnic minority adolescents is the perception of discrimination and its concomitant challenges. Although existing literature has examined the perception of discrimination in adolescents, little research has examined how the cultural and familial setting may heighten or alleviate the impact of perceived discrimination on psychological outcomes in Latino youth. The current study investigated how traditional cultural values and parent-adolescent relationships prospectively interact with perceptions of group based discrimination to influence Latino adolescent mental health, adjustment, and risky behaviors. The findings demonstrated that traditional Mexican cultural values, particularly familism, moderated the relationship between perceived group discrimination and adolescent sexual behavior. Additionally, a better overall relationship with mother and father buffered the detrimental effects of perceived group discrimination on risky sexual behavior. The current work discusses future directions of how the context of culture and family may shape an adolescent’s response to perceived discrimination and the well-being of minorities.

11:15 A.M. – 12:30 P.M.

**PK-20/COMMUNITY PARTNERSHIPS**

Marshalltown Education Partnership: Partnering for the Next Generation

**Room:** Pecos  
**Presenter:**  
Christopher Duree, Chancellor  
Marshalltown Community College  
**Co-Presenter:**  
Joan Jaimes, Outreach Coordinator  
Marshalltown Education Partnership  
Marshalltown Community College

The Marshalltown Education Partnership (MEP) believes that tomorrow’s city leaders and future workforce will come from the talented young people currently enrolled in Marshalltown schools. MEP is committed to helping these students find the resources they need to finish high school and obtain a college education. Participants attending this session will learn about the investment made by the Marshalltown community in first generation students. Participants interested in learning about a community partnership that works will be interested in this session.
Engaging Scholarship with Communities

Room: Live Oak
Presenter:
Guillermina Gina Núñez-Mchiri
Associate Professor
Anthropology
University of Texas at El Paso

Engaged scholarship can take place through a number of venues, including Service-Learning, co-authorship and collaboration in grants and research projects, and via tenure and promotion guidelines that validate community-based scholarship. This paper describes Pedagogy of Engagement approach as well as strategies for engaging students, faculty, and higher education administrators in community partnerships. This paper also includes a rationale for documenting participants’ observations, reflections, and critical analyses through writing efforts that further contribute to the scholarship of engagement across the higher education curriculum. This work is based on seven years of engaged interdisciplinary scholarship at UT El Paso, a university located on the U.S.-Mexico border. Her engaged scholarship efforts have been developed and community partners, and have resulted in co-authored publications with undergraduate and graduate students.

In Limbo: Dilemmas Faced by Undocumented Students

Room: Blanco
Presenter:
Michelle Sotolongo, Academic Advisor
University College
Texas State University

Thousands of undocumented students are attending colleges and universities, but are an under-recognized demographic. To produce educated members of society, regardless of legal status, this presentation identifies available resources for these students. Those most likely to encounter issues with undocumented students, and who should be knowledgeable of these resources, include college admissions counselors and recruiters, financial aid, counseling centers, and academic advisors.

“AAHHE is my academic familia. Where I belong. Where my Latina/o focused research is welcomed and valued. AAHHE es mi casa.”

Mayra Olivares-Urueta, 2012 Graduate Fellow
Doctoral Candidate
Higher Education Program
University of North Texas
11:15 A.M. – 12:30 P.M.

**CULTURAL COMPETENCE/RELEVANCE**

**The Benson Collection: A Resource for Latino/a Culture and History**

Room: Rio Grande West

Presenters:
Margo Gutiérrez, Librarian  
Benson Latin American Collection  
University of Texas at Austin

AnaLouise Keating, Professor & Doctoral Program Director  
Department of Women’s Studies  
Texas Woman’s University

Ben Olguin, Associate Professor  
English  
University of Texas at San Antonio

Emilio Zamora, Professor  
History  
University of Texas at Austin

Co-chairs:
Charles R. Hale, Director  
Teresa Lozano Long Institute of Latin American Studies and Benson Latin American Collection  
University of Texas at Austin

Domino R. Perez, Director  
Center for Mexican American Studies  
University of Texas at Austin

Since 1974, the Nettie Lee Benson Latin American Collection, a world-renowned research library at the University of Texas at Austin, has systematically acquired archival collections from Mexican American and other Latin@ writers, activists, artists, educators, and organizations. In addition to meeting the research and teaching needs of the faculty and students of the Center for Mexican America Studies, these archival materials also provide critical primary sources for scholars the world over. This session will highlight some of the most frequently consulted papers in the areas of education, politics, and cultural studies. In addition, three scholars of Mexican American studies will address the relevance of specific collections to their own research.

12:45 P.M. – 2:00 P.M.

**PLENARY SESSION (LUNCHEON)**

**Building Strategic Partnerships: Lessons Learned**

Regency Ballroom

Presiding:
Jim Estrada, Chairman and CEO  
Estrada Communications Group  
and AAHHE Board Member

Presenter:
Antonia Hernandez, President  
California Community Foundation

2:15 P.M. – 3:30 P.M.

**CONCURRENT SESSIONS**

**POLICIES AFFECTING LATINO STUDENTS**

**Examining the First-Year Experiences of Latino Students Enrolled in a Texas HBCU**

Room: Nueces

Presenter:
Taryn Ozuna, Postdoctoral Fellow  
Department of Educational Leadership & Policy Studies  
University of Texas at Arlington

As the Latino population continues to increase, demographic shifts are becoming a reality on many campuses. Predominantly White Institutions (PWIs) are emerging into Hispanic-Serving Institutions (HSIs), and some Historically Black Colleges and Universities (HBCUs) in Texas have also responded and heightened their efforts to attract Latino students. The purpose of this session is to present and discuss findings from a study focused on the first-year experiences of Mexican American students at a Texas HBCU.
2:15 P.M. – 3:30 P.M.

**AAHHE SCHOLARLY COMMISSIONED PAPER #2**


Room: Frio
Presenter:
Cristóbal Rodríguez, Assistant Professor
College of Education
New Mexico State University

George I. Sanchez was prolific in his scholarship, often referred to as the Father of Chicano Psychology, and provides both an example and a framework in the advocacy for Latina/o students and policy. Following the pioneering scholarship of George I. Sanchez in the academic space of Latina/o student and policy advocacy, this work will further use current data from New Mexico in order to highlight this advocacy approach and further continue Sanchez’ legacy of social change for Latina/o students throughout the educational pipeline. This work will additionally provide an updated framework to George I. Sanchez’ approach for Latina/o student and policy advocacy through the use of current data and current political considerations while addressing the demand for such advocacy and scholarship across the United States in order to improve the Latino educational pipeline.

2:15 P.M. – 3:30 P.M.

**CULTURAL COMPETENCE/RELEVANCE**

Cultural and Linguistic Challenges Secondary Hispanic ELLs Encounter When They First Arrive to Texas’ Schools

Room: Blanco
Presenter:
Dr. Maria G. De la Colina, Associate Professor
Curriculum & Instruction
Texas State University at San Marcos

The purpose of this study is to examine the cultural and linguistic challenges secondary Hispanic English language learners (ELLs) encounter when they first enroll in Texas schools. Students were interviewed and asked to share the major cultural and linguistic challenges they encountered. Three themes were found that demand particular atten-

2:15 P.M. – 3:30 P.M.

**PK-20/COMMUNITY PARTNERSHIPS**

Dual Language Degrees & Innovations for Adults/Los Titulos del Programa Bilingüe: Inovaciones para Adultos

Room: Pecos
Presenter:
Roxanne Gonzales, Academic Dean
College for Professional Studies
Regis University

Looking for new ways to meet underrepresented Hispanic adult learner needs? This session explores innovative dual language undergraduate and graduate degree models in English and Spanish, in accelerated eight week formats. Participants will explore demographics, unmet educational needs of Hispanics in higher education, theoretical underpinnings of this model, followed by small group discussions focusing on challenges they perceive in such an endeavor. Participants will be provided with resources for the development of programs at their institutions.
2:15 P.M. – 3:30 P.M.

POLICIES AFFECTING LATINO STUDENTS

Act on A Dream: Using Online Tools to Support Inclusive Policies for Undocumented Students

Room: Chula Vista Boardroom

Presenter:
Marisol Ramos, Graduate Student Research Assistant Center for the Study of Higher and Postsecondary Education University of Michigan

Co-Presenters:
Kyle Southern, Graduate Research Assistant Student Center for the Study of Higher and Postsecondary Education University of Michigan
Dr. John Burkhardt Center for the Study of Higher and Postsecondary Education University of Michigan

A key goal of the Storm Center is to connect individuals and groups who seek to adopt inclusive policies and practices toward undocumented students or who are facing challenges at their institution. As the National Forum, we are committed to helping create a more vigorous commitment to the principle of access to higher education for immigrant and undocumented students to providing tools and resources that enhance leaders’ ability to create positive change in their institutions.

2:15 P.M. – 3:30 P.M.

POLICIES AFFECTING LATINO STUDENTS

Examples from the Intersection of Policy and Practice

Room: Llano

Presenter:
Maria Luna-Torres, Director Educational Finance Initiatives Student & Institutional Success TG

Co-Presenter:
Kristin Boyer, Director of Grants Student & Institutional Success TG

Policies, practices, and partnerships are critical to the success of initiatives to accelerate Latino student success. This panel presentation highlights several of TG’s collaborative efforts, including the development and use of the TASFA form (for undocumented students who qualify for state financial aid in Texas), the collective impact strategies in the San Antonio college access community, and Latino leadership development programming in Laredo. Participants will also discuss the respective policy implications of each intervention.

2:15 P.M. – 3:30 P.M.

OUTSTANDING DISSERTATION – 2ND PLACE CO-WINNER

From Nation-States to Neoliberalism: Language Ideologies and Governmentality

Room: Live Oak

Presenter:
Nelson Flores, Assistant Professor Educational Linguistics Graduate School of Education University of Pennsylvania

Building on Foucault’s concept of governmentality this session examines the ways that current language ideologies marginalize the language practices of language minoritized students. The first half of this session examines the emergence of nation-state/colonial governmentality in early U.S. society. The second half of this session calls into questions many of the conclusions of the first half through an examination of the emergence of neoliberal governmentality as a response to the decline of the influence of nation-states. The session then examines how nation-state/colonial and neoliberal governmentality are beginning to converge in contemporary U.S. society in ways that continue to marginalize the language practices of language minoritized populations. The presenter will also explore implications of the critiques of nation-state/colonial and neoliberal governmentality through a conceptualization of language education policies that subvert both forms of governmentality.
**CONFERENCE AGENDA**

**MARCH 29, 2013 ➤ 2:15 PM – 3:30 PM**

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**PK-20/COMMUNITY PARTNERSHIPS**

**Expanding Access, Choice and Completion: The Latino Initiative**

**Room: Rio Grande West**

**Presenter:**
- Larry Ebbers, University Professor
  School of Education
  Iowa State University

**Co-Presenter:**
- Christopher Duree, Chancellor
  Iowa Valley College District

Across the nation Latina/o students are enrolling in post-secondary education at rates never before seen. Latina/os in Iowa make up only 5 percent of the state’s overall population, but grew by 84 percent from 2000 to 2010. Although the information in this presentation may be specific to Iowa, there are states across the nation experiencing similar growth in their Latino population and consequently in their schools and communities. Participants will learn how Iowa is developing partnerships with various stakeholders including Excelencia in Education in order to address the needs of Latino students and their families. This session will benefit participants interested in developing partnerships.

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**STEM**

**Developing STEM Competences within a Transdisciplinary Framework: Advocating for Latino/a – ELLs Scientific Success**

**Room: Mesquite**

**Presenter:**
- Eliana D. Rojas, PhD
  Curriculum and Instruction
  University of Connecticut

**Co-Presenter:**
- Alyson Damasio-Ortiz, MA
  Educational Psychology
  University of Connecticut

Teacher Education faculty and school administrators will learn the factors impacting the achievement of Latino/a/ELLs through the perspective of in-service teachers. Successful pedagogical interactions emanating from a rigorous professional development program that challenged traditional practices will be introduced. Presenters will describe research results from a USDE grant funded program developed to address traditional teacher competences and invest in a mathematical culturally based transdisciplinary approach, specifically designed to address the needs of Latino/a ELLs (L-ELLS).

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**CULTURAL COMPETENCE/RELEVANCE**

**Nosotros Sueños: From Aspiration to Attainment**

**Room: Chula Vista**

**Presenter:**
- Mary Jo Gonzales, Associate Dean of Students
  Dean of Students Office
  Iowa State University

**Co-Presenter:**
- Ellen Heffernan, Partner
  Spelman & Johnson

There is a growing and unmet need for support of Hispanic Higher Education professionals through culturally appropriate and relevant means which increase the number of Hispanic higher education leaders and enhance their future potential leadership options. This workshop will explore essential elements of the higher educational selection and hiring processes, discuss emerging Hispanic leadership pipelines, and offer tools and skills for future leaders to forge their own leadership destinies.
3:45 P.M. – 5:00 P.M.

**POLICIES AFFECTING LATINO STUDENTS**

**Working with Foundations to Accelerate Latino Student Success**

*Room: Chula Vista*

*Presenter:*

Jacob Fraire, Vice President
Student & Institutional Success
TG

*Co-Presenter:*

Jennifer Curry, Program Officer
The Goizueta Foundation

Learn about the initiatives of two regional, private funders—The Goizueta Foundation in Atlanta, GA, and TG in Austin, TX—that are partnering with higher education institutions to benefit Latino students. Participants will hear about successful strategies and interventions as well as the challenges of developing outcome measures that adequately and accurately capture the work. The session will also include information on what funders look for in working with the academy and tips for cultivating successful partnerships.

3:45 P.M. – 5:00 P.M.

**CULTURAL COMPETENCE/RELEVANCE**

**Beyond Financial Aid: Addressing the Psychosocial and Emotional Needs of First-Generation Hispanic College Students**

*Room: Nueces*

*Presenter:*

Angelica Tello, MA, LPC-Intern
Doctoral Student, Counselor Education and Supervision
University of Texas at San Antonio

*Co-Presenter:*

Marlise Lonn, MS, LPC
Doctoral Student, Counselor Education and Supervision
University of Texas at San Antonio

Although first-generation Hispanic students (FGHS) are often academically and financially equipped for admission, the psychosocial and emotional aspects these students face have often not received the same level of attention. Attending college means moving physically, emotionally, and intellectually away from the comforts of known family and community. Participants will gain an understanding of these disconnections and student support professionals will learn strategies for helping students navigate their new world and develop a sense of belonging.

3:45 P.M. – 5:00 P.M.

**CULTURAL COMPETENCE/RELEVANCE**

**Males of Color: Student Success through Peer Mentoring Programs**

*Room: Mesquite*

*Presenter:*

Jose DaSilva, Graduate Research Assistant
Institutional Equity and Diversity
University of North Texas

*Co-Presenters:*

Nydia Sanchez, Graduate Research Assistant
Higher Education
University of North Texas

Catherine Olivarez, Coordinator for Parent Programs
Orientation and Transition Programs
University of North Texas

Minority male students are surpassed in nearly every aspect of their educational careers by their female peers. Through the responses of minority male students who are members
of peer mentoring programs, the presenters will discuss the elements that guide them toward success, the programmatic components that connect them to their institution, and how the dynamics of such programs change from two-year to four-year institutions.

3:45 P.M. – 5:00 P.M.

POLICIES AFFECTING LATINO STUDENTS

Policies Affecting Latino Students (Federal, State and Institutional Rules): Policy, Politics, and Practice

Room: Pecos

Presenter:
Neil Bonavita, Doctoral Student
Counseling, Leadership, Adult Education, and School Psychology
Texas State University at San Marco

Co-Presenters:
Leticia Romero Grimaldo, Adjunct Professor
Counseling, Leadership, Adult Education, and School Psychology
Texas State University at San Marco

Karon Henderson
Lead Bilingual/ESL Instructional Coach
Bilingual/ESL Program
Round Rock ISD

This roundtable aims to deepen understanding and enhance efficacy/advocacy of participants and presenters as they explore topics such as: politics and impact of language policy; deficit thinking as education; and application of critical pedagogy teaching civil liberties. Through dialogue and reflection administrators, practitioners, and policymakers attending will deepen their knowledge of policy as practice, the lens through which some educators view and teach their students, and how pedagogical choices amplify/mute praxis.

3:45 P.M. – 5:00 P.M.

CULTURAL COMPETENCE/RELEVANCE

Cultural Competence and Responsiveness in Newcomer Programs

Room: Live Oak

Presenter:
Carmen Tejeda-Delgado, University Professor
Teacher Education
Texas A&M University – Corpus Christi

Co-Presenters:
Frank Lucido, Associate Dean
College of Education & Human Development
Texas A&M University – Corpus Christi

Carmen Boatright, Grant Director
ISLA
Texas A&M University – Corpus Christi

In 2010, Texas A&M University – Corpus Christi was commissioned by the Texas Education Agency with the charge of creating a guide to develop a Newcomer Program as a response to the increased migration of refugees and new arrivals into the United States. The presentation will provide an overview of Newcomer Programs that have been developed across the state of Texas and the demographics associated with each one. Each program demonstrated its own set of nuances and unique structures. These structures, as well as student products and examples, will be part of the presentation. In addition, the audience will be privy to an outline of the major components necessary for a district or campus to start a Newcomer Program culturally responsive to their incoming student population.
A Longitudinal Analysis of the Relationship between Social Support and Psychological Distress among Hispanic Elders in Miami, FL

Room: Blanco

Presenter:
Maria Cristina Cruz-Guet, American Psychological Association Postdoctoral Minority Fellow
Yale University Program for Recovery and Community Health

The receipt of aid from family and friends, which we commonly refer to as social support, is thought to have a beneficial influence on elders’ well-being, particularly among those who hold a collectivistic orientation, such as Hispanics. Research supporting this relationship is not exempt, however, of contradictions. Several studies suggest that receiving more social support may be counterproductive, leading to higher psychological distress among the elderly.

The present study sought to decipher the “what comes first?” problem in the relation between psychological distress and social support. Results indicated that psychological distress was an antecedent and not a consequence of social support. Hispanic elders with increased psychological distress subsequently received more social support and were less satisfied with the social support that they received. These findings challenge the idea that social support always has a beneficial effect and highlight the importance of assessing the specific needs of Hispanic elders.
and community context characteristics in one way to explore “the unique nature of HSIs” (HACU, 2012) and an important step towards developing a HSI typology. Session participants will examine the factors that distinguish two and four-year HSIs to help advance practice, policy, and research on HSIs and Latina/os.

3:45 P.M. – 5:00 P.M.

**CULTURAL COMPETENCE/RELEVANCE**

Understanding Predictors of Enrollment in Advanced Placement Coursework among Latina/o Students

Room: Chula Vista Boardroom

Presenter:
Javier Cavazos Vela, Assistant Professor
Educational Psychology and Leadership Studies
University of Texas at Brownsville

Co-Presenters:
Manuel Zamarripa, Associate Professor
Counseling and Educational Psychology
Texas A&M University – Corpus Christi
Richard Balkin, Associate Professor
Counseling and Educational Psychology
Texas A&M University – Corpus Christi

Presenters will discuss findings from a study with 184 Latina/o students to determine the extent to which perceptions of support from high school teachers and counselors, as well as acculturation, predict enrollment in AP coursework. Mexican orientation, perceptions of expectations from counselors, and perceptions of appraisal from counselors were significant predictors. This session will benefit professors, students, and other stakeholders who help Latina/o students pursue and succeed in higher education.

3:45 P.M. – 5:00 P.M.

**CULTURAL COMPETENCE/RELEVANCE**

The Effects of Stress on Academic Performance among Hispanic Undergraduate Students

Room: Rio Grande West

Presenter:
Karen Moses, Director
ASU Wellness
Arizona State University

This session discusses the causes of stress and its effects on academic performance and other areas of life among Hispanic undergraduates as identified in a recent survey of Hispanic undergraduate students at Arizona State University. Individuals committed to Hispanic student success, retention, and graduation will gain a greater understanding of common stressors and useful strategies to reduce and manage stress among the students they serve.

“**The AAHHE conference provides an extraordinary opportunity to participate in relevant and useful workshops, in addition to networking with an outstanding cadre of Latino PhDs and graduate students.**”

Dr. Robert G. Rodriguez, 2012 Faculty Fellow
Assistant Professor
Political Science
Texas A&M University-Commerce
CONFEREE AGENDA
MARCH 30, 2013 ► 8:00 AM – 9:15 AM

SATURDAY
MARCH 30, 2013

7:00 A.M. – 8:00 A.M.
CONTINENTAL BREAKFAST
Room: Regency Ballroom

7:30 A.M. – 12:00 P.M.
CONFERENCE REGISTRATION
Room: Los Rios Foyer

7:30 A.M. – 1:00 P.M.
EXHIBITS OPEN
Room: Regency Ballroom

8:00 A.M. – 12:30 P.M.
USDA FELLOWS CAREER PREPARATION INSTITUTE
Room: Navarro

CONCURRENT SESSIONS
8:00 A.M. – 9:15 A.M.

8:00 A.M. – 9:15 A.M.
Policies affecting Latino students
Policies affecting Latino students
Alcanzando la Meta: Examining Administrators’ Efforts at One University to Become a HIS
Room: Nueces
Presenter:
Melissa Martinez, Assistant Professor
Educational Leadership Program
Texas State University, San Marcos
Co-Presenter:
Erica Yamamura, Assistant Professor
Student Development Administration
Seattle University

In this session, the presenters discuss the role of and strategies utilized by administrators from one university to purposefully become a Hispanic Serving Institution (HSI). Data for this session is based on a qualitative study where individual interviews were conducted with 14 administrators at this institution. Session participants will learn about the collaborative and systemic efforts needed to undergo such a transformation, which are particularly pertinent to university administrators, faculty and staff, and university partners.

SAVE THESE DATES
MARCH 6–8 │ 2014
JOIN AAHHE FOR THE 2014 NATIONAL CONFERENCE
HILTON COSTA MESA HOTEL
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POLICIES AFFECTING LATINO STUDENTS


Room: Mesquite
Presenter:
Stephen Balkaran, Professor
Political Science & Philosophy
Central Connecticut State University
Co-Presenters:
John Klingemann, Professor
History
Angelo State University
Michelle Falcon, Associate Director
Student Activities
University of Houston – Downtown

This presentation will discuss research that looks at the current educational reform policies at both federal and state level and its failure to deliver quality education for one of America’s greatest asset, Latinos. America’s fastest growing population is the least educated and is constantly failing behind other ethnic groups. The research paper will document education reform policies in New England and compare National Educational statistics looking at graduation, drop out and retention rates of Latino students since the passage of No Child Left Behind in 2005, other educational reform policies in New England and assess the educational progress on Latino students.

COMMUNITY COLLEGE

Probation to Completion: Strategies for Helping Students Get Back on Track

Room: Live Oak
Presenter:
Ricardo Diaz, Coordinator
Counseling/Opening Doors
Chaffey College

Opening Doors to Excellence integrates instruction, counseling, and administrative policies and procedures to help move students off probation. This workshop will engage participants in effective instructional methods and address program and administrative strategies that have resulted in students successfully regaining good standing at Chaffey College. Opening Doors is the winner of the prestigious 2011 MetLife Community College Excellence Award.

CULTURAL COMPETENCE/RELEVANCE

Online Access and Sustainable Education Achievement?

Room: Chula Vista
Presenter:
Jennifer Mims, Student Services Manager
University of Phoenix

An increasing Internet culture, social media, expansion of MOOCs, and the reach of broadcast advertising spreads awareness of accessibility to higher education programs through thoroughly online, or online hybrid programs. How prepared are we to serve enrollment and retention needs for our first-generation Latino students in a virtual campus environment? What outcomes can come from a convergence of a rapidly growing Latino enrollment trend and an online attendance pattern that shows signs of continued momentum?

CULTURAL COMPETENCE/RELEVANCE

Castas Americanas:
Using Literary Analysis to Explore Caste Systems within Children’s and Adolescent Literature

Room: Pecos
Presenter:
Christina Beard
Texas A&M, Corpus Christi

Drawing conclusions from historical and empirical research, this session discusses the rising number of children born into families where one parent is Hispanic and the other is from a different ethnic or cultural background. This discussion leads into the findings of a literary analysis demonstrating how this group is represented in children’s and adolescent literature. Parents and teachers of children and adolescents represented within this demographic would benefit from this discussion and resources.
Understanding Self and Education and Community Leadership Development: Exploring Interactive Approaches in the Discovery of Self and Its Impact within Educational Settings

Room: Pecan
Presenter: Stephanie Alvarez, Assistant Professor
Department of Modern Languages and Literatures
University of Texas Pan American
Co-Presenters: Leticia Grimaldo, Adjunct Faculty
Counseling, Leadership, Adult Education, and School Psychology
Texas State University, San Marcos
Monica Valadez, Adjunct Faculty
Counseling, Leadership, Adult Education, and School Psychology
Texas State University, San Marcos

Participants will gain a greater understanding and appreciation for the critical nature of understanding self as it relates to the leadership preparation and development of teachers and education and community leaders. Presenters will illustrate various approaches utilized within higher education and PK-12 settings, to explore the intersectionalities between understanding self and leadership development, including authentic representations of anthropological life maps, digital stories, body maps, and dialogue circle.

Cultivating Semillas: Transitions from the Community Colleges to Four-Year Institutions

Room: Chula Vista Boardroom
Presenter: Amber Gonzalez, PhD Candidate
Education
University of California, Santa Barbara
Co-Presenters: Nichole Garcia, Graduate Student
Education
University of California, Los Angeles
Tara Yosso, Associate Professor
Chicana/o Studies
University of California, Santa Barbara

Cultivating Semillas refers to a tradition in Mexican immigrant and Latina/o communities of passing on cultural knowledge to facilitate critical navigation through society’s institutions. This session will give you an opportunity to learn more about the cultural knowledge, networks, and abilities that Chicana/o, Latina/o students draw upon to navigate from the community college to the UC. In addition, the presenters will discuss the ways in which transfer students utilize their community cultural wealth to confront rejection and build community at the UC (Yosso, 2005, 2006, 2009). This discussion and presentation will benefit faculty, administrators, and students interested in fostering a supportive transition process.
**8:00 A.M. – 9:15 A.M.**

### POLICIES AFFECTING LATINO STUDENTS

#### Latinas Rewriting the Script: Changing the Agenda and Directing the Destiny of Higher Education

**Room: Llano**

**Presenter:** Maria V. Balderrama, Professor and Chair
Language, Literacy and Culture
California State University, San Bernardino

Rewriting the script in higher education requires ending the extreme, persistent underrepresentation of Latinas among faculty and in executive administrative positions. This interactive session presents research and action-oriented strategies addressing the importance of placing Latina leadership in center as integral and critical in shaping the future of higher education. Anyone interested in reconceiving models of educational leadership that promote agendas with climates of possibility, inclusiveness and Latina/o attainment in the academy are welcomed.

### POLICIES AFFECTING LATINO STUDENTS

#### The Efficacy of Flat Rate Tuition on Latino Student Attainment at a Private University

**Room: Frio**

**Presenter:** Curt Guaglianone, Provost and Vice President
Academic Affairs
Heritage University

**Co-Presenters:**
- Nina Oman, Director of Institutional Research
  Academic Affairs
  Heritage University
- Kristen Maxwell, Assistant Professor
  Mathematics
  Heritage University

Heritage University (HU) is an independent, accredited Hispanic-serving institution located in rural central Washington. In academic year (AY) 2009-10, HU implemented a flat rate tuition policy allowing students to pay the same rate for 13 to 15 credits as for 12. At the same time, HU implemented a new financial aid program based on GPA called the “Heritage Pledge.” These policies were aimed at increasing retention, reducing time to degree, increasing the number of full-time students, and increasing enrollment overall. Since HU is 51% Latino, data from these policies will be studied to determine their impact on Latino academic attainment.

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**PLENARY SESSION**

#### STEM: Latinos – A Critical Need in America

**9:30 A.M. – 11:00 A.M.**

**Regency Ballroom**

**Presiding:**
Jaime Chahin
Dean, College of Applied Arts
Texas State University – San Marcos
and AAHHE Board Member

**Moderator:**
Martha Powers
Head of Communications
Global Manufacturing, Supply, and Distribution
Shell Oil

**Panelists:**
- William Yslas Velez
  University Distinguished Professor of Mathematics
  The University of Arizona
- Carlos J. Gutierrez, Manager
  Nanoscale Sciences Department
  Sandia National Laboratories
- Karen Lozano, Julia Beecher Endowed Chair
  Professor of Mechanical Engineering
  The University of Texas – Pan American
- Alfredo Quiñonez-Hinojosa, Professor of Neurological Surgery & Oncology
  Johns Hopkins Hospital
- George Castro, Professor and Associate Dean
  College of Science
  San Jose State University
- Kristine M. Garza, Executive Director
  SACNAS
- J. Andres Melendez, Professor
  College of Nanoscale Science and Engineering
  University at Albany-State University of New York
**Policies Affecting Latino Students**

Recruitment and Retention of Teachers in Small Hispanic/Latino Rural Schools Districts

Room: Nueces

Presenter: Velma Menchaca, Professor and Chair
Department of Educational Leadership
University of Texas – Pan American

Co-Presenters: Veronica Estrada, Professor
Department of Curriculum and Instruction
Department of Educational Leadership
University of Texas – Pan American

Jerry Lowe, Professor
Department of Educational Leadership
University of Texas – Pan American

Presenters will discuss results of a study that examines recruitment and retention of teachers in Hispanic/Latino small, rural school districts. How do small districts attract high-quality teachers who can meet the needs of Hispanic/Latino students (many who are CLD, impoverished, and/or transient) in districts that are comprised of almost 100 percent Hispanic/Latino students? What retention incentives do these districts provide for teacher retention? To what extent do these incentives work?

**Cultural Competence/Relevance**

Beside Every Good Man, There’s a Good Woman: How Women “Shape” Latino male Educational Success

Room: Llano

Presenter: Dr. Victor Saenz, Assistant Professor
Higher Education Administration
The University of Texas, Austin

Co-Presenters: Sarah L. Rodriguez, Doctoral Student
Higher Education Administration
The University of Texas, Austin

Carmen Finch, Doctoral Student
Higher Education Administration
The University of Texas, Austin

This presentation explores how females shape Latino educational success. Higher education professionals and scholars can learn from the results of this multi-year, grant-funded research project, which includes the perspectives of over 150 Latino male college students and 60 administrators and faculty from K-12, community college, and four-year sectors. Learn how women impact Latino males in their educational pursuits, what role women play in their persistence, and why their involvement is critical for their educational success.

**PK-20/Community Partnerships**

Day Dreamin’: Latino Middle School Boys and Their College Aspirations

Room: Pecan

Presenter: Eligio Martinez Jr.
College of Education
University of Washington

Co-Presenter: Michelle Castellanos
Rossier School of Education
University of Southern California

The literature on the Latino students. College choice process highlights their high school experiences and neglects the critical middle school years. This session explores how Latino males begin to structure opportunity during middle school
and the factors that influence their aspirations. Findings provide insight on how race, ethnicity, and gender intersect in school and help shape Latino male’s future aspirations. The session aims to shift conversations about college choice to student’s middle school experiences.

11:30 A.M. – 12:45 P.M.

CULTURAL COMPETENCE/RELEVANCE

Ad Strategy for Multi-Ethnic Markets: The Influence of Cosmopolitanism
Room: Chula Vista Boardroom
Presenter:
Sindy Chapa, Assistant Professor & Associate Director
The Center for the Study of Latino Media and Markets
at the School of Journalism and Mass Communication
Texas State University, San Marcos

This is an experimental study that compares, across three different young adult U.S. ethnic groups, the effects of using integrated ethnic aids. The study tests the effects of using an ad with White, African-American, and Hispanic American actors versus using an ad with a mix of actors of these three ethnic groups of young adults on an ethnic group’s attitude toward the ad, attitudes towards the brand and brand purchases intentions.

11:30 A.M. – 12:45 P.M.

PK-20/COMMUNITY PARTNERSHIPS

Project HIRE: College Attainment for ALL Latino Students
Room: Chula Vista
Presenter:
Paul Sale, Professor and Chair
Educational Psychology
University of Texas – Pan American
Co-Presenters:
Leigh Ann Godinez
Department of Assistive and Rehabilitative Services
Bruce Reed, Professor and Interim Chair
Rehabilitative Services
University of Texas – Pan American

Latino students with learning and sensory impairments continue to do poorly “shaping their own destiny.” Participants in this session will discuss a new college attainment model for Latino students with disabilities developed through a partnership between state and local agencies and colleges. Program components will be described and specific outcome evidence will be provided. Successes, setbacks, and program refinements will be discussed. This session will be useful for higher education, rehabilitation, and community service professionals.

11:30 A.M. – 12:45 P.M.

CULTURAL COMPETENCE/RELEVANCE

First in My Family: Research & Practices for Serving 1st Generation College Students
Room: Live Oak
Presenter:
Erica Yamamura, Assistant Professor
Student Development Administration
Seattle University
Co-Presenters:
Citlali Vasquez-Ramos
College Guidance Counselor
Downtown College Prep, San Jose
Victoria Benavides, Program Coordinator
Office of Multicultural Affairs
Seattle University

Students who are the first in their family to attend college often face additional obstacles in college. This session will share findings from a multiple institution research study that explored first generation college students’ experiences. In particular, presenters will (1) highlight best practices that facilitated student engagement and success in the areas of co-curricular activities and identity development and (2) engage student affairs professionals on how to create a first-generation friendly campus culture for Latina/o students.
Integrating Blended Learning for Successful Remediation
Room: Mesquite
Presenter:
Floralba Arbelo, Curriculum Specialist
Carlos Albizu University

The session will highlight the proactive planning and implementation process of online remedial intervention strategies that worked for a Hispanic Serving Institution in Miami. Using online technology to enhance course objectives in English and College Algebra faculty and support staff led students through concurrent remediation while in their courses and using feedback over a period of three semesters continued to improve the courses to meet student needs, course objectives, and ultimately academic readiness.

Latina/o Student Success in Higher Education: Models of Empowerment at Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs
Room: Pecos
Presenter:
Marcela Cuellar, Postdoctoral Research Associate
Center for Enrollment Research, Policy, and Practice
University of Southern California

While postsecondary Latina/o enrollments are on the rise, a significant proportion of these students enroll at Hispanic-Serving Institutions (HSIs) and emerging HSIs. Yet, knowledge is presently limited on the factors influencing Latina/o enrollment at these institutional types and subsequent educational outcomes. This session will review the findings from a dissertation that employed a two-pronged approach to address gaps in research on Latina/os’ college choice process and educational outcomes at HSIs, emerging HSIs, and non-HSIs.

Data were taken from the Cooperative Institutional Research Program at UCLA from the 2004 freshman and 2008 senior surveys. Results indicate that there are notable differences on background characteristics and forms of capital that are tied to enrollment decisions for Latina/os at these institutional contexts. Distinctions also emerged on factors predicting change on two outcomes representing empowerment (academic self-concept and social agency) between the three institutional types, which suggests that these contexts matter when assessing Latina/o student experiences and eventual outcomes in higher education. This session will conclude with a discussion on implications for practice and future research.
### CONFERENCE AGENDA

**MARCH 30, 2013 ► 1:00 PM – 4:00 PM**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Presiding</th>
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<tbody>
<tr>
<td>1:00 P.M. – 3:30 P.M.</td>
<td><strong>ANNUAL AWARDS LUNCHEON</strong></td>
<td>Regency Ballroom</td>
<td>JoAnn Canales, AAHHE Board Member</td>
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<tr>
<td>3:30 P.M. – 4:00 P.M.</td>
<td><strong>CONFERENCE CLOSURE</strong></td>
<td>Regency Ballroom</td>
<td>William Aguilar, AAHHE Conference Chair and Board Member; Loui Olivas, President</td>
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**Luncheon Details**

- **Annual Awards Luncheon**
- **Room:** Regency Ballroom
- **Presiding:** JoAnn Canales, AAHHE Board Member

**Conference Closure**

- **Room:** Regency Ballroom
- **Presiding:** William Aguilar, AAHHE Conference Chair and Board Member; Loui Olivas, President
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.

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LEADERSHIP THEORY AND THE COMMUNITY COLLEGE
Applying Theory to Practice
Carlos Nevarez, J. Luke Wood, and Rose Penrose
Foreword by Eduardo J. Padron
This book presents leaders and aspiring leaders in community colleges with a theoretical and practical framework for analyzing their leadership styles, and determining the dimensions of leadership they need to improve in order to strengthen their capacity to resolve complex issues and effectively guide their institutions.

PAPER, $29.95 / E-BOOK, $23.99  FEBRUARY 2013

DIVERSE MILLENNIAL STUDENTS IN COLLEGE
Implications for Faculty and Student Affairs
Edited by Fred A. Bonner II, Aretha F. Marbley, and Mary F. Howard Hamilton
Paper, $29.95
E-BOOK, $23.99

WE ARE AMERICANS
Undocumented Students Pursuing the American Dream
William Perez
Foreword by Daniel G. Solórzano
Paper, $22.50

SENTIPENSANTE (SENSING/THINKING) PEDAGOGY
Educating for Wholeness, Social Justice and Liberation
Laura I. Rendón
Foreword by Mark Nepo
Cloth, $27.50
E-BOOK, $21.99

NEW

ENSURING THE SUCCESS OF LATINO MALES IN HIGHER EDUCATION
A New National Imperative
Edited by Victor B. Saenz, Luis Ponjuan, and Julie Figueroa
Foreword by Aida Hurtado
The contributors to this book present new research on factors that inhibit or promote Latino success in both four-year institutions and community colleges in order to inform both policy and practice. They explore the social-cultural factors, peer dynamics, and labor force demands that may be perpetuating the growing gender gap, and consider what lessons can be learned from research on the success of Latinas. This book also closely examines key practices that enable first generation Latino male undergraduates to succeed which may seem counterintuitive to institutional expectations and preconceived notions of student behavior.

PAPER, $29.95 / E-BOOK, $23.99  JUNE 2013

CONFRONTING EQUITY ISSUES ON CAMPUS
Implementing the Equity Scorecard in Theory and Practice
Edited by Estela Mara Bensimon and Lindsey Malcom
Foreword by David Longanecker
"With in-depth examinations of the Equity Scorecard process as well as reflections from practitioner teams and researchers, the book is a testament to the role thoughtful data assessment can play in generating more racially equitable outcomes for students. The book calls educators and administrators to take personal responsibility for their roles in moving from deficit model to an equity model, and provides helpful context for anyone currently using or considering the scorecard as a tool for change." — DIVERSITY & DEMOCRACY

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<td>Dean, Arts &amp; Humanities, Sheridan College</td>
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<td>Cynthia Alcantar</td>
<td>Graduate Student, New York University</td>
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<td>Dean, College of Graduate Studies, Texas A&amp;M University, Corpus Christi</td>
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<td>Department Chair, University of Texas, Austin</td>
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<td>Director of Mathematical, Computational &amp; Modeling Sciences Chair, Arizona State University</td>
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<td>President, Kutztown University</td>
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<td>Michelle Cruz-Santiago</td>
<td>Graduate Student, University of Illinois Urbana Champaign</td>
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<td>Student, University of North Texas</td>
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<td>Geraldine De Berly</td>
<td>Sr. Assoc. Dean for Academic Affairs, Syracuse University</td>
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<td>Professor, University of the Incarnate Word</td>
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<td>Student, Seton Hall University</td>
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<td>Dean of Students, Eastern Connecticut State University</td>
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<td>Myrtle Dorsey</td>
<td>Chancellor, St. Louis Community College</td>
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<td>Executive Director TRC, University of Texas, San Antonio</td>
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<td>Dean, Education, University of Nebraska at Omaha</td>
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<td>David Eppich</td>
<td>VP for Student Services, San Juan College</td>
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<td>Instructional Dean, El Paso Community College</td>
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<td>Associate Provost, DeVry University, South Florida</td>
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<td>Henry Flores</td>
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<td>Catherine Galarza-Espino</td>
<td>Doctoral Student, Benedictine University</td>
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<tr>
<td>Mildred Garcia</td>
<td>President, California State University, Fullerton</td>
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INDIVIDUAL MEMBERS

As of December 15, 2012

Sonya Garza
Systems Support Specialist I
Texas State University-San Marcos

Alberta M. Gloria
Professor & Chair
University of Wisconsin, Madison

Cristina Gonzalez
Professor
University of California, Davis

Mauricio Gonzalez
Vice President Student & International Affairs
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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. Her current research focuses on access, retention, and graduation of low-income, first-generation college students and the transformation of teaching and learning to emphasize contemplative engagement and social justice.

Rendón is credited with developing the theory of validation, which has been employed as a framework for working with and affirming students of color, many who are low-income and the first in their families to attend college. She also developed a sensing/thinking teaching and learning model called Sentipensante Pedagogy focused on holistic education emphasizing intellectual, social, emotional, and spiritual student development.

Rendón earned a PhD in higher education administration from the University of Michigan, Ann Arbor. She holds a Master of Arts in counseling and guidance and psychology from Texas A&M University-Kingsville. She earned a Bachelor of Arts in English and journalism from the University of Houston, and holds an Associate of Arts degree from San Antonio College.

Rendón is the author of Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation.

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. 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. Dr. Contreras received her PhD from Stanford University in Educational Administration and Policy Analysis, Master of Education from Harvard University, and Bachelor of Arts from University of California, Berkeley.

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. Her work has been published in leading education journals such as the Harvard Educational Review, Educational Policy, Journal of Hispanics in Higher Education, and Journal of Advanced Academics. She is also the lead researcher for the Latino Edition of the College Completion Agenda for The College Board (September 2011).

Dr. Contreras has served on the boards of the ACLU of Washington, the Journal of Advanced Academics, and Latino Education Achievement Project, and was a Gubernatorial Appointee to the Achievement Gap Oversight and Accountability Committee in Washington. She currently serves on the PUENTE Board and the Board of the Lupe Contreras Memorial Fund in California.
Yvette Donato
Chief Administrative Officer (CAO) and Senior Vice President of People, Process & Communications
ETS

Yvette Donado oversees corporate quality and process management; communications, marketing, government and community relations; human resources and facilities for Educational Testing Service (ETS). She leads a staff of over 500 employees in an organization that employs more than 3,000 people.

Donado directs the Office of the Corporate Secretary and ETS’s community outreach through its Social Investment Fund. 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); and increased productivity by incorporating enviable benefits, wellness programs, and flexibility in policies that foster work-life balance.

Donado serves on several boards such as Junior Achievement of New Jersey, United Way of Mercer, and Hispanics Inspiring Students’ Performance and Achievement. She is also on the faculty of the Student Success Institute of the American Association of Hispanics in Higher Education.

Donado earned a Bachelor of Arts 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 from Harvard University. Donado also 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 Donado as one of the 50 most influential Hispanics and Latina Style selected her as one of the top five Latina executives in the United States.

Diane Elizondo
Educational Leadership and Policy Studies
University of Texas at San Antonio

Diane Elizondo is a fifth-year doctoral student and former fellow in the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio (UTSA). Inspired by the educational experiences of her students, family, and friends, Diane seeks to transform higher education into a space that welcomes diverse learners and institutions to increase student access and success. Diane works with her advisor and mentor, Dr. Anne-Marie Nuñez, to expand research on Hispanic Serving Institutions (HSIs).

Diane’s other research interests include exploring the experiences of Latina STEM undergraduates at HSIs who have completed developmental education coursework, as well as analyzing the discourse among HSI leaders to understand how their views about education, mission, and status shape institutional practice, policy, and organization.

Diane co-founded the Higher Education Administration Student Association (HEASA), an educational, professional development, and networking organization, and the Texas Higher Education Symposium, an annual symposium to discuss Texas higher education issues with Texas higher education scholars, government officials, students, and community members. In 2012, Diane served as an AAHHE Graduate Student Fellow, was selected for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy and the Association for Institutional Research’s National Data Institute.

Diane earned her Master of Arts in social sciences, policy, and educational practice from Stanford University and her Bachelor of Arts in history and minor in secondary education from Texas A&M University - College Station.
Anne-Marie Nuñez's research addresses how individual, organizational, and structural factors influence equitable opportunities for college access and success. Most recently, her research has focused on Latino, first-generation, and migrant students’ experiences in their transitions to different types of higher education institutions, including Hispanic-Serving Institutions (HSIs).

She has also conducted research about the experiences of Latina faculty in HSIs.

In 2009, Dr. Nuñez received UTSA's President’s Distinguished Research Achievement Award, an honor recognizing the junior faculty member whose research has been exceptionally successful and brought external recognition to the university. In 2011, she received the Mildred García Exemplary Scholarship Award from the Association for the Study of Higher Education (ASHE) for her scholarship about underrepresented populations of color in higher education. She has also been recognized as a faculty fellow by the American Association of Hispanics in Higher Education (AAHHE).


José Luis Morín
Vice President for Academic Affairs & Provost
The New Community College at CUNY

Prior to joining The New Community College of the City University of New York (NCC) as Vice President for Academic Affairs & Provost, Morín held numerous administrative positions in higher education. From 2007 to 2009, Provost Morín served as Interim Dean of Undergraduate Studies at John Jay College, playing a leadership role in the re-examination of college's general education program, establishing standards for writing intensive courses, and strengthening pre-law advisement at the college. He spearheaded many new initiatives for students at the college, such as the Vera Fellows Program, the annual Celebrating Student Research event, and the Kaplan Leadership Program.

His areas of academic specialization include domestic and international criminal justice, civil rights and international human rights law, race and ethnicity in the United States, Latina/o studies, and Latin American studies.


Provost Morín has been a member of a national working group on the status of young Latino males in the United States. A recipient of many honors and awards, Provost Morín was one of ten individuals selected nationwide for the HACU-Kellogg Leadership Fellows Program for 2005-2006, and in 2007 he received the “El Award” from the *El Diario/La Prensa*, the oldest Spanish-language U.S. newspaper. He received a bachelor’s degree in political science from Columbia University and a juris doctor degree from New York University School of Law.
Dr. Paredes spent most of his academic career at UCLA where for 30 years he taught as an English professor and ten years as vice chancellor for Academic Development. In addition, he served as special assistant to the president of the University of California System in outreach efforts to improve access to higher education for students from educationally disadvantaged communities.

Prior to joining the Coordinating Board, Dr. Paredes was director of creativity and culture at the Rockefeller Foundation, then vice president for programs at the Hispanic Scholarship Fund.

Dr. Paredes was appointed to the Education Commission of the States by Governor Rick Perry; he served as a trustee of The College Board and Mercy College of New York, and was a member of the Board of Directors of the Texas Cultural Trust. He was named one of Hispanic Business Magazine’s 100 Most Influential Hispanics and is a member of the national board of directors for Big Brothers Big Sisters.

Dr. Paredes was born and raised in El Paso, Texas. After graduation from El Paso High School, he attended The University of Texas at Austin, receiving a Bachelor of Arts in English. He served in the U.S. Army for two years, including a 14-month tour with the First Infantry Division in Vietnam. After separation from military service, he resumed his education, receiving a master’s degree in American Studies from the University of Southern California and his PhD in American Civilization in 1973, from The University of Texas at Austin.

As vice president, Jude Valdez oversees the University’s outreach services and extension programs, including the Institute for Economic Development, Institute of Texan Cultures, PREP Program, P-20 Initiatives, Office of Community Outreach, Office of Extended Education/Special Events, UTSA Mexico Center, and the Child and Adolescent Policy Research Institute. Valdez also was responsible for the planning and development of The University’s downtown campus.

Dr. Valdez’ career at UTSA has included serving as the Associate Dean of the College of Business, Assistant to the President of The University, and founding Director for Institute of Economic Development. While Dr. Valdez’ principle duties at the University of Texas at San Antonio are in the area of administration, he has taught and continues to teach in the department of Management. He sits on the editorial board for two national small business and entrepreneurship journals.

Valdez obtained his doctorate degree from the University of Texas at Austin where he later served as assistant dean in the College of Liberal Arts. He served as TACHE President in 1985 and again in 2000.
Guillermina G. Núñez-Mchiri
Engaging Scholarship with Communities

Dr. Núñez-Mchiri is a recently tenured associate professor in the Department of Sociology and Anthropology at UT El Paso, where she enjoys teaching, mentoring, and working on projects that have a positive social impact in the community. She has been recently honored with the 2012 University of Texas Regents’ Outstanding Teaching award. Núñez is originally from Salinas, California. She received her PhD from the University of California, Riverside in 2006 in Cultural Anthropology, her master’s in Latin American/Border Studies, and a Bachelor of Arts in International Business from San Diego State University.

Dr. Núñez-Mchiri has published on issues relating to entrapment, immigration, barriers to health care, the political ecology of colonias, housing and social justice, and on the applications of Service Learning in higher education.

Her current areas of research focus on interdisciplinary research on Latinas/os in higher education and in Science, Technology, Engineering, and Math (STEM) fields, service learning and community engagement with older adults, immigration and community building processes on the U.S.-Mexico border. As an applied scholar, Dr. Núñez-Mchiri serves as expert witness testifying in immigration and asylum proceedings and provides workshops on leadership and professional development. Her main goal is to apply anthropological research and methods towards finding solutions to social problems and improving the quality of life of Mexican American communities in the United States.

Cristóbal Rodríguez

Cristóbal Rodriguez provides expertise in education research, evaluation, and policy analysis from a critical lens. Being born and raised in El Paso, and along with this educational background with a Bachelor of Arts in foreign languages with an emphasis in German and Spanish, and a master’s in curriculum and instruction, provided Cristóbal with a strong foundation towards his doctoral aspirations. More specifically, influenced by his professional experiences in secondary and post-secondary education in serving and preparing diverse students for academic success, Cristóbal’s research interests are on education policies that influence educational opportunity throughout the educational pipeline, particularly for settings with concentrated diverse demographics, such as the U.S. Southwest Borderlands.

Although Cristóbal’s recent work applies quantitative analyses to critical questions, his dissertation applied mixed methods to understand access and success of Borderland Latina/o students at Texas flagship and Borderland universities amidst the Top 10% Admissions Plan. Other works have also included qualitative analyses to understand the lived experiences of undocumented high school and college students amidst Texas accountability and financial aid policies.

Cristóbal’s most recent work has been published in the book *Linguistic Minority Students Go to College* (2012), edited by Yasuko Kanno and Linda Harklau, as well as published in the *Harvard Journal for African American Policy* (2011) and the *Journal of Latinos and Education* (2011).
Interim vice chancellor of student affairs, Adela de la Torre is an agricultural and health economist, and nationally recognized expert on Latino and Chicano health issues. De la Torre, a professor, director of the Center for Transnational Health and former chair of the Department of Chicana/o Studies, has both a personal and professional commitment to pursuing additional fund sources to support students and alleviate their debt. She has a long history of positive working relationships between faculty and student affairs staff, working closely with student activists during campus protests. She has earned a reputation for being effective at listening, balancing perspectives, and helping to minimize tensions on campus.

An accomplished leader, de la Torre has served in academic leadership roles in the California State University system, the University of Arizona and, now, at UC Davis. In the California State University system, she served as chair of the Department of Chicano/Latino Studies and was selected by members of the California State University system to serve a one-year appointment as a management fellow. In this role, she was involved in systemwide strategic planning, higher education legislative initiatives, enrollment and growth planning, and systemwide presidential and board trustee meetings.

At the University of Arizona, she was director of the Mexican American Studies and Research Center. During her tenure at Arizona, de la Torre successfully developed the first graduate program in Mexican American Studies and founded the College of Medicine’s first federally funded Hispanic Center of Excellence.

At UC Davis, she has successfully generated more than $19 million in external funds to support educational outreach, recruitment, health education and training programs. Most recently, de la Torre was awarded a $4.8 million grant from the U.S. Department of Agriculture’s National Institute for Food and Agriculture to study ways to combat obesity in children of Mexican heritage.
Debbie Cochrane
Affordability

Debbie Cochrane is the research director of the Institute for College Access & Success (TICAS) and its Project on Student Debt, and is an expert on financial aid policy and practice. She also leads the organization’s policy and advocacy work on national community college issues and California higher education, and has testified at California legislative, budget, and oversight hearings. Her work has shed light on the role of financial aid and affordability in college access and success at community colleges, identifying obstacles between students and the aid they need, as well as practical ways to lower those obstacles. Her analyses of how federal and state policy proposals affect low-income students are frequently cited by reporters and policymakers, and she has helped build statewide coalitions to support strong financial aid programs and better outcomes for students.

Before joining TICAS’ staff, Debbie worked as a policy analyst at the National Center for Public Policy and Higher Education, focusing primarily on community college affordability and finance policy issues, and served in research, direct service, and management roles within a variety of other nonprofit settings. She holds a master’s in social work with a focus on social policy from San Francisco State University and a Bachelor of Arts from the University of Michigan.

David Conley
College and Career Readiness: Getting to the Campus Level

Dr. David Conley serves as chief executive officer of the Educational Policy Improvement Center (EPIC); founder and director of the Center for Educational Policy Research (CEPR); Professor of Educational Leadership at the University of Oregon; and President of CCR Consulting Group, LLC. He conducts research on issues related to college readiness, college and high school course content analysis, high school-college alignment and transition, and large-scale diagnosis and assessment of college readiness. His findings have been published in numerous journal articles, technical reports, conference papers, book chapters, and books, including College Knowledge (2005) and College and Career Ready (2010). His has two recent publications, “College and Career Readiness: Same or Different?” in the April 2012 issue of Educational Leadership; and “Does Common Mean the Same: Implementing State Standards and Assessments Equitably and Fairly” in the Fall edition of NASBE’s Journal The State Education Standard: Implementing the Common Core Standard.

Dr. Conley serves on numerous technical and advisory panels (including the Common Core State Standards Validation Committee, which he co-chaired), consults with educational agencies nationally and internationally, and is a frequent speaker at national and regional meetings of education professionals and policymakers.

Dr. Conley received a Bachelor of Art with honors in social sciences from the University of California, Berkeley. He earned his master’s degree in social, multicultural, and bilingual foundations of education and his doctoral degree in curriculum, administration, and supervision at the University of Colorado, Boulder.
Lisa Firmin
Serving the Veteran Population in Higher Education

Lisa Firmin is the Associate Provost for Diversity and Recruitment at the University of Texas at San Antonio. She works at the strategic level to address faculty diversity and placement goals and coordinates efforts between Academic and Student Affairs to attract a high quality diverse student population.

Firmin was central in establishing a Top Scholar recruitment initiative that contributed to a 10 percent increase in the incoming freshman class at UTSA who ranked in the top 20 percent of their high school. She continues to develop other top scholar and targeted recruiting programming.

Firmin led the UTSA Air Force Reserve Officer Training Corps program to national distinction as the Best Large Detachment in the Nation. She retired from the United States Air Force as a Colonel and its most senior ranking Latina officer. As a commander in a combat zone, she led efforts to build up Balad Air Base in Iraq and was awarded the Bronze Star medal.

Firmin has been featured in local print, radio, television and national magazines and received many honors and was recognized recently by the National Diversity Council as one of The Most Powerful and Influential Women in Texas. Firmin was honored with Northside Foundation’s Pillar of Character award. She is a member of the Board of Directors for the Texas Diversity Council, a member of the National Association of Diversity Officers in Higher Education, and a member of Phi Kappa Phi.

Elizabeth R. Gutierrez
College and Career Readiness: Getting to the Campus Level

Elizabeth Gutierrez is Director of State Policy at Lumina Foundation in Indianapolis. She has an extensive background in policy, higher education, business and philanthropy.

Prior to joining Lumina, she was program director for education initiatives at the Evelyn and Walter Haas Jr. Fund in San Francisco. She served as education policy adviser to the governor of New Mexico and also as director of P-20 policy and programs at the New Mexico Department of Higher Education. She served a six-year term as an elected board member of Santa Fe Community College in New Mexico.

Gutierrez began her career with IBM, where she spent nearly two decades in marketing to state governments. She holds a bachelor’s degree in political science, a master’s in public administration from the University of Kansas and a doctorate in institutional leadership and policy studies from the University of California, Riverside.
Susan D. Johnson  
**Building Strategic Relationships: What Works**

Susan D. Johnson is a program officer at Lumina Foundation based in Indianapolis, In. Throughout her career in higher education she acquired intimate knowledge of the policies and practices affecting student success, student engagement, and institutional accountability. Her current portfolio consists of over 70 grants centered on issues of preparation, success, and productivity in higher education designed to increase the proportion of Americans with high-quality degrees and credentials.

Prior to joining Lumina in 2008, Susan held professional positions in student affairs at Louisiana State University and the University of North Dakota and in institutional research at Indiana University. She is actively involved in Grantmakers for Education (GFE) and currently serves on the executive team of Indiana Blacks in Philanthropy (IBIP). Johnson earned her Bachelor of Science, Master of Science and Master of Education from the University of Florida and her PhD in higher education and student affairs at Indiana University.

Sara Lundquist  
**Building Strategic Relationships: What Works**

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 accountability for all student services programs housed at or affiliated with the college. She facilitates the Santa Ana Partnership, a K-12 and higher education collaborative with local community and civic leaders, parents, and business representatives.

Sara has served as the principal investigator for a number of grants and research projects in association with local, state, and national educational reform efforts from the Ford Foundation, the W.K. Kellogg Foundation, the United Stated Department of Education, The James Irvine Foundation, and more. Most recently she has led the Santa Ana partnership’s Lumina Latino Student Success Initiative, a national Latino-centered college access and completion effort, which will extend through 2015.

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. Sara received her undergraduate education at Vassar College and the University of Pennsylvania and a Master of Science in psychology and counseling from the University of La Verne. She received a PhD in higher education from Claremont Graduate University.
Ismael Ortiz, Jr.
Serving the Veteran Population in Higher Education

Former Deputy Assistant Secretary for Veterans Employment, Mr. Junior Ortiz is a retired Lieutenant Colonel of the United States Marines and his professional career spans over 30 years of working in government, corporate, and the nonprofit sector.

Mr. Ortiz served as an enlisted man before being accepted to the United States Naval Academy where he received his commission as a Second Lieutenant of Marines.

His twenty-seven year career in the Marines included Air Defense, Administration, Communication, Counter-drug Operations, Recruiting, Marketing and Advertising, as well as professor and coach at the Naval Academy.

Upon retiring from the Marines, Mr. Ortiz worked as senior vice president and director of Government Relations for MBNA America where he was responsible for marketing, new business development, analyzing impacting legislation and community relations within emerging markets.

His responsibilities have ranged from leading thousands of Marines to managing fiscal budgets of hundreds of millions of dollars and helping to pass critical legislation.

He has a Master of Science in human resource management from Central Michigan University and a Bachelor of Science in political science with a concentration in Latin American studies from the U.S. Naval Academy.

He has served on the Board of Directors and the Corporate Board of Advisors of several national Hispanic organizations, and on the Board of Trustees of the Association of Naval Service Officers. He is a Life Member of the Marine Corps Law Enforcement Foundation and the American GI Forum of the United States.

Sonia Ortiz-Mercado
College and Career Readiness: Getting to the Campus Level

Sonia Ortiz-Mercado is the dean of Matriculation, Early Assessment, Student Leadership, and Administration for the Chancellor’s Office of the California Community Colleges. In this capacity, Ms. Ortiz-Mercado is responsible for overseeing and administering over $48 million in matriculation funding for California’s 112 community colleges to support the delivery of counseling and advising, orientation, assessment, and admissions services. She is also responsible for coordinating California Community College implementation of the Early Assessment Program and the development of state policies on increasing student readiness for college and improving the alignment between high schools and college. In addition, her responsibilities include management and support of the Statewide Student Senate and the Student Services Division’s administrative functions.

Ms. Ortiz-Mercado has worked for the Chancellor’s Office for over twelve years and has worked for a variety of state-level education and training programs over the last twenty years, including the State Employment Development Department and the California Department of Education. Sonia has a Bachelor of Arts degree in psychology from the University of California, Santa Cruz and was an Executive Fellow through the Center for California Student at California State University, Sacramento (CSUS). She also has a master’s degree in higher education leadership from CSUS.
At AEP Texas, we are connected to our communities by more than electric wires and poles. We are actively involved in helping make our communities a better place to live, work and play. We are strongly committed to education, recognizing that today’s students are the key to a bright future.
Eyra A. Pérez
Building Strategic Relationships: What Works

Eyra A. Pérez has more than 20 years experience in college access and success program development and management, building partnerships and collaboratives, and grant and fund development. Currently, she is the executive director of the San Antonio Education Partnership. Her professional experience includes work in higher education, K-12 education, and the non-profit sector.

She received a Bachelor of Arts in mathematics and teacher certification from Our Lady of the Lake University and a Master of Arts in educational administration and leadership from UTSA.

Ms. Pérez has received many honors and awards including the Richard S. Howe Excellence in Service to Undergraduate Students Award (UTSA, March, 2000), has been recognized as a Rising Stars: 40 under 40 (San Antonio Business Journal, Spring, 1998), and was a member of Leadership San Antonio XXIII (Greater San Antonio Chamber of Commerce and San Antonio Hispanic Chamber of Commerce, 1997).

She has recently been named to the College Board’s National Office for School Counselor Advocacy (NOSCA) College Access Program (CAP) Advisory Team, ACT College Readiness Advisory Council, and the Advisory Committee for the School Leaders Network.

Michele Siqueiros
Affordability

As the executive director for The Campaign for College Opportunity, Michele works to expand access and success in college for California students. With her leadership in 2010, the Campaign led the effort for historic transfer reform that will make it easier for students to transfer from any California Community College to the California State University system.

Michele has dedicated her career to advising local policymakers and managing organizational partnerships as senior project coordinator with the Department of Neighborhood Empowerment in the City of Los Angeles, founding program manager for Public Allies-Los Angeles and assistant director of Constituency Services for the National Association of Latino Elected and Appointed Officials Educational Fund (NALEO).

In November 2011, Michele was appointed to the California Student Aid Commission by Governor Jerry Brown. From 2005 to 2010, Michele served as an appointee of Los Angeles Mayor Antonio Villaraigosa on the Board of Neighborhoods overseeing the citywide system of neighborhood councils. In 2008, La Opinion Newspaper named her one of Los Angeles’ Mujeres Destacadas (Outstanding Woman) for her extraordinary leadership in education. She currently serves on the Boards of the Institute for Higher Education Policy (IHEP), the Alliance for a Better Community (ABC) and Pitzer College Alumni.

Michele graduated from Pitzer College with a Bachelor of Arts in political studies with honors in Chicano/a studies. She received her Master of Arts in urban planning from the University of California, Los Angeles. She lives in the City of Los Angeles with her husband, a local high school assistant principal, and her two children.
Josefina Castillo Baltodano, J.D.
Senior Associate, External Relations
Center for Studies in Higher Education
University of California at Berkeley
AAHHE Board Member

Baltodano is currently serving at UC Berkeley as senior associate – external relations of the Center for Studies in Higher Education and founding executive director of the Executive Leadership Academy (ELA). ELA is a multi-day program designed to provide insights and experiences that will be useful to persons who are interested in moving to high-level university and college leadership positions, such as provosts, presidents, and chancellors. She also serves on the Higher Education Resource Services (HERS) Board of Directors, the University of Wisconsin System President’s Council on Diversity, the Alta Bates Summit Foundation Board, the Board of Directors of the American Association of Hispanics in Higher Education (AAHHE), the Board of Directors for Victory University, and the American Council on Education (ACE) Women’s Network Executive Council. Baltodano is also currently serving as vice-chair of the Alameda County Health Care Foundation Board.

Baltodano was appointed president of Marian University through June 30, 2009. She brought to Marian a multi-faceted higher educational leadership experience as a successful administrator, trustee, and faculty member. During her presidency, Marian transitioned from a college to university status. She initiated in collaboration with the faculty the creation of five new Schools and hired the founding deans: the School of Arts, Humanities & Letters, the School of Business, the School of Criminal Justice, the School of Mathematics & Natural Science, and the School of Social & Behavioral Science. The new schools joined the existing School of Nursing and School of Education to create a uniform academic infrastructure throughout the university. She also developed historical collaborations with civic, business, national, and international educational leaders in Africa, Japan, and China.

Baltodano has over 20 years at UC Berkeley in administration and teaching, which included development and leadership of the Academic Achievement Division (AAD), and teaching in the Ethnic Studies Department. At Alliant International University in California, she served as executive vice president for Strategic Planning and Advancement and University Professor. She also served at John F. Kennedy University, California where she was vice president for University Research; vice president for University Relations; and dean and professor, School of Management.

Baltodano served as a commissioner for the American Council on Education Women’s Commission, and served on the Network Executive Board of the American Council on Education’s Office of Women in Higher Education. Baltodano served as a commissioner for the State of California Student Aid Commission (CSAC). She was the founding chair of the Board of Commissioners of the International Assembly for Collegiate Business Education and was also the national chair of the U.S. Department of Education’s Ronald McNair Post-Baccalaureate Achievement Program.

Baltodano serves as an executive coach and presents on the following topics: Executive Leadership Development, Succession and Transition Planning, Comprehensive Campaigns, Advancement, Strategic Planning, Board Recruitment and Development, Multicultural Competencies, and Enrollment Management Strategies.
Nancy Martin
Principal
Archer–Martin Associates

Nancy Martin is an executive search consultant and co-founder of Archer–Martin Associates, an innovative career counselor, and a best-selling author.

Nancy Martin was the founder of Educational Management Network, an executive search firm dedicated to serving the senior leadership search needs of higher education and not-for-profit institutions. She merged this firm with Witt/Kieffer, a national search firm focusing on searches in the health care industry, in 1998. Her past affiliations include serving as a search consultant with the Academy for Educational Development; Peat, Marwick Mitchell; and J. Robert Scott. She has been recognized nationally as one of the leading search consultants in higher education. In January of 2004, she left Witt/Kieffer to co-found Archer–Martin Associates, a firm serving higher education institutions with transition management, executive search, and executive coaching services.

The best-selling book, Career Aspirations and Expeditions: Advancing your Career in Higher Education Administration, co-authored by Ms. Martin and Dr. Jennifer Bloom, provides individuals with the tools and strategies necessary to navigate the job search process successfully and guides their long-term career planning.

As a sought-after workshop convener on the topics addressed in her book, Ms. Martin is known as the “Academic Executive Coach.” She served as a member of the Commission on Higher Education, Middle States Association of Colleges and Schools, and volunteers her time in support of the American Council on Education’s leadership development programs. She is a core faculty member of HERS (Higher Education Resource Services) and teaches in its workshops at Bryn Mawr, Wellesley and the University of Denver. She served as a member of the faculty at the inaugural Executive Leadership Academy co-hosted by Center for Studies in Higher Education (CSHE) at UC Berkley and American Association of Hispanics in Higher Education, Inc. (AAHHE) in 2011 and 2012.

Ms. Martin has served on the Nantucket School Committee, as a trustee of the Nantucket Historical Association and as a volunteer with various Nantucket not-for-profit associations. Currently, she serves as a trustee of Hampshire Country School and on the Board of Trustees of the Nantucket Community Music Center. Her son, Clay, was recently graduated from Wheaton College and is pursuing a career in politics.

Ms. Martin is a graduate of Mount Holyoke College, holds a master’s degree from New York University and has studied at the graduate level at Middlebury’s School of Foreign Languages and at Stanford University.
The University of Texas at San Antonio is your first choice for a top-tier education.

UTSA provides you a world of ideas, diversity and culture with more than 140 undergraduate and graduate degree options, a thriving campus life, and a growing reputation as a leading research university.

UTSA is excitement and challenges, inspiration and discovery. We are a community of scholars, achievers and leaders from here and around the world. UTSA is degrees of success and Division I sports. We are passion, and we are change.

We are Roadrunners. And we are you.
Sofía Martínez Ramos is president of Luminario Education Strategies, an education, leadership and career development organization. With more than fifteen years of higher education experience, Dr. Ramos moved up the ranks to associate to the vice president, where she worked closely with top-level administration to increase the diversity at the University of Arizona. She is an associate of the Mexican American Studies Department at the University of Arizona (UA), where her focus is Latino leadership development, and higher education career trajectory challenges and success mechanisms.

Dr. Ramos was a Fellow at the Executive Leadership Academy and is now part of the team actively involved in preparing the next generation of leaders. Sofia is known for her seminars devised to help participants understand the expectations of the organization, the preparation needed and how to capitalize on their own strengths move up the ranks.

Dr. Ramos has ongoing professional relationships with the University of New Mexico Gallup; The UA College of Medicine; Hispanic Association of Colleges and Universities (HACU); Congressional Hispanic Caucus Institute (CHCI); The Center for Higher Education Studies at UC Berkeley, and The American Association of Hispanics in Higher Education (AAHHE).

“The innovative work of AAHHE reminds me that cambio can and will happen! As a 2012 AAHHE Graduate Student Fellow, I had the opportunity to participate in a professional community where other graduate students and faculty fellows truly understood the struggles of navigating higher education.”

Eileen M. Gonzalez, 2012 Graduate Fellow
Doctoral Candidate
Department of Curriculum and Instruction
University of Connecticut
Dr. Arturo Madrid is the Norine R. and T. Frank Murchison Distinguished Professor of the Humanities at Trinity University and the recipient of the Charles Frankel Prize in the Humanities in 1996, awarded by the National Endowment of the Humanities. Prior to joining the faculty of Trinity University in 1993, Madrid served as the founding president of the Tomás Rivera Center, the nation’s first institute for policy studies on Latino issues, a position he held from 1984 to 1993. In addition to having held academic and administrative appointments at Dartmouth College, The University of California, San Diego, and the University of Minnesota, he has also served as Director of the Fund for the Improvement of Post-Secondary Education (FIPSE) and the Minority Institutions Science Improvement Program (MISIP) in the U.S. Department of Education as well as National Director of the Ford Foundation’s Graduate Fellowship Program for Mexican Americans, Native Americans and Puerto Ricans.


A native of New Mexico and a graduate of the University of New Mexico (1960), Dr. Madrid holds a PhD degree in Hispanic languages and literatures from UCLA as well as honorary doctorates from New England College, The California State University at Hayward, Mt. Holyoke College, Pomona College, and Texas Lutheran University. He was awarded The President’s Medal by Brooklyn College in 1997 and was recently (2009) honored with the John Hope Franklin Award by Diverse: Issues in Higher Education. He is the author of multiple reports and essays on education and culture as well as of a family memoir, *In the Country of Empty Crosses*, Trinity University Press, 2012.
Ricardo Romo
President
University of Texas at San Antonio

Ricardo Romo became the fifth president of The University of Texas at San Antonio in May 1999. As president, he leads one of the fastest-growing institutions of higher education in Texas and the nation. Under his leadership, UTSA is now poised to become the state’s next premier research university.

During Romo’s tenure, UTSA’s enrollment has grown 68 percent, and the University has added numerous programs and facilities to enhance student life. The number of doctoral degree programs has increased from three to 22.

A native of San Antonio’s West Side, Romo graduated from Fox Tech High School and attended the University of Texas at Austin on a track scholarship. He was the first Texan to run the mile in less than four minutes, and his mile record lasted 41 years. He earned a Bachelor of Science in education (1967).

Romo holds a master’s degree in history from Loyola Marymount University (1970) and a PhD in history from UCLA (1975). A nationally respected urban historian, Romo is the author of *East Los Angeles: History of a Barrio*, now in its ninth printing (one in Spanish).

Romo has received many honors during his academic career. In November 2007, he was recognized with the Isabel la Catolica award, the highest award given to non-Spanish subjects, bestowed upon him by King Juan Carlos of Spain. In October 2008, Romo received the Distinguished Alumnus Award from the Texas Exes Alumni Association.

In September 2010, he received the San Antonio North Chamber Dolph Briscoe Salute to Excellence Award. In 2011, Romo was presented the Council for Advancement and Support of Education (CASE) Chief Executive Leadership Award. In May 2011, he was appointed to the President’s Advisory Commission on Educational Excellence for Hispanics.

President Romo is married to Dr. Harriett Romo, a UTSA professor of sociology and director of the UTSA Mexico Center and Bank of America Child and Adolescent Policy Research Institute (CAPRI). They have one son, Carlos, who earned degrees from Stanford University and the University of Texas School of Law. Their daughter, Anadelia, a graduate of Princeton University, received a doctoral degree from Harvard University and teaches at Texas State University.

The Romos are avid art collectors with a private collection strong in works by Latino artists with a focus on Texas and the Southwest. A talented photographer, Romo’s photos have been included in numerous regional exhibits including “Havana,” a collection of photos of Cuba, and “Small Town Texas,” from which photos were selected for an exhibit in China, “Infinite Horizons: Visions of Texas.”
Dr. Ana Margarita “Cha” Guzmán was appointed president of Santa Fe Community College on July 12, 2012. The SFCC Governing Board unanimously selected her after an extensive national search. She is the seventh president of the college.

Dr. Guzmán became the first woman president of Palo Alto College in August 2001. A native of Cuba, she has been in educational administration for more than 30 years and is a leading voice for Hispanic American in education.

Under Dr. Guzmán’s leadership, Palo Alto College became an economic engine of the South Side of San Antonio, producing record enrollment in fall 2011. The number of degrees and certificates awarded has more than doubled in the last five years. In addition 12 new workforce programs have been added.

Dr. Guzmán serves on the Governing Board of the Hispanic Association of Colleges & Universities (HACU). The U.S. Senate confirmed Dr. Guzmán in June 2011 to a four-year term on the National Security Education Board (NSEB). The 13-member panel develops criteria for scholarships and grants for students who express an interest in national security issues or a career in a national security position. She recently served on the Board of Trustees of the College Board, a not-for-profit membership association whose mission is to connect students to college success and opportunity.

In 2010, NBC News invited Dr. Guzmán to participate at the Education Nation Summit, a ground-breaking conversation about the state of education in America. She was honored with the Ford Salute to Education in 2005 and was named to the San Antonio women’s Hall of Fame in 2006.

Dr. Guzmán served as a Senior Advisor to Education Secretary Richard Riley during the Clinton Administration. While at the Education Department, she promoted access to education for the Hispanic community. She served as the chair of President Clinton’s White House Commission on Educational Excellence for Hispanic Americans from 1993-2000 and was responsible for the development of Our Nation on the Fault Line: Hispanic American Education.

Dr. Guzmán began her career as a public school teacher, has served as an associate vice chancellor of the Texas A&M University System, as executive vice president for Institutional Advancement, Administration and Community Relations at Austin Community College. She also has been president of the Texas Association of Chicanos in Higher Education.

Dr. Guzmán holds an EdD in education from the University of Houston, a Master of Arts in sociology from Texas Southern University in Houston, and a Bachelor of Science in education from Stout State University in Wisconsin.
Dr. Ortiz's commitment to higher education was sparked at an early age as he, along with his three brothers and sister, became the first generation of college graduates in the family. He was appointed by The California State University Board of Trustees as Cal Poly Pomona's fifth president in August 2003. Dr. Ortiz joined the university from CSU Fresno, where he served as provost and vice president of Academic Affairs. He arrived at Fresno as associate provost and professor of Special Education, after serving as associate provost and interim provost at the University of Southern Colorado. His tenure in Pueblo also included administrative responsibilities as dean of continuing education and director of summer school. Ortiz's career in higher education began at Appalachian State University in Boone, NC, where he served as a full-time faculty member, department chair and director of the Office of Extension Instruction.

A graduate of the University of New Mexico, Ortiz earned his bachelor's and master's degrees in Albuquerque before moving on to the University of North Carolina where he completed his PhD in early childhood special education. Ortiz was a special advisor to the President's Committee on Mental Retardation in 1974.

He is a charter member of the American College & University Presidents Climate Commitment Leadership Circle and serves on the Board of Trustees of the BACCHUS and GAMMA Peer Education Network, co-chair of the HACU/USDA Leadership Group, the Advisory Board for the USDA/HSI Collaborative, and the Commission on Access, Diversity and Excellence through the APLU. He serves on several committees of AASCU, including the Committee on Economic and Workforce Development, Task Force on Sustainability, and the Millennium Leadership Initiative Executive Steering Committee. He also serves on the Aspen Institute Commission on No Child Left Behind, the Los Angeles Coalition for the Economy & Jobs and was just appointed to the Governing Board of the Hispanic Association of Colleges and Universities (HACU).

In addition to these duties, Dr. Ortiz is the director-elect of the Board of Directors for the Los Angeles County Fair Association, a member on the Executive Advocacy Group for the City of Pomona Youth and Family Master Plan, secretary of the Pomona Community Foundation, a member of the Board of Bright Prospect in Pomona, the Pomona Valley Boys and Girls Club Advisory Board, and the San Gabriel Valley Economic Partnership Advisory Committee.

He is the 2012 recipient of the Education Award from the San Gabriel Valley Civic Alliance, the President's Higher Education Community Service Honor Roll Award by the Corporation for National and Community Service, and the Alfredo G. de los Santos Jr. Distinguished Leadership in Higher Education Award being presented by the American Association of Hispanics in Higher Education. He received the “Service to the Community” Award by Hermanos Unidos in February of 2009. In 2008, Dr. Ortiz was selected by Latino Leaders magazine as one of the “Top 25 Latinos in Education,” the 2006 Inland Empire Image Influential Latino Award by *Hispanic Lifestyle*, and was 2005 recipient of Golden Hands Achievement Award by Boys and Girls Club of Pomona Valley. In 2005 he was voted one of Hispanic Business magazine’s 100 Most Influential Hispanics and received the “Local Hero Award” sponsored by Union Bank and KCET Public Broadcasting.
Dr. Paredes spent most of his academic career at UCLA where for 30 years he taught as an English professor and ten years as vice chancellor for Academic Development. In addition, he served as special assistant to the president of the University of California System in outreach efforts to improve access to higher education for students from educationally disadvantaged communities.

Prior to joining the Coordinating Board, Dr. Paredes was director of creativity and culture at the Rockefeller Foundation, then vice president for programs at the Hispanic Scholarship Fund.

Dr. Paredes was appointed to the Education Commission of the States by Governor Rick Perry; he served as a trustee of The College Board and Mercy College of New York, and was a member of the Board of Directors of the Texas Cultural Trust. He was named one of Hispanic Business Magazine’s 100 Most Influential Hispanics and is a member of the national board of directors for Big Brothers Big Sisters.

Dr. Paredes was born and raised in El Paso, Texas. After graduation from El Paso High School, he attended The University of Texas at Austin, receiving a Bachelor of Arts in English. He served in the U.S. Army for two years, including a 14-month tour with the First Infantry Division in Vietnam. After separation from military service, he resumed his education, receiving a master’s degree in American Studies from the University of Southern California and his PhD in American Civilization in 1973, from The University of Texas at Austin.

“I was able to discuss, think, talk, and network with amazingly talented colleagues whose scholarly support and friendship persist to this day.”

Dr. Nolan Cabrera, 2012 Faculty Fellow
Assistant Professor
Higher Education Policy
University of Arizona
Antonia Hernández is nationally regarded for a career spanning three decades in social justice, expertise in philanthropy and the nonprofit sector, and a lifelong devotion to underserved communities.

Since joining the California Community Foundation (CCF) in 2004, she has leveraged the foundation’s assets and relationships to expand its activities and impact beyond traditional grant making to innovation initiatives in civic engagement, public policy, community development, and care for vulnerable populations.

Previously, Ms. Hernández was president and general counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), from 1981-2003, a national nonprofit litigation and advocacy organization dedicated to protecting the civil rights of the nation’s Latinos through the legal system, community education, and research and policy initiatives.

She is a member of the boards of the Council of Foundations, Center for Budget and Policy Priorities, Blue Shield of California Foundation, JFK Profile in Courage Awards, the American Automobile Club Association and UCLA Board of Advisors among others.

Ms. Hernández is a member of the State Bar of California, District of Columbia Bar, American Bar Association, and the Mexican American Bar Association of Los Angeles and a fellow of the American Law Institute.

Ms. Hernández earned her Bachelor of Arts in history at the University of California, Los Angeles and a Juris Doctor at the UCLA School of Law.
Marti Powers joined Shell in September 2010 with 22 years of public and government relations/communications experience with a distinguished background in media and crisis management.

In November of 2011, Powers was promoted to head of communications, Global Manufacturing, Supply and Distribution after concurrently serving as Shell’s interim U.S. downstream senior communications manager and U.S. Manufacturing, supply and distribution communications manager. In her role, she provides functional leadership and strategic direction in communication and reputation management across various countries and facilities.

Prior to joining Shell, Powers was the general manager, Government and Public Affairs, for the Gulf Coast and Mid-Continent, leading a team supporting several Upstream and Downstream businesses. Her other assignments at BP included the government and public affairs director for the Rockies region supporting BP’s North American Gas business in Wyoming, the director of corporate reputation for BP North America coordinating the development of a national program and serving as a member of the U.S. policy reputation council, and the director of government and public affairs for BP’s Gulf Coast Refining and Chemicals operations.

Prior to joining BP, Powers worked for ExxonMobil Chemical Company serving in numerous roles such as the public affairs international liaison for Latin America supporting major project development, the government and public affairs representative supporting health, safety and operations integrity management initiatives across the U.S., and the public affairs coordinator at several Gulf Coast facilities.

Powers has maintained an active leadership role in her community and has held numerous local and state board leadership positions. She was awarded ExxonMobil’s “Shared Visions Realized” award, received the Baytown Hispanic Chamber’s “Business Person of the Year,” recognized as co-Volunteer of the Year for the Texas City-La Marque Chamber of Commerce and received two Rotary Foundation Paul Harris Fellow honors. She has served on the Gulf of Mexico Foundation Board of Directors, a coastal conservation non-profit covering TX, LA, MS and AL, of which she is now a Director Emeritus. Powers served on the global BP Foundation Board of Directors. Currently, she serves as the communications vice chair for American Fuel and Petrochemical Manufacturers. Additionally, she has held several local and state leadership positions for various non-profit organizations.

Powers, a U.S. Air Force dependent whose family (Zapata) hails from Laredo, Texas, is a three-year graduate of Midwestern State University, Wichita Falls, Texas, and holds a Bachelor of Arts degree in mass communications with a minor in speech.
Vélez was born in Tucson, Arizona and grew up in the nurturing embrace of the Spanish-speaking part of town. His parents were both born in Sonora, Mexico. Education was heavily emphasized in our home: His mother worked three jobs in order to send them to Catholic schools, through high school. All of his brothers earned their degrees from The University of Arizona and their career paths, though much different, have focused on educating the community.

Vélez earned all of his degrees from The University of Arizona, completing a doctoral degree in mathematics in 1975. Between undergraduate and graduate school, from 1968-1970, Vélez served aboard the aircraft carriers, USS Yortown and USS Kearsarge in the U.S. Navy. He made two tours to Vietnam. His research interests have been in number theory and algebra. Vélez's first position after completing his doctoral studies was as a member of the technical staff at Sandia National Laboratories in Albuquerque, NM, where he worked on the Command and Control of Atomic Weapons systems. In 1977, he returned to academia and accepted a position at the University of Arizona. Vélez currently holds the rank of Professor of Mathematics and University Distinguished Professor. He have always been interested in the ways that mathematics is applied and for four summers, beginning in the late 1980s, he was employed at the Naval Ocean Systems Center in San Diego, CA, where he worked on communication systems for submarines.

Vélez was also a Program Officer at the National Science Foundation, where he directed the Algebra and Number Theory Program in 1992-93. He is a founding member of the Society for the Advancement of Chicanos and Native Americans in Science and served as president of this organization from 1994-96. Vélez served as the director of the NSF funded Southwest Regional Institute in Mathematical Sciences from 1994-99.

Vélez is currently the associate head for Undergraduate Affairs in the mathematics department and director of the Math Center. His focus is to increase the number of students majoring in mathematics and also to increase diversity among undergraduate mathematics majors. All of his efforts are directed towards achieving these goals. He has managed to double the number of mathematics majors, while at the same time increasing the percentage of minority mathematics majors. The university currently has over 600 undergraduate mathematics majors, of whom 20 percent are minority.
Carlos J. Gutierrez is originally from San Antonio, TX, where he attended Central Catholic HS. He obtained an undergraduate physics degree at the University of Dallas. Although accepted by the graduate physics program at the University of Texas in Austin, he instead decided to work for a year at Kelly AFB in San Antonio while he more thoughtfully evaluated graduate schools. Despite criticism that it would be unwise to leave a “secure” civil service job at Kelly AFB (note: BRAC later closed Kelly in 2001), Carlos pursued physics and astronomy graduate studies at Johns Hopkins University.

The first year at Hopkins was the hardest year of Carlos’ life, partly due to homesickness. With the encouragement of his parents and family, he somehow overcame survived that difficult first year and became more comfortable. At Hopkins, Carlos’ dissertation work on artificially structured magnetic materials was recognized by a graduate student award at the 1990 European Materials Research Society Conference. Next, Carlos conducted research as a National Research Council Postdoctoral Research Associate at the Naval Research Lab in Washington, DC.

In 1992, Carlos accepted a physics faculty position at (Southwest) Texas State University. Within 13 years, Carlos built a new materials physics research program that impacted hundreds of students. He obtained the university’s first NSF Faculty Early Career grant award in 1995, and he received the 2001 Texas State University Presidential Award in Scholarly Research Excellence. Carlos was the founding faculty advisor for the university’s Mexican-American Engineers and Scientists (MAES) student chapter, and he guided the MAES student chapter towards pioneering their “Science Extravaganza” science outreach program (later adopted by the National MAES Organization). He also served on the Society for the Advancement of Chicanos and Native Americans in Science Board of Directors.

In 2005, Carlos left his tenured professor position to meet a new career challenge at Sandia National Laboratories. He is presently leading world-class researchers in the Nanoscale Sciences Department by coordinating a research direction and vision that impacts the nation’s energy and national security needs. His department focuses on leading edge research that advances the understanding of materials at the nanoscale along four main thrusts. In 2010, he was recognized by HENAAC for “Professional Achievement”. Instead of mentoring undergraduates and master’s degree students, he is now mentoring research staff, research postdoctoral fellows and visiting graduate students. He also finds time to be an engaged husband and father of two challenging sons.
Dr. Karen Lozano, Julia Beecher Endowed Chair, director of the Nanotechnology Center at UTPA, and professor in the mechanical engineering department graduated with a Bachelor of Science in mechanical engineering and a minor in business from Universidad de Monterrey in Monterrey, Mexico. She obtained a Master of Science (1996) and doctorate degree from Rice University (1999), Houston TX.

Dr. Lozano is the recipient of several national awards such as the NSF CAREER award (most prestigious award given to a young scientist in the USA); the HENAAC Most Promising Scientist award; Emerald Honor Award special recognition recipient; listed in “Who’s Who Among America’s Teachers”, “Who’s Who in the World”, and “Who’s Who in America” to mention a few; recipient of the UT System Chancellor’s Award for Outstanding Teaching; and received several UTPA awards such as the Provost award for Outstanding Technical achievement, the UTPA President’s Award and UTPA University Excellence Research Award.

Dr. Lozano authored/coauthored more than 75 peer reviewed publications and more than 130 conference presentations/proceedings. She is an inventor in 21 patent/patent applications. She developed the foundation of Fiberio Technologies Corporation, where she is now acting as CTO. Her new technology has received several other awards such as the Innovations That Could Change the Way You Manufacture granted by the Society of Manufacturing Engineers, Silver Award at the World’s Best Technologies showcase, and the R&D 100 in 2011.

Dr. Lozano enjoys instilling in K-12 the passion for engineering careers. She has conducted numerous presentations at schools and mentors young students in competitions such as eCybermission and Exploravision where her teams won top national places several times.

“AAHHE reminds me that our work is about education and educación – leading with respect, integrity, and communal responsibility.”

Dr. Rebeca Burciaga, 2012 Faculty Fellow
Assistant Professor
Department of Educational Leadership
San José State University
Dr. Alfredo Quiñones-Hinojosa received a medical degree from Harvard University, where he graduated cum laude. He went on to complete his residency in neurosurgery at the University of California, San Francisco, where he also completed a postdoctoral fellowship in developmental and stem cell biology. At The Johns Hopkins University in Baltimore, Maryland, Dr. Quiñones is a professor of neurosurgery and oncology, neuroscience and cellular and molecular medicine. In addition to directing the Brain Tumor Surgery Program at Johns Hopkins Bayview Hospital, and the Pituitary Surgery Program at the Johns Hopkins Hospital, Dr. Quiñones leads the Brain Tumor Stem Cell Laboratory. He focuses on the surgical treatment of primary and metastatic brain tumors, with an emphasis on motor and speech mapping during surgery as well as in the treatment of patients with pituitary and skull base tumors using transphenoidal endonasal and minimally invasive surgical approaches.

“Dr. Q” is an internationally renowned neurosurgeon and neuroscientist who leads cutting edge research to cure brain cancer. Named as one of the 100 most influential Hispanics in 2008, Dr. Q was also selected by *Popular Science* magazine as one of their 6th Annual Brilliant Ten in their search for young genius influencing the course of science. He has received an honorary degree and appointed to the Board of Trustees at Southern Vermont College. Dr. Q has published over 200 peer-reviewed articles and over 40 book chapters and has edited two books on stem cells. He is the lead editor for the upcoming edition of *Schmidek and Sweet’s Operative Neurosurgical Techniques*, the world’s preeminent encyclopedia of neurosurgery.

Dr. Q conducts numerous research efforts on elucidating the role of stem cells in the origin of brain tumors and the potential role stem cells can play in fighting brain cancer and regaining neurological function. He has received R01 funding from the National Institute of Health for his work with stem cells and cancer and his awards include also grants from the Howard Hughes Medical Institute Physician-Scientist Early Career Award, the Robert Wood Johnson Foundation, an the Maryland Stem Cell Foundation. Dr. Q has given over 200 invited lectures nationally and internationally, including visiting professorships at several universities.

Besides being a constantly in-demand lecturer on an array of subjects, Dr. Q continues to galvanize public attention. On the award-winning ABC series “Hopkins”, his was the lead episode. Along with appearances on such shows as NOVA, CNN with Sanjay Gupta, CBS news with Katie Couric, NBC’s The Today Show, as well as on National Public Radio, Dr. Q has been featured in a variety of newspapers and magazines and has a growing on-line following. Dr. Q is regularly listed as one of the Best Doctors in America and America’s Top Surgeons as well as Baltimore Top Docs. He has been the recipient of “Health Care Heroes Award”, which recognizes doctors who make a difference in the lives of their patients.
Dr. George Castro is an emeritus professor of chemistry at San Jose State University, and the president of the Ernesto Galarza Institute of San Jose, CA. Dr. Castro retired in 2004 from San Jose State University (SJSU), after having spent nine years as an associate dean of the College of Science. Prior to joining San Jose State, Dr. Castro spent 27 years at IBM Research, including 12 years as the manager of physical science at the IBM Almaden Research Center.

Dr. Castro was the national secretary and then the president of SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) during its growth years of 1987-94. He served on President Clinton’s Advisory Commission on Excellence in Education for Hispanic Americans from 1994-2000, and was a recipient of the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in 1999.

Since retirement, Dr. Castro has established an after-school program for neighborhood youth in East San Jose where students build hands-on science projects. He funds this activity through private grants to the Alum Rock Educational Foundation, where he currently serves as treasurer. Although retired from SJSU, he continues to serve as vice president of the Chicano/Latino Faculty and Staff Association of SJSU, primarily raising funds for the Association and the Ernesto Galarza Scholarship Program at SJSU. He also sits on the Mentor Advisory Board of the Enlace Program at Evergreen Valley College and the Advisory Board of the METAS Project, a HSI funded project of San Jose City College.
Tina Garza obtained her Bachelor of Science in biology at St. Mary’s University, her PhD in immunology at the University of Virginia, and conducted her postdoctoral studies at the Ontario Cancer Institute. She returned to her hometown of El Paso in 2000 to join the University of Texas at El Paso (UTEP) Department of Biological Sciences. Garza’s research program is focused in three areas: 1) the role of the adipocyte-derived cytokine, leptin, on the induction of effective T cell-mediated immunity; 2) the impact of leptin on cancer chemotherapy; and 3) the influence anthropogenic carbon particulates on microbial clearance by innate immune cells. Her research is supported by the National Institutes of General Medical Sciences (NIGMS) and the Texas Higher Education Coordinating Board (Norman Hackerman Advanced Research Program).

Through her teaching, research, and service activities, she focuses on the training and mentoring of underrepresented minority students in STEM. For example, she is the PI and program director of the UTEP Summer REU Program in Molecular and Cellular Biology; she is the program director of the UTEP-HHMI Undergraduate Science Education Program; she has served on the Board of Directors of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS); and as of July 2012, is serving as the executive director for SACNAS. Her efforts have been recognized regionally (Distinguished Achievement Award for Service to the UTEP College of Science, Jack Bristol Distinguished Achievement Award in Teaching), by the state of Texas (Regents Outstanding Teaching Award), and nationally (National Academies Education and Training Mentor in the Life Sciences).

“My experience as an AAHHE graduate fellow was a rewarding experience that offered me important access to important professional development but what I found most important of my experience was the personal connection I was able to make with others in my community.”

Robert Unzueta, 2012 Graduate Fellow
Doctoral Candidate
Education, Culture, and Society Degree
University of Utah
Juan Andres Melendez
gained his Bachelor of Science in marine science and biology at the University of Tampa, which was followed by a Master of Science in biomedical sciences at the College of Veterinary Medicine of Virginia Polytechnic Institute and State University where he was indoctrinated into the field of free radical biology. He then transitioned to the State University of New York at Albany where he received a PhD in molecular biology and evaluated how reactive oxygen species contribute to inflammatory disease processes. He completed post-doctoral training at Georgetown University and Albany Medical College where he studied inflammatory processes that accompany oxygen toxicity and post-partum uterine involution, respectively.

In 1997 he was one of the first recipients of an NCI Mentored Career Development Award to Promote Diversity. He rose through the ranks at Albany Medical College where he developed a program directed at understanding the free radical signals that control metastatic disease progression, aging and infectious disease processes and has remained continuously funded by both private and federal funding agencies. In 2011, he joined the College of Nanoscale Science and Engineering at the University of Albany, State University of New York as empire innovation professor and associate head of the nanobioscience constellation. He continues his work on free radical signaling and in the development of next generation nanoparticle-based therapeutic vehicles for the diagnosis and treatment of degenerative disease. He is a council member of the Society for Free Radical Biology and Medicine and serves on the editorial board of its journal, Free Radical Biology & Medicine.

Dr. Melendez has received numerous awards and has served on many review and advisory boards for the government, academic institutions, scientific societies, and companies.

Juan Andres Melendez
Associate Head, Nanobioscience Constellation
Professor of Nanobioscience, College of Nanoscale Science and Engineering
University at Albany-State University of New York
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
AAHHE Faculty Fellows Chair

Leticia Oseguera is an assistant professor and 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 degree from the Higher Education and Organizational Change Program at UCLA. Prior to Penn State, Dr. Oseguera was an assistant professor in the Department of Education at the University of California, Irvine. Her research focuses on understanding access and educational opportunities for historically underserved and underrepresented student populations.

Dr. Oseguera's college access work was recognized by the National Research Council, where she secured a Ford Foundation Fellowship in the 2011-2012 academic year to empirically test a comprehensive conceptual framework for college access. Her research has been cited in articles in the *Washington Post*, the *Chronicle of Higher Education*, and *Hispanic Outlook in Higher Education* and appears in such journals as *Research in Higher Education, Journal of Higher Education, Urban Review*, and *Journal of Hispanic Higher Education*. She is currently an Education Policy and Leadership Center (EPLC) Fellow for Pennsylvania.

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Dr. Oseguera is an editorial board member for the *American Journal of Education* and a reviewer for a number of academic journals including *Educational Evaluation and Policy Analysis and Youth and Society*. She also serves as the 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 at California State University, San Bernardino (CSUSB) and co-director of the Doctorate in Educational Leadership. He attended San Bernardino Valley College and CSU, San Bernardino where he majored in psychology and was a McNair Scholar. Dr. Rodríguez completed two master’s degrees and a doctorate in administration, planning and social policy from Harvard University. While at Harvard, he held several leadership roles including serving as president of Comunidad Latina.

From his research, Dr. Rodríguez has published one book Small Schools and Urban Youth (2007) and several peer-reviewed articles in journals such as The Journal of Urban Education (2010), Teacher Education Quarterly (forthcoming), and Teachers College Record (2012).

In 2012, he was selected as a Fellow for the Executive Leadership Academy at UC Berkeley. In 2011 he received a Person of Distinction award by San Bernardino Valley College and was a Faculty Fellow for the American Association of Hispanics in Higher Education.

Dr. Rodríguez is currently working with the National Latino Education Research and Policy Project (NLERAP) at the regional and national levels, serves on the advisory board for the California Council on Economic Education, and is a board member for the Hispanic Alumni Board at CSUSB. He is frequently invited to speak about school dropout and educational equity issues for schools, districts, and communities.

Dr. Colomer began her teaching career as a Ford Fellow during her junior year at Millsaps College. Fascinated by the dynamics and synergy of learning environments, she earned a master’s degree from the University of Mississippi in Curriculum and Instruction. After eight years of teaching K-16 World Languages, she began her doctoral studies in language and literacy education at the University of Georgia, and taught World Language/ESOL Education courses to pre-service teachers.

Dr. Colomer has received numerous awards and honors such as an AAHHE graduate fellowship, a UGA Graduate School Fellowship, and a Southern Regional Education Board Dissertation Scholarship.

In 2007-2008 Dr. Colomer examined the expanded roles of Spanish teachers in Southeast schools with new Latino immigrant populations. This project was the impetus for Dr. Colomer’s multiple-case study dissertation, “Latina Teachers’ Ethnolinguistic Identities, Sociocultural Roles, and the Possibility of Culturally Responsive Practice.” Her work has the potential to disrupt and complicate school assumptions about the role of race and ethnicity in student-teacher relationships, and enhance the retention of new teachers of color.

Dr. Colomer is currently an assistant professor of Foreign Language/ESOL Education in the College of Education at the University of South Florida. In addition to teaching, Dr. Colomer continues to study the positioning of Latina/o teachers and bilingual faculty in schools with growing Latina/o student populations. She is particularly interested in teacher recruitment policies and teacher preparation practices. Furthermore, she looks at how teachers’ self-perceptions and ethnic identities impact their student-teacher relationships, their instructional choices, and their emerging roles in schools with continuous demographic changes.
Brianne Dávila

Brianne Dávila is an assistant professor of sociology and American ethnic studies at Willamette University in Salem, Oregon. She earned her doctorate in sociology and feminist studies at the University of California, Santa Barbara. She has a master’s from the same program and received a bachelor’s in sociology with a Spanish minor from Pitzer College in Claremont, CA. Brianne’s dissertation research was an ethnographic exploration and analysis of Latina/o student experiences in special education.

Brianne has previous research experience as a graduate student researcher for the Engaging Latino Communities for Education (ENLACE) y AVANCE project at UCSB, an urban education research fellow for the Los Angeles Unified School District and as a research coordinator at the Center for Urban Education (CUE) at the University of Southern California. At CUE, Brianne coordinated qualitative data collection and analysis on the NSF-funded study, Pathways to STEM Degrees for Latina/o Students.

She is currently developing a new project on college access and equity in collaboration with a college access program, with a particular focus on students underrepresented in higher education. This project has received funding and recognition from the American Sociological Association’s Community Action Research Initiative.

Brianne is also committed to professional service and social justice efforts within the academy. She co-chaired the AAHHE Graduate Fellows Program from 2007-2009 and has organized conferences for other national organizations, such as Sociologists for Women in Society (2010) and the Alliance for Graduate Education and the Professoriate (2007).

Anthony De Jesús

Anthony De Jesús is an assistant professor at the Silberman School of Social Work at Hunter College (CUNY) and has rich and extensive experience as a practitioner, researcher, administrator, and educator in urban schools, community based organizations, and institutions of higher education. Professor De Jesús teaches Ways of Knowing: Perspectives on Schools, Social Work and the Latino Community and Professional Seminar, a capstone course for MSW students and his interdisciplinary scholarship addresses themes of access to higher education, persistence, and degree completion for Puerto Ricans and Latinos in the U.S.

Dr. De Jesús has published work on career pathway interventions for Latinos in social work, the Latino Education Pipeline in New York and Central Florida, community based small school reform, and the history of education organizing in Latino communities. In his most recent publication, he provides evidence of demand and points to indicators of success for career pathway programs that assist working Latino adults already employed in human services and health fields to upgrade their skills and credentials and recommendations. This work was part of a larger Pathways to Economic Opportunity study supported by the Ford Foundation that focused on human capital development strategies for low wage Puerto Rican workers. This work has contributed to workforce development and cultural competence debates at the state level, and was presented to the New York State Commissioner of Labor as part of an economic development conference.

Dr. De Jesús holds an EdD in administration, planning and social policy from the Harvard Graduate School of Education, an MSW from the Boston University School of Social Work and a BSW from Dominican College. Between 2005 and 2007 he served as interim director of the Center for Puerto Rican Studies at Hunter College.
Solsiree Del Moral

Solsiree Del Moral is an assistant professor of history at Pennsylvania State University. A historian of modern Latin America and the Caribbean, her research focuses on race, nation, empire, education, and diaspora. She earned a PhD in history from the University of Wisconsin-Madison. Del Moral was a postdoctoral fellow at the Africana Research Center at Penn State University and a Graduate Scholar-in-Residence at the University of Wisconsin Institute on Race and Ethnicity.

Del Moral’s book, Negotiating Empire: The Cultural Politics of Schools in Puerto Rico, 1898-1952 (University of Wisconsin Press, 2013), challenges dominant interpretations about Americanization policies on the island. Del Moral’s second book project, tentatively titled Migration, Diaspora, and Nation, argues that the practice of migration is a constitutive part of the Puerto Rican experience, a defining characteristic of a Caribbean people. Migration, Diaspora, and Nation has been awarded two early research grants from Penn State’s Institute for the Arts and Humanities and the Africana Research Center. In addition, Penn State nominated Del Moral’s research proposal to the National Endowment for the Humanities (NEH) Summer Stipend Competition.

Del Moral teaches a variety of courses on the history of modern Latin America and the Caribbean, including classes on Puerto Rican history, Spanish Caribbean history, and Caribbean diasporas. She is a member of several professional associations and serves on the Executive Council of the Puerto Rican Studies Association.

Martha Escobar

Dr. Escobar completed her PhD at the University of California, San Diego in the Department of Ethnic Studies and she is an assistant professor in the Chicana and Chicano Studies Department at California State University, Northridge. Her intellectual and scholarly concerns center on race, gender, sexuality, and citizenship in relation to state violence, transnational migration, and incarceration.

Escobar has published extensively, including co-editing a special issue of the journal Social Justice entitled “Policing, Detention, Deportation, and Resistance: Situating Immigrant Justice and Carcerality in the 21st Century” (2009). The issue centers on displacing the exceptionalist framework of migrant criminalization and connects contemporary migrant experiences to a longer history of U.S. captivity.

Dr. Escobar is currently working on a book manuscript entitled Criminalization of Latina Migrants and the Construction of Irrecuperability where she contends that imprisonment serves to construct migrants as socially irrecuperable under hegemonic governing logic where migrants marked as “criminal aliens” are deported and banned from returning to the U.S.

In addition to her scholarly endeavors, she is greatly involved in community work. Dr. Escobar is a member of the MEChA de UCR Alumni Scholarship Committee, which offers outreach and scholarship opportunities for Chicana/o/Latina/o students. She also participates in Leadership, Education, Action, and Dialogue (LEAD). In addition, she is a member of the Compañeras Project, which provides advocacy work for incarcerated Latina migrants and is a component of California Coalition for Women Prisoners (CCWP). Both CR-LA and CCWP are grassroots organizations dedicated to working against the U.S. prison regime.
Glenda Flores

Glenda M. Flores is currently an assistant professor of Chicano/Latino studies at the University of California, Irvine. She is a trained sociologist who received her PhD at the University of Southern California and pursues research on the intersection of race, gender and class, social inequality, education and immigrant and multiracial communities. More specifically, Dr. Flores examines the life trajectories of upwardly mobile Latina women in the teaching profession, their workplace experiences, and race relations with co-teachers, parents and students or various racial/ethnic backgrounds.

Her research on Latina teachers has received national recognition and she has published articles in *Qualitative Sociology* and the *Latino Studies Journal*. The first deals with how Latina teachers navigate the teaching profession in Santa Ana, a predominantly Mexican immigrant city in California, while the second addresses Latina/o participation in science, technology, engineering, and math. She has also published a policy report on Latinos in the STEM fields for the IBM Corporation. Professor Flores’s research has received generous funding from various prestigious sources such as the FORD Foundation, the Spencer Foundation, the Myra Sadker Foundation, and the National Science Foundation.

John Eusebio Klingemann

John Eusebio Klingemann earned his bachelor's and master's degrees Sul Ross State University. He later attended the University of Arizona where he studied under Dr. Oscar Martínez. He received his PhD in the field of history with a focus on Latin America. At the University of Arizona, historical grant societies honored Klingemann with several fellowships including a Tinker Fellowship for Graduate Research in Latin America and a García Robles Fulbright Fellowship. These awards enabled him to carry out doctoral research in Mexico for a period of one year. His dissertation focused on Mexico's Revolution of 1910.

Klingemann took a position in 2006 at Angelo State University as an assistant professor of History. Since his employment, he has published several works, among them an essay in a compilation that garnered the Calvert Award for the best publication on Southwest History. He has won several recognitions at ASU, including Faculty Advisor of the Year for his sponsorship of the Association of Mexican American Students.

In addition to service as a member of several university committees, Klingemann holds an active record of community involvement. As a member of C.R.E.O. (Community Reinvesting in Educational Opportunities), he has helped the organization raise scholarship monies for area youths. He has also worked diligently as a member of the board of directors for the San Angelo Museum of Fine Arts to find monies for charity and educational exhibits.
Maria C. Ledesma received a Bachelor of Arts from UC Berkeley and a Master of Education in administration, planning, and social policy from Harvard’s Graduate School of Education. As a doctoral student, she served as the 32nd Student Regent for the University of California’s Board of Regents, the first Latina to hold this post. As student regent, María lead efforts to undertake a system-wide study of the role and state of diversity within the University of California ten years after the passage of Proposition 209, which eliminated the use of race and ethnicity in public employment, contracting, and education within California. Ledesma also earned a doctorate in education from UCLA’s Graduate School of Education & Information Studies.

At present, Ledesma is an assistant professor in Educational Leadership and Policy at the University of Utah’s College of Education, where she continues to pursue her research interests, including examining the role of discourse, diversity, and doctrine in framing and shaping educational policy. Ledesma has also published numerous articles such as “Naming their pain: How racial microaggressions impact students and teachers of color” in The continued significance of race in U.S. education and “The diversity rationale: Its limitations for educational practice” in Diversity in American higher education: Toward a more comprehensive approach (2011).

Ledesma is a recipient of both a Ford Foundation Dissertation Fellowship and a Ford Foundation Postdoctoral Fellowship, for which she was housed at UC Berkeley Law’s Chief Justice Earl Warren Institute on Law and Policy.

Jose A. Lopez serves as an assistant professor of agribusiness in the Department of Agricultural Sciences, Texas A&M University – Commerce (TAMUC), where he engages in teaching, research, grant writing, service, and outreach activities. He obtained a Bachelor of Business Administration in finance and management from Ave Maria College. From Texas Tech University, he earned a Master of Science in agricultural economics, a Master of Science in statistics, and a PhD in agricultural economics. At TAMUC, he recently received the 2011 Student Recognition Award for Teaching Excellence.

In addition, Dr. Lopez has published several peer-reviewed papers and articles. His research has been in areas such as consumer behavior, meat demand analysis, international trade, survey sampling techniques, and simulation analysis. Dr. Lopez recently published an article in the Journal of International Agricultural Trade and Development entitled “Understanding Mexican Meat Consumption and Imports at the Table Cut Level.”

At TAMUC, he recently received the 2012 Provost Award for Research and Creative Activity. Dr. Lopez has also collaborated in key grants. His projects have made a positive contribution to the community and society and have also provided students with first-hand experience and knowledge of multicultural and diversity understanding as well as enhanced students’ learning from a global perspective. Dr. Lopez keeps an active role seeking external funds and also serves in several departmental committees.
Robert J. Lucero

Robert J. Lucero is assistant professor of nursing and co-director of training nurse scientists in Interdisciplinary & Translational Research in the Underserved at Columbia University in the City of New York.

Dr. Lucero began his career as a registered nurse in 1995 after receiving an Associate of Applied Science in nursing from Arizona Western College. In 2001 and 2004, he received a Bachelor and Master of Science in nursing from Arizona State University; respectively, and a Master of Public Health from the University of Arizona in 2003. He became the first Hispanic/Latino to obtain a Doctor of Philosophy from the University of Pennsylvania School of Nursing in 2008.

Dr. Lucero is an elected Fellow of the New York Academy of Medicine and an appointed member of the Columbia University Community Engagement Resource Center Executive Committee. He is a faculty member of the Center for Health Policy, Center for Evidence-based Practice in the Underserved, and the Northern Manhattan Center of Excellence in Minority Health and Health Disparities at Columbia University.

Dr. Lucero’s research focuses on the quality of care and patient safety for hospitalized patients as well as the development, evaluation, implementation, and testing of web-based health information management and self-management decision support systems among predominately Hispanic/Latino communities. An area of special interest to Dr. Lucero is the educational recruitment, retention, and attainment of Hispanics/Latinos in the nursing discipline.

Araceli Martinez Ortiz

Araceli Martinez Ortiz is assistant professor of engineering education in the College of Education at Texas State University. She teaches graduate courses in the Department of Curriculum and Instruction and collaborates on various state and national STEM teacher professional development programs and pre-engineering student outreach programs. She studied engineering, completing a Bachelor of Science in industrial engineering from the University of Michigan in Ann Arbor and a Master of Science in manufacturing management from Kettering University. She pursued a career as an engineer and manager with General Motors, the Ford Motor Company, and Microsoft with experiences in the areas of manufacturing, quality improvement, product design, and marketing.

In 2002, motivated by her desire to research, teach, and to promote engineering as a career for more students, she transitioned into the field of education. Araceli completed a master’s degree in education from Michigan State University and began fieldwork as a teacher. She gained full certification as a mathematics public school teacher and administrator in Massachusetts and Texas. Araceli brought real-world examples and methods related to Science, Technology, Engineering and Mathematics education (STEM) into her classrooms. Her background as an educator includes leadership experiences in curriculum development, teaching, and policy development in public education and teacher education.

Araceli completed a PhD in engineering education from Tufts University and is now an assistant professor at Texas State University. Her research interests include studying the role of engineering as a curricular context and problem-based learning as an instructional strategy to facilitate students’ mathematics and science learning.
Madeline Pérez

Madeline Pérez is an assistant professor in the Department of Social Work and Latino Community Practice at the University of Saint Joseph (USJ) in West Hartford, CT. She teaches courses in social work field practice and methods, social welfare policy, and Latina women. Her scholarship focuses on school choice, mothering, and community organizing.

Dr. Pérez has worked in the field of family-school relations for 17 years as a social worker, educator, community organizer, consultant, and researcher. In 2005, her participatory research work with a group of Bronx public school mothers in putting together a parent-designed guide to high school admissions was published. She obtained her master’s in social work from Hunter College where she also taught courses in community organizing and field seminar as well as coordinated field placements. In 2011, she obtained her PhD in education at the City University of New York and regularly publishes and presents her findings from her 18-month ethnographic research on how families negotiate public school choice for their children across race and class lines. Last year, she was honored as one of Connecticut Magazine’s “40 Under 40” residents making contributions to the state.

In July 2012, Dr. Perez became the founding director of USJ’s School of Graduate and Professional Studies initiated the Institute for Latino Community Practice, which is committed to preparing students to develop knowledge and best practices to serve the Latino population. The Institute carries out its mission in a three pronged approach: teaching and learning, scholarship and research, and community-building and partnerships.

Devan R. Romero

Dr. Devan R. Romero is an assistant professor at Cal State University San Marcos (CSUSM) and holds a bachelor’s and master’s degree of science in exercise science and kinesiology and a doctoral degree in public health, with an emphasis in health education.

For over eight years she has taught a variety of courses in the disciplinary areas of health science, kinesiology, and biology. Dr. Romero is also a behavioral change specialist with expertise in tobacco control and has studied cigarette-smoking behavior among young adults for over five years and college student health for over eight years. She is a Certified Health Education Specialist and has expertise in examining biomarkers of salivary analytes to investigate biobehavioral aspects of tobacco use. Her research includes tobacco use across diverse and vulnerable populations and has multiple grant submissions related to tobacco use among these populations.

Romero currently works as a consultant for the Naval Hospital Camp Pendleton studying the impact of tobacco policy changes on military healthcare workers. In addition, she is a co-investigator on a multi-phase study with the National Latino Research Center at CSUSM to investigate tobacco use and exposure among migrant farm workers. Dr. Romero has published periodicals in: Californian Journal of Health Promotion and Journal of Hispanic Higher Education. She has presented research at numerous conferences, including the American Public Health Association, Society for Public Health Education, Society for Research on Nicotine and Tobacco, and the National Conference on Tobacco or Health.
Juan Zalapa

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 in horticulture with a minor in biology. During his years at TTU, he conducted undergraduate research as a Ronald E. McNair and Howard Hughes Medical Institute (HHMI) fellow. In 1999, he 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.

Zalapa 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, he 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.

His current research focuses on cranberries (*Vaccinium macrocarpon* Ait.) breeding, genetics, and genomics studies. Zalapa is also interested in increasing participation of underrepresented groups in the sciences through science outreach and research. He developed an outreach program (http://horticulture.wisc.edu/ecgl/ZalapaLab/Outreach.html) that focuses grade school students and their families to introduce them to agricultural and genetics research. Zalapa currently mentors two minority undergraduate students (McNair and Chancellor Scholars), a minority high-school student (YAP Scholar) and two other undergraduate researchers.
We are inspired by AAHHE’s efforts to promote knowledge and achievement in the Latino community.

Throughout our history, the foundation has worked to advance learning, innovation and inclusion. Today our commitment to these values is as strong as ever.
Nancy Acevedo-Gil
AAHHE Graduate Fellows Chair

Nancy Acevedo-Gil is a doctoral candidate specializing in race and ethnic studies in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Nancy examines issues of equitable access to and completion of higher education for Latinas/os and other underrepresented students. Dedicated to engaging in critical research, Nancy employs quantitative, 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, Nancy conducts a mixed-methods case study to examine the implementation of college-going culture in an under-resourced, inner-city high school that primarily serves Latina/o students.

Nancy also works as a graduate student researcher for the University of California, All Campus Consortium on Research for Diversity (UC/ACCORD). She organizes the UC/ACCORD conference and writes policy briefs that address the equitable distribution of educational resources and opportunities in California’s diverse public schools and universities.

A native of northern California, Nancy earned bachelor degrees in social welfare, legal studies, and Chicano studies with a minor in education from the University of California, Berkeley. She went on to obtain a master’s degree in Mexican American studies from San Jose State University in 2009.

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.
Yanira Madrigal-Garcia
AAHHE Graduate Fellows Co-Chair

Yanira Madrigal-Garcia is a second-year doctoral student specializing in language and policy in the Graduate school of Education at the University of California, Davis. Her educational background includes obtaining a Bachelor of Arts, in ethnic studies and Chicana/o studies from the University of California, Berkeley and a Master of Arts from San Jose State University. Yanira’s research looks at the unmentioned assault on urban youth of color in America that ignores the serious social conditions—racism, criminalization, and pervasive violence—youth of colors face in their communities. She hopes to explore how youth make sense of the challenges they face, but more importantly, how youth utilize creative responses such as organizing, political involvement, and identity development to take action.

As an undergraduate, Yanira worked in the non-profit sector at an alternative high school and a summer program youth center that offer support and case management to low-income youth of color so they can reach their educational goals. As a graduate student, Yanira joined the Latina/o Graduate Student Association (LGSA) to advocate for campus diversity and work towards the advancement of Latinas/os in higher education.

A 2012 AAHHE Graduate Student Fellow, Yanira is grateful she was given the opportunity to serve as co-chair for the 2013 AAHHE GSFP. Her passion to work for social justice is rooted in the challenging experiences growing up in Oakland, California that brought her face-to-face with living representation of social inequity. She hopes her research, pedagogy, and advocacy can create educational opportunities for low-income youth of color.

Alberto Aguilera

Alberto Aguilera is currently a second-year doctoral student in the Nutritional Biology graduate group at the University of California, Davis. In addition, his designated emphasis is in the Program of International and Community Nutrition. Alberto obtained a Bachelor of Science in health science – community health from California State University, Fresno in 2009.

While at CSU, Fresno, Aguilera conducted research looking at Latina mothers’ perceptions of obesity in children as part of the Ronald E. McNair scholars program. Upon completion of undergraduate work, he attended the University of California, Davis, where he obtained a master’s in public health, with an emphasis in nutrition in 2011.

His research interests include the child nutrition, preventative medicine, and the relationship between obesity and chronic diseases within the Latino community in California. He is currently conducting pre-dissertation research with Dr. Adela de la Torre and Dr. Lucia Kaiser in the USDA-AFRI Niños Sanos, Familia Sana (Healthy Kids, Healthy Family), a multi-component intervention study to prevent obesity in children of Mexican-heritage in the Central Valley of California.

In addition to his academic work, he has been involved in American Medical Student Association since 2005, where he has served as the co-chair and chapter president at California State University Fresno, CA and was a pre-medical regional director for Region X at the national level. His experiences with this organization have validated his passion for medicine and will pursue pediatrics in medical school upon completion of his doctoral degree.
Cynthia Alcantar

Cynthia M. Alcantar is a second year doctoral candidate in the Higher and Postsecondary Education program at New York University. Cynthia’s career goal is to become a tenured professor to examine educational theory, policy, and practice for students of color. Cynthia is currently developing her dissertation proposal to examine study civic engagement among immigrant college students. She plans to conduct a mixed-method study using interviews and surveys with college students to expand traditional measures of civic engagement and inform institutional and classroom policies and practice.

Currently, Cynthia is a research associate for two projects with her advisor Dr. Robert Teranishi, the Research on Immigrants in College (RIC) project for the Institute for Globalization and Education in Metropolitan Settings (IGEMS) and the Partnership for Equity in Education through Research (PEER) project for the National Commission on Asian Americans and Pacific Islander Research in Education (CARE).

Cynthia’s mission to increase the college access and attainment of ethnic minority students, passion for research and mentoring students, and aspirations to become a professor are driven by her personal experiences as a low-income first-generation college student, as well as past professional and research experiences.

Cynthia obtained a bachelor’s degree in liberal studies with a concentration in psychology and minor in sociology from the University of California, Riverside in 2007 and a master’s degree in higher education from Claremont Graduate University in 2009.

Florencio U. Aranda III

Florencio U. Aranda III is pursuing a Doctor of Philosophy in higher education, with an emphasis in policy, and a minor in Spanish, from Texas Tech University. A native from la frontera (Presidio, Texas/Ojinaga, Chihuahua, México), Florencio overcame the obstacles of being a financially limited First Generation College student.

He received a Bachelor of Arts degree in Spanish, with a minor in political science from Texas Tech University. He designed an education, which allowed him to explore the policies of the American government, as well as his Spanish cultural and racial past.

He continued at Texas Tech University earning a Master of Arts degree in romance languages in Spanish and Portuguese, in May 2010, to expand linguistically, in order to reach out to more ethnic groups.

Currently, Florencio is fulfilling his true calling and passion, that of leading, assisting, promoting, and fostering higher learning for all students, especially those who share the same cultural and racial background as his. Florencio works as a graduate student researcher for the TTU College of Education, using his educational and professional experiences to analyze in-depth the policies and practices of diversity, access, equity, and equality affecting Latino/a, minority, and underrepresented student populations.

Florencio has designed an educational agenda, which is Latino-centered. His dissertation research is guided by the Latino Critical Race (LaCrit) theoretical framework upon analyzing Latino Male Policymakers in Higher Education. His goal is to identify factors which inhibit the educational goals and success outcomes of Latino men seeking a higher education degree.
Eduardo Coronel received his Bachelor of Arts degree in American studies and ethnicity, and minored in political science, race, ethnicity, and politics from the University of Southern California. In addition, Eduardo also attended the George Washington University and interned for the United States Department of Labor; Office of Disability Employment Policy. As an undergraduate student, Eduardo was involved with the community and in several student organizations. He was recognized at his undergraduate graduation for significant contribution in areas of scholarship, leadership, and service, meriting membership in the Order of Troy.

Eduardo is in his fourth year of graduate school at the University of Illinois Urbana-Champaign. He earned his Master of Education in education policy, organization and leadership, and is currently a doctoral student in the same program, while also minoring in Latina/Latino studies.

Eduardo is interested in teaching and addressing the significance of incorporating counter narratives that challenge the current master narrative of American history, in education. By doing so, he intends to present a holistic perspective that incorporates traditionally marginalized voices (Latino/a, Mexican, and Mexican-Americans) in American history. Eduardo examines the implications of educational policies and bilingual education programs that negatively influence the Latino/a educational experience. His research exclusively addresses the United States response to language diversity, language instruction and bilingual education. In doing so he hopes to provide a historical road map of language legislation and educational policies that tracks racial and ethnic minorities (Latino/a) students into second-class citizenship.

Alejandro Carrion

Alejandro is currently a doctoral candidate at the Graduate Center of the City University of New York (CUNY). Throughout his career as an educator, doctoral candidate and emerging scholar, he has been passionate about reducing barriers for underrepresented students’ K-12 to college pathway. His interest specifically is in the struggles many Latino’s face with this transition, particularly males.

Alejandro’s dissertation, From the BX to a BA: Latino Males from the Bronx and their transition from High School to College, is a qualitative study that follows 10 Puerto Rican and Dominican Latino males from the Bronx, New York, for a year and a half as they make their transition from high school to college.

During his time as a graduate student Alejandro also has had the opportunity to contribute to two research projects. Through the Ford Foundation Project, Workforce Development Initiative: A Career Ladder Pathway to Teaching Careers for Puerto Ricans and in his current role as research assistant for the City University of New York – New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) Project he is assisting Dr. Ofelia Garcia with documenting the history of bilingual education in New York State (NYS).

Currently Alejandro teaches at Eugenio María de Hostos Community College at the City University of New York where he has taught sociology to both high school and college students for the past five years. Alejandro received his Bachelor of Arts degree in education and human development from Binghamton University and received his master’s degree in urban affairs from Hunter College.
Ismael Fajardo

Ismael Fajardo is a first-year doctoral student at the University of Washington. He is studying educational leadership and policy studies with a specialization in higher education. He has recently been named an education faculty fellow from the College of Education and an institute for ethnic studies publication fellow from the Graduate Opportunities and Minority Achievement Program at the University of Washington. Ismael earned a bachelor’s degree in foreign languages and cultural studies from Washington State University in 2007. He continued his education at University of Washington by earning a master’s degree in educational leadership and policy studies in 2012 where he gained an interest in college impact models and quantitative statistics.

Ismael is currently working as a graduate research assistant for the College of Education, where he is investigating district and community-based parent engagement initiatives, within a collective impact effort, that affect the participation of marginalized parents in the educational process.

In addition to being a doctoral student, Ismael volunteers as a Student Advisory Board Member at the UW Graduate Opportunities and Minority Achievement Program. His continued commitment to educational equity through research and policy is strongly influenced by his personal experiences of being raised by parents that immigrated from Mexico and growing up in a rural, agricultural town in the Yakima Valley of Washington State.

Kevin Escudero

Kevin Escudero is a J.D. and PhD Candidate in the Department of Ethnic Studies at the University of California, Berkeley. In Spring 2013, he will be an exchange scholar in the School of Social Service Administration at the University of Chicago. Kevin received his Bachelor of Arts in Chicana and Chicano Studies and Master of Arts in Latin American Studies from the University of California, Los Angeles in 2009 graduating with both degrees in a total of three years.

In conjunction with UC Berkeley’s Center for Race & Gender and Center for Latino Policy Research’s Undocumented Student Initiative, Kevin helped draft a proposal to secure more than $25,000 in research funds from the Division of Equity & Inclusion to conduct the first-ever study of campus climate for undocumented students at Cal.

The son of a Vietnamese refugee mother and Bolivian immigrant father, Kevin’s dissertation project focuses on the activism of undocumented immigrant youth to pass the federal Development, Relief and Education for Alien Minors (DREAM) Act. Active in the local immigrant rights community, he is particularly interested in the way undocumented youth engage with the law in order to fight for increased rights and the formation of multi-racial coalitionary spaces by Asian and Latina/o undocumented youth. Kevin’s work has been published in the Asian American Pacific Islander NEXUS Journal, the Pat Brown Institute’s State of the City Report, Asian American Literature: Discourse and Pedagogies and is forthcoming in the University of Idaho College of Law’s Critical Legal Studies Journal.
Jesica Siham Fernández

Jesica Siham Fernández is a PhD candidate in social psychology with a designated emphasis in Latin American & Latino Studies (LALS) at the University of California, Santa Cruz. Jesica is a joint teaching associate in the Department of Psychology and Latin American & Latino Studies. Currently she is the National Student Representative for the Society for Community Research and Action (SCRA, Division 27 of the American Psychological Association), and editor of The Community Psychologist Newsletter, affiliated with the American Journal of Community Psychology (AJCP). Fernández is the recipient of the Eugene Cota-Robles Fellowship, and a Hispanic Scholarship Fund (HSF) Fellow.

For the past five years she has been active in an unincorporated community in the Central Coast of California; an over-populated area with a high number of Latino families, most of whom are living below the poverty line. Over the last academic year, she supervised an afterschool program where a team of graduate and undergraduate research assistants work in collaboration with students on making positive social changes in their school and bring about social change. The goal of the afterschool program is to facilitate Latino youth critical learning and civic engagement, through community and school based projects, like making political murals to represent and challenge school and community narratives.

Upon completing her doctoral degree, Jesica intends to follow in the footsteps of the professors, mentors and activists who have been highly influential in her decision to pursue graduate studies. Jesica aspires to become a professor and introduce new Latino students to academia, research, service and activism.

Cindy O. Fierros

Cindy O. Fierros is a third-year doctoral student in the Department of Education, Culture, and Society at the University of Utah. Cindy received her Bachelor of Arts in psychology and social behavior from the University of California, Irvine, and her Master of Arts in psychology from California State University, Northridge. Her master’s thesis focused on the cultural wealth of students of color at a high school in the San Fernando Valley. This work motivated Cindy to pursue a PhD in education.

Cindy’s experience as a teaching assistant and summer instructor for the diversity requirement of the credential program has been the main impetus for her current work, which seeks to examine the creative and transformative ways Latinas in higher education teach and research. She is particularly interested in spirituality, and especially spiritual activism, as a pedagogical tool and methodological approach. Cindy is also interested in the experiences of Latino youth in urban Catholic schools and the potential for critical pedagogy and social justice curriculum in that space.

In addition to her academic work, Cindy has volunteered with the Adelante Partnership, which is a partnership between the College of Education and Jackson Elementary in Salt Lake City.

Cindy’s personal, familial, and academic experiences have motivated, and continue to motivate her to receive the PhD and teach in higher education so that she may one day serve as a mentor to other Latinas/os whose goal it is to achieve the PhD.
Yadir Guerrero is a third-year doctoral candidate specializing in viral nanoparticle technologies in the Department of Bioengineering at the University of California, Riverside. Under the guidance of Dr. Bahman Anvari, his work focuses on nano-encapsulation using plant viral capsids to support development of novel imaging tools and photo-therapeutics for cancer.

Prior to coming to UCR he obtained a Bachelor of Science in biological engineering from the Massachusetts Institute of Technology. While at MIT, under the Undergraduate Research Opportunities Program, his research focused on designing and producing recombinant growth factors for bone tissue engineering applications.

As president of MIT-MAES (Latinos in Science and Engineering) he advocated motivating and guiding young minds into the STEM fields specially those students who would otherwise not consider higher education. As a result of his early years at MIT, he was motivated to pursue a doctorate. He continues the work he began with MAES at UCR with SACNAS helping students in the Inland Empire recognize their potential.

First-hand experience has shown Yadir the inequality of our education system. Although he excelled in his own community the transition into college was difficult, his knowledge base was limited and was forced to accelerate his learning to be on par. While pursuing his own academic goals and working with SACNAS he hopes to reach local students in attempt to motivate them and prepare them for higher education in the STEM fields.
Lorena Gutierrez

Lorena Gutierrez is a third-year doctoral student in the Curriculum, Instruction and Teacher Education program at Michigan State University. Her research largely focuses on Latino language and identity, and the complex and conflicting spaces between Spanish and English for Mexican-American youth. Most recently, she explored how migrant farm workers and children of migrant farm workers use language practices, particularly code switching, to navigate personal and institutional goals within a General Education Developmental (GED) program. Through her research, Lorena aims to offer insight into how youth use their linguistic repertoire to enact and affirm narratives of self across, but not limited to, social and academic spaces. Her research interests in language and identity stem from growing up bilingual and (yet) being classified as an English Language Learner.

Lorena is very proud to have earned her Bachelor of Arts in Chicana and Chicano studies through her studies at University of California, Los Angeles. At UCLA, Lorena worked and learned intensively as an Educators for Tomorrow scholar and was engaged in undergraduate research focused on culturally relevant pedagogies in a high school math classroom.

Currently, Lorena is assisting Dr. Django Paris in exploring culturally sustaining pedagogies and working with Dr. Higinio Dominguez to understand bilingual elementary student’s language use while engaging in mathematics. Upon graduation, Lorena will pursue a position within the professoriate that will allow her to continue to develop as an interdisciplinary scholar with the constant love and support of her husband and family from her hometown of Colton, CA.

Jasmine M. Haywood

Jasmine M. Haywood is a second-year doctoral student in the Higher Education and Student Affairs program (HESA) at Indiana University (IU). She currently works as a graduate research assistant in the Center for Urban and Multicultural Education (CUME) at Indiana University-Purdue University Indianapolis (IUPUI). Her work at CUME centers on two projects: the experiences of Black and Latino teacher education candidates in an urban predominately white institution and culturally responsive behavioral healthcare.

Jasmine, originally from Albany, New York, received her bachelor’s degree in electronic media, arts, and communications from Rensselaer Polytechnic Institute (RPI). She obtained a master’s degree in HESA from IU. Currently, Jasmine serves on the executive board for the Critical Race Studies in Education Association and as a peer reviewer for the International Journal of Qualitative Studies in Education. Jasmine’s research interests include critical race theory in education, racial/ethnic identities, and equity in higher education. The combination of Jasmine's lived experiences as a Puertorriqueña and history are the impetus for her primary research interest, infusing it with not just intellectual curiosity but passion. She is interested in how Afro-Latino college students negotiate and understand their own racial identity, and in particular Jasmine would like to look at the role phenotype, language and situational context play in identity construction, in hopes to broaden definitions of Blackness and Latinidad.
Joseph Heras

Joseph Heras is a fifth-year doctoral candidate and teaching fellow within the Quantitative and Systems Biology graduate group at the University of California, Merced (UCM). Joseph’s doctoral dissertation encompasses understanding evolutionary patterns of marine rockfishes within the Northeast Pacific via comparative genomics. He currently holds an internship position at the Center for Research on Teaching Excellence (CRTE) program at UCM, which is designed to provide graduate students the opportunity to become more effective within their classroom.

In addition, Joseph is a co-mentor for undergraduate research and has provided advice to UCM undergraduate students within the UC LEADS (Leadership Excellence through Advanced Degrees) program in regards to preparing for graduate school programs.

Prior to his PhD program at UCM, Joseph earned a Bachelor of Science from the University of California, Riverside (UCR) in Biology. It was at UCR where his aspiration to conduct scientific research began. Next, Joseph pursued a master’s degree from the California State University, Los Angeles (CSULA). While attending CSULA, he was awarded the Minority Biomedical Research Support-Research Initiative for Scientific Enhancement (MBRS-RISE) M.S. to PhD fellowship, which provided support for his research on marine crustaceans. Joseph’s academic career goals are to obtain a faculty-tenure position with an emphasis on teaching and to continue research in the field of evolutionary genomics. His experiences as a teaching fellow have inspired him to continue to mentor and encourage students from a broad array of ethnic backgrounds to pursue a career in the life sciences.

Pamela Hernandez

Pamela Hernandez is a second-year doctoral student in the Higher Education Administration program at the University of Maryland, College Park. She advocated for the passage of Senate Bill 167, Maryland’s In-State Tuition bill, through community organizing and education on issues of access and college choice for undocumented students. As a Student Affairs professional, she advised multicultural and multi-ethnic students and organizations, created a Latino-based community-service learning and leadership development program, and initiated learning outcomes assessments and research for her unit. Furthermore, in eight years of higher education experience she has assisted multicultural students in their exploration of personal, educational, and career paths, particularly with the use of student-centered processes and services, leadership development opportunities, and culturally relevant experiences.

These professional and educational experiences have led her to research the experiences of undocumented Latino college students and the national DREAM act policy, as well as explore the lived experiences of a collective of Latinas through a hermeneutic phenomenological approach.

Pamela earned her Bachelor of Arts degree in sociology/anthropology and a concentration in Latin American studies from Knox College. She continued on to earn a Master of Science in educational leadership and policy studies at the University of Oregon. She aspires to lead with vision, as a scholar, administrator and advocate, and continue to expand her feminista worldview to stay committed to community empowerment and social justice.
Diego Luna is a third-year doctoral student in the Education, Culture, and Society Department at the University of Utah. Born and raised in rural Northern California, Diego earned a bachelor’s degree in gender studies and Chicano/a Studies at the University of California, Davis in 2006. Following that, he obtained a master’s degree in Mexican American studies from San Jose State University in 2008.

Diego’s research is twofold: 1) to chart how Chicano men “do gender” within the context of state and interpersonal violence, and 2) conceptualize how this knowledge can be of service to Chicano/a communities who live within social structures marked by generational economic alienation and the school to prison pipeline. Through a theoretical amalgam of critical pedagogy, decolonial theory and Chicano/a epistemology, Diego contributes to the understanding of the nuanced ways Chicano men conceptualize their marginalized statuses and resist oppression.

As a 2013 AAHHE Graduate Student Fellow, Diego is grateful for the opportunity to build professional relationships with other emerging Latino/a scholars and looks forward to being a part of an organization that provides essential leadership for Latino/as in the academy. Diego strives to carry on the Chicano/a mentorship tradition that was so crucial to his own academic success and hopes to one day teach and mentor marginalized students in a four-year university.

Argelia Lara

Argelia Lara is a doctoral candidate in the Graduate School of Education specializing in race and ethnic studies at the University of California Los Angeles. Prior to attending UCLA, Argelia earned a Master of Science in counseling and student services with a concentration in higher education at California State University in Fresno. In addition, she received her Pupil Personnel Services counseling credential.

Argelia’s research interests examine immigrant education, college choice, access and equity in higher education for students of color and first generation college students. Her dissertation is a qualitative examination of undocumented students’ navigational strategies in graduate education as well as their marginalized experiences throughout the educational pipeline.

Currently, Argelia works as a teaching fellow for the Cesar E. Chavez Department of Chicana/o Studies. In her trajectory at UCLA she has worked in a variety of setting with a broad array of students. As a teaching fellow she has assisted with courses that incorporate theories of race, gender, law and labor to understand the social structures and contemporary conditions of Latinas/os in the United States.

Ultimately, the combination of these experiences in supporting Latina/o students and their families has greatly impacted her desire to work towards equity in education. As a former McNair scholar and Sally Casanova Pre-doctoral scholar, Argelia supports academic programming that serves and targets traditionally underrepresented populations in higher education.

Argelia Lara is a third-year doctoral student in the Education, Culture, and Society Department at the University of Utah. Born and raised in rural Northern California, Diego earned a bachelor’s degree in gender studies and Chicano/a Studies at the University of California, Davis in 2006. Following that, he obtained a master’s degree in Mexican American studies from San Jose State University in 2008.

Diego’s research is twofold: 1) to chart how Chicano men “do gender” within the context of state and interpersonal violence, and 2) conceptualize how this knowledge can be of service to Chicano/a communities who live within social structures marked by generational economic alienation and the school to prison pipeline. Through a theoretical amalgam of critical pedagogy, decolonial theory and Chicano/a epistemology, Diego contributes to the understanding of the nuanced ways Chicano men conceptualize their marginalized statuses and resist oppression.

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Rosa D. Manzo

Rosa D. Manzo is a fourth-year doctoral candidate specializing in School Organization and Educational Policy in the School of Education at the University of California, Davis. She obtained her Bachelor of Arts in psychology with a minor in education studies from the University of California, Los Angeles. Her research interests include rural education, bilingual education, issues in education affecting English learners, and science education.

As a doctoral student at the University of California-Davis, Rosa became involved with a predominantly Latino community of Knights Landing, about 20 miles north from the UC Davis campus. Knights Landing residents lack access to resources to provide their children with extended opportunities outside their marginalized community. She worked closely with parents to build a coalition with a nonprofit organization in order to address the relocation of students after the closure of the local school.

Currently, she is a graduate student researcher for Niños Sanos, Familia Sana. For the past two years, she has been working closely with parents and community members participating in the project to establish a community-school partnership in a farm working community in the Central Valley.

Rosa’s commitment to educational equity and diversity is a result of her lived experiences with the education system in the Central Valley. Her family and community are her inspiration to continue to advocate for the educational rights of Latino communities. Her long-term career plan is to obtain a tenure track faculty position and continue to engage in critical and applied research that addresses disparities in rural communities.

Llanet Martín

Llanet Martín is a third-year doctoral student in Higher Education and Organizational Change at the University of California, Los Angeles. Llanet began her postsecondary trajectory at Los Angeles City College and transferred to UCLA where she earned a bachelor’s degree in communication studies with a minor in education.

Upon completing her bachelor’s degree, Llanet worked as a legislative aid to current Secretary of Labor, Hilda Solis, where she developed an interest in research and policy. This experience led her to earn a master’s degree in education policy and management at the Harvard Graduate School of Education.

Llanet’s personal policy advocacy work developed her as a researcher and an advocate of the compelling educational needs of Latinas/os. Her work as a practitioner provided her the opportunity to work directly with students and families in preparation for university access and success.

Currently, Llanet serves as the Graduate Student Liaison to the Council for the Study of Community Colleges, and provides support for the coordination of an annual conference focused on creating a space for dialogue between community college practitioners and researchers. Her research interests include Latina/o community college students and the role that four-year institutions play in facilitating transfer for first-generation, low-income college students. Llanet’s current research focuses on the lived experiences of Latina/o California Community College students who persist beyond six-year enrollment.

As an AAHHE fellow, she hopes to create alliances with other Latina/o scholars in order to uncover and structurally change obscure educational pathways and offer equitable opportunities to communities of color.
Enmanuel Martínez

Enmanuel Martínez is in his second-year of doctoral studies at Rutgers University in the PhD program in comparative literature. He earned his Bachelor of Arts with honors in comparative literature and literary theory, as well as Latin American and Latino studies, from the University of Pennsylvania in 2011. His research interests are informed, in part, by his life experiences as an openly queer, first-generation immigrant American of Dominican descent, and they include: Caribbean studies, with a focus on literary and cultural production by members of the Hispanic Caribbean diaspora; post-colonial trauma studies; and Queer of Color criticism.

As an undergraduate student at Penn, Enmanuel began his research in U.S. Latino/a literature as a member of the McNair Scholars Program and the Mellon Mays Undergraduate Fellowship Program and published his essay “Towards the Articulation of a Latino Identity: An Analysis of Minor Literature and Poetic Form Within Julia Alvarez’s The Women I Kept to Myself” in the Penn McNair Research Journal. Enmanuel also held several student leadership positions. As a doctoral student at Rutgers, Enmanuel was awarded the Ford Foundation Predoctoral Fellowship in 2012.

Enmanuel hopes that his work will promote more nuanced and comprehensive conversations about U.S. Latino/a identities and politics that are equally attuned to questions of sexuality and gender as they are to the role of race, citizenship, and class; and while Enmanuel’s research primarily focuses on literary and cultural studies, his passion is mentoring, teaching and the advancement of underrepresented minorities in higher education.

Awilda Rodriguez

Awilda Rodriguez is a fourth-year PhD candidate in higher education and an IES Pre-doctoral Fellow at the University of Pennsylvania. Her primary research interest focuses on understanding college access for traditionally underrepresented students. Under the advisement of Dr. Laura Perna, Awilda’s dissertation seeks to better understand underrepresented students’ application and enrollment choices, the extent to which these institutions match their academic qualifications, and the role of the high school environment on underrepresented students’ decisions to consider and enroll at institutions that match their qualifications.

Awilda’s current projects involve using College Board SAT score-sending data to understand differences in the sets of colleges underrepresented students’ consider and their college-going patterns. In addition, she is using nationally representative data to study the implications of the various estimation methods of college undermatch on findings regarding underrepresented students.

Prior to her doctoral studies, Awilda’s professional experience is in the educational non-profit sector. Her love and acumen for quantitative research developed during her experience as an analyst of teacher tenure and school leadership data at the New York City Department of Education. Her passion to increase the representation of students of color and low-income students led her to the Wight Foundation in Newark, NJ, where she directed programs in Admission and Financial Aid. She has an Ed.M. in administration, planning and social policy from Harvard Graduate School of Education and a B.S.E. in electrical engineering from Princeton University.
Jessica Rodriguez is in her second 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. More specifically, she examines 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 degree from the University of California, Davis in sociology with minors in Chicana/o studies and social and ethnic relations. As a result of dissecting social issues surrounding education, she pursued a Master of Arts degree 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, Ms. Rodriguez 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.

Sarah Rodriguez is a fourth-year doctoral student in the Higher Education Administration program at the University of Texas at Austin, with a portfolio from the institution’s Center for Mexican American Studies. She is a current Gates Millennium Scholar and Ambassador through the Bill and Melinda Gates Foundation. Prior to coming to the University of Texas, Sarah completed a master’s degree at the University of Tennessee in the educational leadership and policy studies department as well as earned a bachelor’s in Spanish and English from Texas A&M University – Commerce.

At the University of Texas, Sarah has worked as a graduate researcher for the Public Policy Institute and now serves as the Research Coordinator for Project M.A.L.E.S. (Mentoring to Achieve Latino Educational Success), a research and programmatic initiative to increase college retention and graduation rates of Latino males.

Devoted to educational research, Sarah maintains an active research agenda of her own which focuses on exploring the gendered mentoring and academic integration experiences of Latina/o students within the STEM fields as well as analyzing the coping mechanisms that Latina/o college students employ in order to be successful. While at UT, Sarah has been named a Community College Leadership Program Endowment Honors Scholar and has been awarded a Diversity Mentoring Fellowship to support her scholarly work.

In addition to her scholarly work, Sarah devotes service to a variety of community programs, including the Gates Millennium Scholars Mentoring Program, Con Mi MADRE’s Senior Advising Program, and the DREAM Act Deferred Action Program.
Nydia C. Sanchez

Nydia C. Sanchez is a second-year doctoral student in the higher education program at the University of North Texas. Her current research focuses on the role of siblings in the college experience of first-generation Latino/a students.

Nydia currently serves as Graduate Research Assistant for the Latino/a Family College Access Project at the University of North Texas. Within that role she developed and maintains an electronic database for educators, practitioners, and researchers containing hundreds of resources and materials relating to Latino/a parent involvement.

Nydia is the founder and president of the Latino/a Graduate Student Association, president of the Association of Graduate Students in Higher Education, and a member of a campus-wide mentoring initiative with the Graduate Student Council. Nydia also serves as a Graduate Student Council Campus Liaison for the American Educational Research Association (AERA) and as a member of a graduate student subcommittee for the Association for the Study of Higher Education (ASHE). Recently, Nydia was nominated and selected for the 2012 Graduate Student Policy Seminar at the Association for the Study of Higher Education Annual Conference. A Bill & Melinda Gates Foundation Gates Millennium Scholar, Nydia was also selected to be a representative at the 2012 National Conference on Race and Ethnicity and the 2012 Compact for Faculty Diversity’s Institute on Teaching & Mentoring.

Nydia earned a Master of Science in higher education from the University of North Texas and Bachelor of Science in economics from Texas A&M University – College Station.

Patricia Sánchez-Connally

Patricia Sánchez-Connally is a doctoral student in the Sociology Department at the University of Massachusetts-Amherst. In addition to her doctoral studies, she is an instructor at Framingham State University. Patricia holds a bachelor’s degree in sociology from Framingham State University and Master of Arts in applied sociology from the University of Massachusetts-Boston. She is a previous McNair Scholar and a member of Alpha Kappa Delta Honor Society.

Originally from El Salvador, Patricia came to the United States at the age of eleven. Her experiences as an immigrant and first generation college graduate have greatly influenced her career goals and research interests. During the past ten years, Patricia has dedicated her professional career to helping first generation students of color access the rewarding benefits of higher education. She’s held different positions such as academic advisor, multicultural admissions recruiter, and coordinator of after school programming. Her dissertation examines ways in which academic support programs transmit social capital to underrepresented, often low income, high achieving Latino/a students. She hopes to use her research to inform school leaders, parents, communities and students about the importance of peer and mentor relationships in academic achievement and higher education attainment.

Patricia enjoys volunteering in two summer college preparation programs and serving as a mentor and advocate to first generation college students. She is currently working on establishing a mentoring and networking professional group for women. Patricia is honored she was selected as an AAHHE GSFP fellow and would like to thank all her supporters.
Daniela Torre

Daniela Torre is a second-year doctoral student in the department of Leadership, Policy, and Organizations at Vanderbilt University. She earned her bachelor's degree from Washington University in St. Louis with a double major in international studies and Spanish literature. She went on to obtain her master's degree in Teaching English to Speakers of Other Languages from American University in Washington D.C.

Prior to beginning her doctoral studies, Daniela taught in several capacities in both Washington D.C. and Brooklyn, N.Y. Her passion and commitment to researching the school experiences of minorities and English learners is also motivated by her personal experience. Daniela was born in Cordoba, Argentina and immigrated to the United States as a young child. As immigrants, she and her family experienced many of the obstacles associated with adapting to a new culture and school system. However, the relentless support and influence of her parents and family embedded a profound understanding of how education can serve as a mechanism for equity and social justice.

Daniela is currently working with Dr. Joseph Murphy on a book investigating the role of the principal in leading effective schools. She is also working with Dr. Stella Flores on a study investigating the impact of different language support programs on various college readiness outcomes. Her other research interests include equity for English learners in charter schools and the working conditions, training, and retention of ESL and Bilingual educators.

Mirna Troncoso

Mirna Troncoso is a doctoral candidate at UCLA’s Fielding School of Public Health in the department of Community Health Sciences, with a minor in sociology. She is originally from East Los Angeles, and born to Mexican immigrant parents. Mirna also holds a Bachelor’s degree in history from Stanford University and a Master of Public Health degree with a concentration in health education from Emory University’s Rollins School of Public Health.

Mirna’s dissertation project is on food decisions among low-income Hispanics in California. The question she seeks to answer is how poverty impacts what people eat. Overweight and obesity among children has more than tripled since the 1960s and as a result food decisions among children and their parents have begun to receive increased attention.

Some of Mirna’s work and volunteer experience includes efforts to increase the number of Latinos in California who know how to use health data to advance their communities’ health policy agendas with the UCLA Center for Health Policy Research and co-developing the Undergraduate Research and Education Program (UREP) at UCLA, that linked undergraduates with graduate students who were conducting research projects in order to increase the exposure of the more junior students to the personal and professional experience of conducting research.

Mirna is excited to be an AAHHE GSF fellow as she believes that increasing the numbers of Hispanics in higher education will be critical to preparing a future workforce that will be able to resolve the problems that lead to disproportionately worse health for Latinos.
Edwardo Valero

Edwardo Valero is a doctoral candidate in Learning, Teaching and Social Policy (LTSP) at Cornell University. He specializes in cultural geography and human behavior, with emphasis on Latina/o student clique formation, social segregation, and their impacts on the architectural design and layout of the high school. In his dissertation, “Problematic Playgrounds, Dramatic Designs and Magical Margins: The Making of Rural California Schools,” Edwardo draws upon educational geography – coupled with architectural determinism – to evaluate how spatial layout reflects and affects students’ place in, rights to, and travel within schools.

Edwardo authored an article in the Journal of Latinos and Education (JLE) entitled “Desiring the Desirable: Refrains from Realizing the Encounter.” He served as president of the Latina/o Graduate Student Coalition and helped initiate the Young Emerging Latina/o Leaders (YELL) of the San Joaquin Valley. He currently works as an adjunct faculty member for Fresno Pacific University and teaches classes in California History and Politics, Cultural Geography of the Central Valley and Introduction to Teaching.

Edwardo earned his Bachelor of Science degree in urban and regional studies from the College of Architecture, Art and Planning at Cornell University. He continued on to graduate studies at Georgetown University and then transferred to Cornell where he earned a Master of Science in education.

“AAHHE opened many doors for me. In 2010, it opened the world of academia when it gave me my first opportunity to present my research. And in 2012, as an AAHHE Graduate Student Fellow, it provided the support and mentorship I needed to enter the professoriate. And for this, I will always be grateful and committed to becoming a professor whose research and advocacy improves and provides opportunities to others – just as AAHHE has done for me.”

Daisy D. Alfaro, 2012 Graduate Fellow
Doctoral Candidate
Educational Leadership & Policy Studies
College of Education
University of Washington, Seattle
Stephany Alvarez-Ventura received both her Bachelor of Science and Master of Science in environmental studies from Florida International University, Miami, FL. She also received a Certificate in agroecology and a Certificate in biodiversity conservation and management. As a graduate student, 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 had an opportunity to take part in “Study Abroad” program travelling to India, and gained rich cultural and scientific experience on Green Biofuels. In her educational career path, she has received several scholarships from USDA-HSI and MSP grants, and participated in an internship at the US EPA, Office of Ground Water and Drinking Water, where she analyzed total coliform data for the Aircraft Drinking Water Rule.

Alvarez-Ventura enjoys providing education to local communities by organizing workshops and outreach activities on highlighting the principles of Agroecology, and exemplifying practical solutions for sustainable food systems. Her interpersonal skills, co-ordination, and collaborative efforts lead her in several newspaper articles where she continuously emphasizes the significance of sustainable agriculture, particularly organic, urban agriculture, and food security issues for the 21st century agriculture.

Her 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.

Alvarez-Ventura currently coordinates the advancement of the new Florida-Caribbean Consortium of Agricultural Education and Hispanic Workforce Development (FCCAgE) grant from the U.S. Department of Agriculture at Florida International University (FIU) and helps to administer the seven year old Agroecology program at FIU.
Second Place Winner & Fellow
Rebecca M. Duar
University of Nebraska

Duar holds a Bachelor of Science with a major in nutrition from the Hispanoamerican University at San Jose, Costa Rica, and a Master of Science in food science and technology with focus on analytical chemistry from the University of Nebraska – Lincoln. Her professional affiliations include the IFTSA (Institute of Food Technologist Student Association) and the University’s Food Science Club.

Her research interests include nutraceuticals, probiotics, prebiotics, and functional foods. During the course of her master’s degree she has worked on the characterization of health promoting properties in different cultivars of dry eatable beans. She has also worked on analyzing the stability of several prebiotics as added ingredients in various food matrices.

Duar is currently pursuing her doctoral degree by working with in the UNL-Gut Initiative team in the Food Science and Technology department. She is interested on the use of probiotics as a very promising approach to improve health and well-being.

“Being an AAHHE Graduate Fellow was a transformative experience that affirmed who I am as a Latina, and a Latina scholar. The experience afforded me to make meaningful connections with others who share similar interests and are passionate about improving the educational conditions of Latino students and faculty in all sectors of higher education.”

Susana Hernandez, 2012 Graduate Fellow
Doctoral Candidate
Department of Educational Leadership & Policy Studies
Iowa State University
FOOD AND AGRICULTURAL SCIENCES

FELLOWS

Natalia B. Alvarez Negron  
Master’s Degree Program: Environmental Sciences  
University of Puerto Rico

Natalia Alvarez obtained a Bachelor’s degree in science from the University of Puerto Rico, Cayey Campus in 2005. She is completing her master’s degree in the environmental sciences program in the University of Puerto Rico, Rio Piedras Campus in an interdisciplinary option. This interdisciplinarity allows for the integration of a social component into her research interests. She is currently a participant in the USDA Natural Resource Career Tracks program.

Alvarez is at present developing her thesis research focusing on studying the potential for the development of urban agriculture initiatives in the San Juan Metropolitan area in Puerto Rico. Her research interests include the development of urban agriculture programs in urban areas in Puerto Rico as a tool to achieve social changes through community involvement and empowerment and also as an educational resource for food security issues in Puerto Rico.

Shireen Attaran  
Master’s Degree Program: Biochemistry  
California State University

Shireen Attaran holds a Bachelor’s of Science degree in biochemistry and molecular and cellular biology from the University of California, Davis and is currently working on her Master of Science degree in biochemistry at California State University, East Bay. As a graduate student, she had the opportunity to intern at the USDA in the processed foods research unit where she conducted research for her master’s thesis, investigating the effects of extruded diets with high chromium nutritional yeast on insulin resistance and metabolic syndrome. Shireen has been a recipient of the Graduate Equity Fellowship at CSUEB for the past two years and has presented her research most recently at the SACNAS national conference in Seattle, WA.

Her professional affiliations include membership in SACNAS and she is currently co-president of the AMSA chapter at CSUEB.

Shireen’s research interests focus on the development of new and alternative therapies for metabolic syndrome and diabetes, especially in the Latino and Native American communities. She hopes to have a positive impact on the health of her community by contributing to the field of medicine and conducting research on obesity and metabolic syndrome. Her goals for the near future focus on continuing research in the field of nutritional biochemistry and pursuing a dual, doctorate and medical degree.
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**Odaliz Faria-Medina**  
*Master’s Degree Program: Plant Pathology*  
*University of Puerto Rico*

Odaliz Faria-Medina obtained a bachelor’s degree in natural science with a major in biology from the University of Puerto Rico, Aguadilla Campus in 2009. Currently she is finishing her master’s degree at University of Puerto Rico, Mayaguez Campus (UPRM) in crop and agro-environmental science (plant pathology). As a graduate student, her research was focused toward the biological control, especially in the nematology area.

Odaliz, while working in her thesis, increased her experience in the field of agriculture field, worked as research assistant in an agronomic project focused on genetic improvement for forage crop at the UPRM. She has participated in an internship program aimed to plant diagnostic disease in important agronomic crop at North Dakota State University.

Odaliz’s short-term goal is focusing on gaining experience within the field of Agriculture specially working with agronomic crop. Her long-term goal is pursuing a doctorate in plant parasitic nematode, particularly with the soybean cyst nematode and their association with fungus of radical system. She wants to continue contributing to the research in Puerto Rico promoting the safety of soil that is part of the development of the agriculture companies in the island.

**Amanda C. Garcia**  
*Master’s Degree Program: Plant and Soil Sciences*  
*Texas A&M University, Kingsville*

Amanda Garcia holds a Bachelor of Science degree in biology from the University of Texas-Pan American. As a graduate student, Garcia studied plant and soil science at Texas A&M University Kingsville. Through her research, Garcia transformed sweet orange plants that displayed the over-expression of a calcium signal modifier gene and also displayed resistance to one fungus and one bacterial disease when compared to non-transgenic plants.

During her final semester as a graduate student, she has continued exploring agriculture by working full-time at Texas A&M AgriLife Research in Weslaco, Texas where she joined a sugarcane laboratory whose main objective is the development of varieties for use in the advancement of biofuels. Her future research interests include incorporating her current scientific research and experience in agriculture to help advance sustainable agriculture and improve global food security.

Her professional affiliations include membership in the Alpha Lambda Delta honor society, MANRRS (Minorities in Agriculture, Natural Resources, and Related Sciences) and the Subtropical Plant Science Society.
Juan M. Garcia  
Master’s Degree Program: Agricultural Education  
Texas State University – San Marcos

Juan Garcia obtained a Bachelor of Science in agriculture from Texas State University-San Marcos. As an undergraduate, Garcia worked under John Montoya, a graduate student, who assisted in the research process of composting water hyacinth. Garcia received the Outstanding Service Award from the College of Applied Arts in May of 2010.

Garcia is currently pursuing a graduate degree at Texas State University-San Marcos while conducting research in perceived barriers and supportive factors of Hispanic/Latino students at Texas State University-San Marcos. Other research includes stress factors of Texas agriculture science teachers. Garcia is also the graduate advisor of Agriculture Systems Association, Agriculture Ambassadors, and Minorities in Agriculture, Natural Resources, and Related Sciences (M.A.N.R.R.S.). Mr. Garcia is a graduate teaching assistant in Introduction to Agriculture Engineering, Internal Combustion Engines, and Welding within the Department of Agriculture at Texas State University-San Marcos.

John Hernandez  
Master’s Degree Program: Biology  
Texas A&M University, Corpus Christi

John Hernandez obtained a Bachelor of Science in biomedical science from Texas A&M University-Corpus Christi (A&M-Corpus Christi) in 2010 and a Master of Science in biology with an emphasis in behavioral neurophysiology from A&M-Corpus Christi. His master’s research focused on elucidating how learned fear manifests, at the biophysical level in a decision-making neuron, to decrease feeding behavior in *Aplysia californica*.

He recently was co-author for a publication in *Learning and Memory* for his undergraduate research (*Learning and Memory* 20:1-6, to be released in January) and the manuscript for his master’s thesis is currently in preparation to be submitted to *Learning and Memory* as well.

John was recently awarded a Northeast Alliance for Graduate Education and the Professoriate Fellowship to support his first year as a PhD student in the Neuroscience and Behavior program at University of Massachusetts-Amherst. His research interests at University of Massachusetts are to examine the neuroendocrine mechanisms underlying goal-directed behavior in vertebrates. He is particularly interested in elucidating the conserved cellular and molecular mechanisms used for memory systems in behavioral-relevant neural nuclei.
**FOOD AND AGRICULTURAL SCIENCES**

**FELLOWS**

**Stephanie C. Lopez**  
**Master's Degree Program: Range Science**  
**New Mexico State University**

Stephanie Lopez received a Bachelor of Science in animal science from New Mexico State University. She is interested in pursuing a career as a rangeland specialist or working for a USDA cooperative extension program in natural resources. Currently, she is following her passion by continuing her education in range science. She has had the opportunity to work for the USDA Forest Service as a range technician and biological science technician for three seasons.

Stephanie’s coursework has covered a wide range of topics in wildlife, animal and range sciences. Throughout her academic career she has taken a number of job-related training courses such as measuring and monitoring plant populations, GIS for the natural resource scientist, rangeland plants, wildland fire behavior, advanced rangeland ecology, soil morphology, natural history of vertebrates, and zoology.

As an undergraduate, Lopez was selected to participate in the Ronald E. McNair Post baccalaureate Achievement Program at New Mexico State University. She is a member of the Natural Resource Career Track Program at New Mexico State University, an organization for Hispanic students interested in careers in the natural resource fields.

**Diana Morales**  
**Master's Degree Program: Agricultural Education**  
**Texas State University – San Marcos**

Diana Morales obtained a Bachelor of Science in agriculture from Texas State University-San Marcos in May 2012. Morales is a certified agriculture science teacher with student teacher experience at Judson High School. As an undergraduate, Morales was involved in Agriculture Systems Association, Minorities in Agriculture, Natural Resources, and Related Sciences (M.A.N.R.R.S.), Agriculture Ambassadors, and Collegiate FFA.

Morales is currently pursuing her master’s in agriculture at Texas State University-San Marcos. Her research currently involves retention rates and perceptions of agriculture of Hispanic/Latino students at Texas State University-San Marcos. Morales is the graduate advisor for the Agriculture Ambassadors and is a professor’s assistant at Texas State University-San Marcos.

Morales’ short-term goal is to pursue a doctorate in agriculture communications, leadership, and education.
Mariela Poveda obtained a Bachelor of Science in food sciences and a minor in nutrition from Universidad San Francisco de Quito. She is currently working on her Master of Science and is a research assistant for the Dairy Products Technology at California Polytechnic San Luis Obispo. Her concentration areas of studies are applied to dairy products quality control, quality assurance and production. Poveda’s current research project is dedicated to the analysis of the effects of chelating agents on texture for low fat cheddar cheeses.

Her desire is to connect her bachelor’s degree with a Master of Science in dairy product technology and finally obtain a PhD in food safety or international development. In the near future she would like to dedicate her research in enhancing food processing and enhancing good manufacture practices in developing countries. Poveda hopes to improve food technology by applying educational programs to the farmers with economic disadvantages in order to impulse international exportation trading and improve education and life standards for those communities.

Martha Mosqueda
Master’s Degree Program: Nutrition, C.C.T.
University of Arizona

Mosqueda obtained a Bachelor of Science in nutritional sciences in dietetics and a minor in chemistry in 2011 and a Master of Science in obesity prevention in 2012 from The University of Arizona. As an undergraduate research assistant, she developed research design, communication, and dietetic skills while interning at the NASA Space Grant Program. As a graduate research assistant, her thesis involved using smart phones to promote positive nutrition and physical activity behaviors in adolescents.

Mosqueda is currently enrolled in the fast-paced Iowa State University Nationwide Dietetic Internship, which is taking place throughout the Tucson and Marana, Arizona cities involving practical experiences in community, clinical, and foodservice nutrition in hospitals, clinics, federal agencies, state programs, and school districts to qualify her for a national registered dietitian examination.

Her professional affiliations include membership in the Academy of Nutrition and Dietetics and the Southern Arizona Dietetic Association. Her research interests include overcoming the obesity epidemic by improving methods used throughout the behavioral spectrum such as community outreach, innovative information disseminating tools, and food/diet quality improvement through policy and science. Her forthcoming professional goals are to join a doctoral program and/or work for a government agency such as the USDA, NIFA, NASA, and FDA where she can positively influence the United States population the most.
Micmarie Ramos-Rodriguez
Master’s Degree Program: Public Health
San Juan Bautista School of Medicine

Micmarie Ramos-Rodriguez was the first in her family to obtain a college degree and given her passion for Agriculture she became an active member in an organization called Future Farmers of America (FFA). During this time she partook in an investigation where she had the chance to work with the Calpain and Calpastatin enzymes. The objective of the research was to determine which diet resulted in more tender meat, which would ultimately lower production costs to the farmer and meet the high expectations of the consumer when buying meat.

Ramos has a bachelor’s degree in animal science. Currently she is a student at the Public Health Program at the San Juan Bautista School of Medicine. She also has been chosen to be a part of an Internship in the Center for Disease Control and Prevention Dengue Branch (CDC DB).

In May 2013, Ramos will present and defend the findings of her investigation in front of the University’s faculty. Her main purpose in this investigation consists in the measure of the effects of lack of physical activity in a determined community in the town of Caguas Puerto Rico. By June 2013, Micmarie hopes to have achieved her master’s degree in public health. Her next goal is to attend Veterinary School.
Lorraine Rodriguez-Bonilla
Master's Degree Program: Biology
University of Puerto Rico

Lorraine Rodriguez-Bonilla obtained a bachelor's degree on industrial microbiology from University of Puerto Rico, Mayaguez Campus. Throughout her undergrad years she worked on various researches in ecology and botany including tissue culture and identification of bryophytes. In her junior and senior years she joined a plant biotechnology and molecular biology laboratory in which she acquired different skills and techniques. Later on she joined this 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.

During her master's she had the opportunity to work with different small projects involving tissue culture and field trials of bio-fortified plants. She has mentored undergrad 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 but she would like to focus her career in a field that will allow her to help others. She is very interested in biotechnology and bio-fortification 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 career to help in any possible way to reduce hunger, especially in developing countries.

Angel Vega Negrón
Master's Degree Program: Environmental Sciences
University of Puerto Rico

Angel L. Vega Negrón obtained a Bachelor of Science in chemistry from Inter American University of Puerto Rico (IAU). As an undergraduate student, he was the president for two consecutive years of the Association of Chemistry Students and Environmental Technology (ACS-ET) at IAU. Currently, Vega is working towards his master’s degree in environmental sciences with an environmental chemistry major at IAU. As a graduate student, Vega was selected to participate in the Center for Education and Training in Agriculture and Related Sciences (CETARS) Proposal of the U.S. Department of Agriculture whose main objective is to promote environmental education through students and community. As part of CETARS, he made a summer internship at University of Puerto Rico, Mayaguez Campus. After this experience, he is focusing his thesis research in the evaluation of adsorption behavior organic dyes onto biosorbents to remove them from wastewater and effluents. With this research, he wants to make an important and practical contribution for the preservation and conservation of the environment.

Upon completion of his master's degree, Vega plans to obtain PhD in environmental chemistry where he can apply his skills and continue conducting research with the main objective of preserving the environment.
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FOOD AND AGRICULTURAL SCIENCES

THESIS COMPETITION JUDGES

Elvira González de Mejia

Dr. Elvira de Mejía has a Bachelor of Science in biochemical engineering from the National Polytechnic Institute (Mexico), Master of Science degree in food science and technology from the University of California, Davis and PhD in plant biotechnology from the National Polytechnic Institute. Dr. de Mejía is a professor in the Department of Food Science and Human Nutrition and a leading national and international scholar in the field of food chemistry and toxicology. Her research is focused on food components with health benefits; analysis, characterization, and mechanism of action of anticarcinogens in foods (legumes, oilseeds, and vegetables), and published in the highest impact journals in the field of food chemistry such as the *Journal of Agricultural and Food Chemistry* of the *American Chemical Society* and *Analytical Chemistry*.

She joined the University of Illinois in 2002, with teaching responsibilities in food chemistry laboratory for undergraduates and developed graduate courses in food enzymes, and food proteins and enzymology. She has a passion for education and uses research as a teaching tool focusing on food components with biological benefits to human health and their mechanism of action.

She has also served as member of national scientific committees such as NSF; mentored students and promoted science on behalf of the National Academy of Science (Mexico); and head and co-founder of several academic programs in food engineering and food science in Latin America.

Dana M. García

Dr. García is a professor in the Department of Biology at Texas State University-San Marcos, a Hispanic-serving institution. She also holds the position of associate chair for Curriculum and Scheduling. Her research laboratory investigates problems in vision research and in pigment cell biology, using zebrafish as a model system. In 2011, she was appointed by President Denise Trauth to be Texas State’s representative to Texas Women in Higher Education, and she helped organize a monthly, brown-bag lunch series “Pathways to Administration,” in which administrators share their experiences with interested faculty and staff who may be considering transitioning to administration.

Dr. García holds 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 thesis under the supervision of Evelyn Tiffany-Castiglioni. Dr. García pursued a PhD in physiology at UC-Berkeley under the direction of Beth Burnside.

She held an NSF Graduate Fellowship and was a Chancellor’s Minority Scholar. After defending her dissertation, Dr. García was appointed assistant professor of biology at Southwest Texas State University, which later changed its name to Texas State University. At about the time of her promotion to associate professor, Dr. García became principal investigator and program director for an NIH Bridges to the Baccalaureate. Dr. García was later promoted to professor, and served as associate dean for research from 2006-2009.

Dr. García is married to Mr. Paul Bain and they are blessed with five children, Phillip, Helen, Catherine, Peter and Susanna.
“As a 2012 AAHHE Graduate Fellow, I was given the opportunity to get to know individuals who are incredibly knowledgeable and passionate to work towards social justice. It was great to engage in conversations that allowed me to learn from my colleagues. This experience rekindled my passion for research that challenges the educational disparities that make it difficult for low-income Latina/o and other students of color to move through the educational pipeline. Lastly, being a Graduate Fellow helped me realize that building community among Latina/o scholars across the nation is critical to move this work forward.”

Yanira Madrigal-Garcia, 2012 Graduate Fellow
Doctoral Candidate
School Organization & Educational Policy
University of California, Davis

Michael Persans

Dr. Michael Persans is an associate professor in the Department of Biology at the University of Texas Pan American. His laboratory investigates the mechanisms of heavy metal uptake and toxicity mechanisms in plants in relation to human nutrition. He is the primary instructor of several cell and molecular biology based classes including molecular biology, biotechnology and molecular genetics.

Dr. Persans was born in Queens, New York and grew up on Long Island. He went to Undergraduate College at the Rochester Institute of Technology where he earned a bachelor’s degree in biotechnology. As an undergraduate researcher under the supervision of Dr. Martin Vaughan, he studied the mechanisms of actin and tubulin affecting herbicides on plants. He then moved to the Midwest for his graduate work at the University of Illinois at Urbana-Champaign. While there, he studied the molecular mechanisms of herbicide detoxification via Cytochrome P450 enzymes in plants under the direction of Dr. Mary Schuler. For his postdoctoral work, he first worked under Dr. David Salt at Northern Arizona University then at Purdue University. While at Purdue, he studied the molecular mechanisms of heavy metal uptake and biochemistry in metal hyperaccumulating plants. His final postdoctoral work was with Dr. Daniel Syzmanski examining the developmental formation of Trichome hairs on plant leaves.

In 2002, Dr. Persans started an assistant professorship at the University of Texas Pan American where he was awarded tenure and promoted to associate professor. He continues to hold this position today.
Ms. Pinilla obtained a Bachelor of Science in food science and technology from Purdue University in 2007 and a Master of Science in cereal quality (food science and technology) from Texas A&M University-College Station (TAMU) in 2010. As a graduate student, Ms. Pinilla developed training-based knowledge in the Food Industry while interning at the Kellogg Company and Sensient Flavors and acquired international experience through a Research Assistantship position at TAMU while working on her thesis on Salvadorian Sorghum uses and application for human consumption.

Her professional affiliations include membership in Gamma Sigma Delta and Phi Tau Sigma (Agriculture and Food Science Honor Societies, respectively).

Her research interests include translating her current scientific and practical experience based knowledge in the food sciences into realistic applicable concepts for rural agricultural communities. Of particular interest is working in developing countries mainly through transfer of technology, capacity building and planning and needs assessment processes. She is currently working on her PhD in agricultural international development education at Texas A&M while acquiring practical experience as a food scientist for an industrial bakery in San Antonio, TX.

R. Corey DeLeon, Co-Chair
Texas State University – San Marcos

R. Corey DeLeon holds a Bachelor’s of Science degree in psychology and nutrition from Texas State University – San Marcos. As an undergraduate, he garnered real world experiences in both fields volunteering with a registered dietitian at Central Texas Medical Center with Way To Go Kids. He pursued a Master’s of Science degree 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.

Corey has presented his research and been recognized at several scientific meetings including being selected as the Dietary Bioactive RIS Poster Competition Winner (2009) at Experimental Biology in New Orleans, LA and a finalist in the Nutrient-Gene Interaction (NGIRIS) Poster Competition at Experimental Biology in Anaheim, CA (2010). Currently, his work is in preparation for publication.

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 within a limited budget and choosing active lifestyles. Corey is also an adjunct faculty member at the Art Institute of Austin teaching an introduction to nutrition course within the school’s culinary department.

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 goals is to contribute to the field of nutrition through research investigating the molecular effects of bioactive compounds from dietary sources, influence food policy, and teach in higher education at a major university inspiring and motivating students like many of his professors have.
Tomás Rivera

Tomás Rivera, author, poet, teacher, and life-long 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 M.Ed degrees in English and administration, and the University of Oklahoma, where he earned his MA in English and administration, and 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

- 2012 Luis A. Ubiñas
- 2011 Rachel F. Moran
- 2010 Charles B. Reed and Jack Scott
- 2009 Marta Tienda
- 2008 Jamie P. Merisotis
- 2007 Sonia Nazario
- 2006 Michael A. Olivas
- 2005 Raul Yzaguirre
- 2004 Angela Oh
- 2003 Piedad Robertson
- 2002 Harold L. Hodgkinson
- 2001 Félix Gutiérrez
- 2000 David Hayes-Bautista
- 1999 Jim Cummins
- 1998 Samuel Betances
- 1997 Albert H. Kauffman
- 1996 Rolando Hinojosa Smith
- 1995 Ronald Takaki
- 1994 Norma Cantú
- 1993 Gregory R. Anrig
- 1992 Henry Cisneros
- 1991 Toni Morrison
- 1990 Tomás Arciniega
- 1989 David Hamburg
- 1988 Arturo Madrid
- 1987 Ann Reynolds
- 1986 Alfredo G. de los Santos Jr.
- 1985 John Maguire
Proud Sponsor of the Tomás Rivera Lecture

featuring Dr. Francisco G. Cigarroa
Francisco Cigarroa, M.D.
Chancellor
University of Texas System

Dr. Francisco G. Cigarroa was appointed the 10th chancellor of The University of Texas System by the UT System Board of Regents in 2009. Chancellor Cigarroa oversees one of the largest public systems of higher education in the nation, with nine universities and six health institutions, an annual operating budget of $13 billion, more than 215,000 students, 19,000 faculty members, and 68,000 staff members.

A nationally renowned pediatric and transplant surgeon, Dr. Cigarroa served as president of the UT Health Science Center at San Antonio from 2000 until his appointment as chancellor. Even in his new position, he continues to perform transplant surgery one weekend per month.

A native of Laredo, Tx., Dr. Cigarroa earned a bachelor’s degree from Yale and received his medical degree from The University of Texas Southwestern Medical Center at Dallas. During his 12 years of postgraduate training, he served as chief resident at Harvard’s teaching hospital, Massachusetts General, and completed a fellowship at Johns Hopkins Hospital in Baltimore. In 2011, Dr. Cigarroa was awarded the Massachusetts General Hospital Trustees’ Medal in recognition of his contributions to the advancement of the practice of medicine and patient care.

In 2003, President George W. Bush appointed him to serve as a member of the President’s Committee on the National Medal of Science. President Barack Obama recently appointed Dr. Cigarroa to serve as a commissioner on the Presidential Advisory Commission on Educational Excellence for Hispanics.

Dr. Cigarroa is a member of several prestigious academic societies, including the American College of Surgery, the Institute of Medicine, the American Board of Surgery, and the American Academy of Arts and Sciences.

Dr. Cigarroa and his wife, Graciela, have two grown daughters, Maria Cristina and Barbara Carisa. In addition to his professional accomplishments, Dr. Cigarroa is an accomplished classical guitarist.
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 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
ETS salutes

the winners of the 2013 Outstanding Dissertations Competition and the American Association of Hispanics in Higher Education for supporting Latino doctoral students.

For information on education issues in the Latino community, download one of ETS’s Tomás Rivera Lecture reports at www.ets.org.

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COMPETITION

1ST PLACE WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Marcela Cuellar
Postdoctoral Research Associate
Center for Enrollment Research, Policy and Practice
University of Southern California

Dissertation Title: Latina/o Student Success in Higher Education: Models of Empowerment at Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs

Degree Granting Institution: University of California, Los Angeles

Dr. Marcela Cuellar is currently a postdoctoral research associate for the Center for Enrollment Research, Policy, and Practice at the University of Southern California. She received her PhD from the Graduate School of Education and Information Studies at the University of California, Los Angeles in Higher Education and Organizational Change. Her research focuses on access and equity in higher education, Latina/o student success, and Hispanic-Serving Institutions (HSIs). Her dissertation explored the factors influencing Latina/o enrollment at HSIs, emerging HSIs, and non-HSIs. In addition, her dissertation examined educational outcomes for Latina/os at these three institutional contexts.

Dr. Cuellar’s passion for improving postsecondary access and success for historically underrepresented groups stems from her personal and professional experience spanning the educational pipeline. She was born and raised in Oxnard, CA. Her parents are Mexican immigrants who worked in the strawberry fields to provide better opportunities for their six children. As the youngest, she was the first in her family to complete college, receiving a Bachelor of Arts in psychology and Spanish from Stanford University. She went on to work in outreach and academic advising in the San Francisco area and later San Diego to encourage other first-generation, low-income students and their families to pursue a postsecondary education. She also holds a Master of Arts in Higher Education Leadership from the University of San Diego. She hopes to continue to generate new knowledge that will benefit and promote the educational advancement of Latina/os and first-generation, low-income communities.
Maria Cristina Cruza-Guet
American Psychological Association Postdoctoral Minority Fellow
Yale University Program for Recovery and Community Health

Dissertation Title: A Longitudinal Analysis of the Relationship between Social Support and Psychological Distress among Hispanic Elders in Miami, FL

Degree Granting Institution: Lehigh University

Maria Cristina Cruza-Guet holds a degree in clinical psychology from Pontificia Universidad Católica del Ecuador and a master’s in counseling and human services from Lehigh University. Upon completion of her pre-doctoral clinical psychology internship at The University of Pennsylvania, she received a PhD in counseling psychology from Lehigh University. During her tenure at Lehigh, Maria Cristina worked closely with Dr. Arnold Spokane, her advisor and mentor, in understanding the social ecology of Hispanic adults. Her master’s thesis, which was awarded the Lehigh University Donald T. Campbell Social Science Research Prize, tested five theoretical models explaining the relationship between social support and psychological distress among a population based sample of Hispanic older adults from East Little Havana, Florida. On the basis of this preliminary study, she planned her dissertation, that is, the longitudinal analysis of the relationship between social support and psychological distress using the aforementioned sample.

At Lehigh, Maria Cristina became the recipient of a NIMH minority supplement grant and a fellow of the Harvard Medical School Eating Disorders Center. In addition, she taught as adjunct faculty, and pursued leadership opportunities within the American Psychological Association of Graduate Students (APAGS), serving as member of the Committee on Ethnic Minority Affairs and APAGS board member at large – communication focus.

Interested in an academic career at the intersection between policy relevant research and community-based interventions for minority populations (Hispanics in particular), Maria Cristina pursued postdoctoral training at Yale University School of Medicine’s Departments of Psychiatry and Public Health. On this capacity, she completed a fellowship on public sector mental health administration and leadership and on recovery-oriented interventions for individuals with co-occurring mental health and addictive behaviors, as well as physical co-morbidities.

Building on her expertise on Hispanic informal social support systems, Maria Cristina subsequently obtained funding from the Yale University Center for Interdisciplinary Research on AIDS to conduct a pilot study that explores the feasibility of developing a recovery-oriented peer-led intervention for Latinas with co-occurring HIV, mental health, and substance use disorders. Currently, she is an American Psychological Association Postdoctoral Minority Fellow at the Yale University Program for Recovery and Community Health, where, in addition to completing her pilot study, she is collaborating with a state-wide initiative to identify and ameliorate co-occurring psychiatric and physical health disparities among minority populations, and, developing a multicultural competency toolkit for mental health and integrated health care agencies.
2ND PLACE CO-WINNER
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Nelson Flores
Assistant Professor, Educational Linguistics
Graduate School of Education
University of Pennsylvania

Dissertation Title: From Nation-States to Neoliberalism: Language Ideologies and Governmentality

Degree Granting Institution: The City University of New York

Dr. Nelson Flores is assistant professor in educational linguistics at the University of Pennsylvania Graduate School of Education. His current research attempts to bridge theory and practice in ways that transform educational programming for language minoritized students. His research agenda works to (1) problematize current trends in the education of language minoritized students that reproduce oppressive language ideologies (2) develop new research methodologies for analyzing language practices of language minoritized populations outside of these oppressive frameworks, and (3) re-imagine language education pedagogy in ways that resist these ideologies.

He has collaborated on several studies related to the education of emergent bilingual students in New York City including a study of “Long Term English Language Learners,” a study of successful high schools of Latino students, and a study examining language use among teachers and students in two small schools that serve an exclusively Latino emergent bilingual population. Most recently, Dr. Flores served as project director for the CUNY-New York State Initiative on Emergent Bilinguals, a New York State Education Department funded initiative that seeks to improve the educational outcomes of emergent bilingual students through an intensive seminar series for school leaders combined with on-site support by CUNY faculty.
Priscila Diaz is an assistant professor in the Department of Psychology at Azusa Pacific University. She completed her PhD in August 2011 from the social psychology program at Arizona State University. Her extensive research and quantitative training in the social psychology program at Arizona State University branded her work in intergroup relations and culture. Her main research interests include attitudes towards immigrants, and the societal as well as intrapersonal challenges facing minority and immigrant groups.

Diaz’s most recently published work in a special issue titled “Economic Dynamics and Changes in Attitudes towards Undocumented Mexican Immigrants in Arizona” examined the shifts in unfavorable views of a specific immigrant group over four years leading to the contentious SB-1070 policy debate.

She is a past National Institutes of Mental Health Training Fellow at ASU’s Prevention Research Center. She also is an American Psychological Association Minority Fellowship recipient, FORD Foundation Predoctoral Fellowship and National Science Foundation Graduate Research Fellowship recipient. As an undergraduate at San Diego State University, she participated in the Career Opportunities in Research (COR) program funded by the National Institute of Mental Health (NIMH).
ETS OUTSTANDING DISSERTATIONS

COMPETITION

HONORABLE MENTION FINALISTS
KURT M. LANDGRAF OUTSTANDING DISSERTATION AWARD

Claudia A. Anguiano
“Undocumented, Unapologetic, and Unafraid: Discursive Strategies of the Immigrant Youth DREAM Social Movement”

Degree-granting Institution:
The University of New Mexico

Karina Gil
“Leadership Preferences of Latino Leaders in the United States”

Degree-granting Institution:
Our Lady of the Lake University

María C. Malagón
“Trenches Under the Pipeline: The Educational Trajectories of Chicano Continuation High School Students in California”

Degree-granting Institution:
University of California, Los Angeles

Natalie Pigliucci
“The Ethnicity of Eyewitnesses and Law Enforcement Officers: Judgment of their Credibility”

Degree-granting Institution:
California School of Professional Psychology – San Francisco Campus

Carmen Orozco Acosta

Degree-granting Institution:
University of Notre Dame

Carmen R. Samora
“Los Tres Grandes – Herman Gallegos, Ernesto Galarza, Julian Samora: Rooted in Community, Guided by Friendship, Cultivating Leadership”

Degree-granting Institution:
The University of New Mexico

Zoila Tazi
“The Effects of Bilingual Instruction on the English Emergent Literacy Skills of Spanish-Speaking Preschool Children”

Degree-granting Institution:
The City University of New York

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 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. ▶
Frances Contreras
Associate Professor
Department of Education Studies
University of California, San Diego

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

Claudia Mitchell-Kernan
Vice Chancellor of Graduate Studies
Dean, Graduate Division
University of California, Los Angeles

Amaury Nora
Professor
Dept of Ed Leadership & Policy Studies
College of Ed and Human Development
University of Texas, San Antonio

Loui Olivas
President
American Association of Hispanics in Higher Education
Arizona State University

Rebecca A. Robles-Piña
Professor
Sam Houston State University
Dept. of Educational Leadership & Counseling

Andrea J. Romero
Associate Professor
Family Studies & Human Development Mexican American and Raza Studies
University of Arizona

Azara Santiago-Rivera (Committee Chair)
Professor & Lead Faculty Counseling Psychology Program
The Chicago School of Professional Psychology

Maryann Santos de Barona
Professor and Dean
College of Education
Purdue University

Gilbert A. Valverde
Professor and Department Chair
Dept. of Educational Administration & Policy Studies
University at Albany, State University of New York

Carlos Velez-Ibañez
Professor of Anthropology
Director, School of Transborder Studies
Arizona State University
Norma L. Hernandez
President
Southwestern Community College District Governing Board

Norma was born in Tijuana, Mexico and came to San Diego at the age of fifteen. She was the first in her family to attend college and graduated from San Diego State University with a bachelor’s degree in Spanish and minor in Chicano studies. She advanced her education with a master’s degree in counseling and guidance from the University of New Mexico.

Norma’s involvement in education and community service began in San Diego’s inner city where she worked with at-risk youth and developed diversion programs that encouraged Chicano students to stay in school. Norma also taught English as a second language to children and young adults and developed a literacy program for Spanish speaking adults.

In 1975, Norma started her career at Southwestern Community College where she worked for 31 years holding positions in counseling, teaching, and administration. In January 2003, Norma was appointed superintendent/president, a position that she occupied until June 2006. In November 2010, she was elected to the Southwestern College Board and is currently the board president.

Norma has been a strong advocate for access and quality education, particularly for low income, ethnic, and immigrant students. Her lifelong commitment and dedication to higher education has been recognized with awards such as Cesar Chavez Community Achievement Award; Women Who Mean Business Award, San Diego Business Journal; and the First Amendment Award, Journalism Association of Community Colleges just to name a few.

Currently, Norma continues her involvement in community activities and issues dealing with education and equity. She serves on the Executive Board for South County Economic Development Council and co-chairs the Workforce and Education Committee whose primary goals are to pursue the establishment of a bi-national four-year university and to build stronger partnerships between education and the business community.

Norma is a member of the Workforce Investment Board (WIB) for the San Diego Workforce Partnership, a nonprofit organization that provides training resources to meet the needs of business and industry. She has also served on the Southwestern College Foundation Board and the Sweetwater Union High School District Mariachi Foundation Board.

AWARDS

SPONSORED BY THE HISPANIC OUTLOOK IN HIGHER EDUCATION

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.

LIST OF PAST RECIPIENTS

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 Benitez
2001 Douglas X. Patiño
2000 Cecilia L. Lopez
1999 Jesús Rangel
1998 Celestino Fernández
1997 Eduardo Padrón
1996 Lattie F. Coor
1995 Victor Alicea
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

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**Outstanding Latino/a Faculty in Higher Education: Research/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.

** LIST OF PAST RECIPIENTS **

<table>
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<tr>
<th>Year</th>
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<td>Mari-Luci Jaramillo</td>
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<td>Frank Talamantes</td>
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<td>Piedad Robertson</td>
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<td>1987</td>
<td>Flora Mancuso Edwards</td>
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</tbody>
</table>

**Margarita Calderón**

Professor Emerita

Johns Hopkins University

Dr. Margarita Calderón is professor emerita and senior research scientist at the Johns Hopkins University’ School of Education. She has served on national panels: National Research Council’s Committee on Teacher Preparation, National Literacy Panel for Language Minority Children and Youth, Carnegie Adolescent ELL Literacy Panel, The WIDA Formative Language Assessment Records for ELLs (FLARE) in Secondary School, National Institute for Family Literacy (NIFL) Multicultural Advisory, Professional Advisory Board of the National Center for Learning Disabilities, and ETS Visiting Panel on Research.

She was the principal investigator in a five-year study funded by the Carnegie Corporation of New York in middle and high schools to develop ExC-ELL, a professional development program for science, social studies, and language arts teachers of long-term ELLs, focusing on academic language, reading and writing in the content areas. She developed RIGOR for teaching vocabulary, basic reading, and content to SIFE, ELLs in special education, and newcomers. She was Co-PI with Robert Slavin on the five-year randomized evaluation of English immersion, transitional, and two-way bilingual elementary programs funded by IES/USDOE. She collaborated with the Center for Applied Linguistics to conduct research on reading instruction for Spanish speaking children funded by NICHD.

Other research has been funded by the OELA/USDOE, U.S. Department of Labor, and Texas Education Agency.

She has over 100 publications. Her latest books are *Breaking Through: Effective Instruction & Assessment for Reaching English Learners. An Anthology* (2012); *Teaching Reading and Comprehension to English Learners, K–5* (2011); and *Preventing Long-Term English Language Learners: Transforming schools to meet core standards* (2011).

She currently provides whole-school professional development for teachers and administrators in schools, districts, and state education agencies throughout the U.S.
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.

2012  Jeanett Castellanos
2011  Enrique G. Murillo, Jr.
2010  Carlos Vélez-Ibáñez
2009  Peter Rosa
2008  Maggie Rivas-Rodriguez
2007  Eddie Perez
2006  Kurt M. Landgraf

As chancellor of the California State University, Dr. Charles B. Reed serves as the chief executive officer of the country’s largest senior system of public higher education, providing leadership to some 46,000 faculty and staff and 450,000 students on 23 campuses and seven off-campus centers. The CSU spans the entire state of California and its budget exceeds $5 billion.

Dr. Reed received his bachelor’s degree in health and physical education, his master’s degree in secondary education, and doctorate degree in education (with a major in teacher education) from George Washington University.

Prior to joining the CSU, Dr. Reed was for 13 years chancellor of the State University System of Florida. He began his career in higher education as a graduate assistant at George Washington University, where he later served as a tenured professor in Education. Following this, Dr. Reed served for a decade in various capacities in the Florida Department of Education. Dr. Reed also has served as a consultant to the Virginia Higher Education Coordinating Board and the Texas A&M Board of Regents as well as chairing the American Association of State Colleges and Universities’ National Commission on College and University Tenure.

Although much of his career has been devoted to the academic community, Dr. Reed is equally at home in the political realm, having served for six years in the executive office of the Governor of Florida, beginning as Education Policy Coordinator and ending as Chief of Staff.

Dr. Reed’s policy priorities include improving the link between K-12 and higher education, creating partnerships between business and higher education, and reaching poor and traditionally under-represented student populations. Active on several civic and corporate boards, Dr. Reed also has written and spoken widely on education, finance, management, governance, and the politics of education. His public and professional commitments include serving on the boards of the National Center for Educational Accountability, the National Business-Higher Education Forum, and the College Board.

LIST OF PAST RECIPIENTS

2012  Jeanett Castellanos
2011  Enrique G. Murillo, Jr.
2010  Carlos Vélez-Ibáñez
2009  Peter Rosa
2008  Maggie Rivas-Rodriguez
2007  Eddie Perez
2006  Kurt M. Landgraf
2005  Eugene Garcia
2004  Louis Fernandez
2003  Rick Noriega
2002  Roberto Haro
2001  Jesús Rangel
2000  Art Ruiz
1999  Rubén Hinojosa
1998  Irma Lerma Rangel
1997  Raúl Yzaguirre
1996  Robert Atwell
1995  José López-Isa
1994  Ada López
1993  José Serrano
1992  Edward Apodaca
1991  Ernesto Rodríguez
1990  Eloy Rodríguez
1989  Isaura Santiago
1988  David Hamburg
1987  Allison Bernstein
Outstanding Latino/a Cultural Award in Fine or Performing Arts
This award has been established to recognize Latinos/as who have contributed significantly to our understanding of our Hispanic community and/or culture through a medium in the arts and/or performing arts. This award will honor individuals for the following achievements:

- Performance in a play, movie, drama, or dance
- Advances in new technology and its products
- Artwork, instrumental or vocal performance
- Radio, television, or music production

2012  Imma Arroyo
2011  Judith Baca
2010  Paul Espinosa
2009  Zarco Guerrero
2008  Salomon Huerta
2007  Marcos Martinez
2006  Edward Gonzales
2005  Amado Peña
2004  Símon Silva
2003  Ana Celia González
2002  Armando Hinojosa
2001  Luis Valdez
2000  Martha Marchena
1999  Hector Galán

Armando Hinojosa
Sculptor

A direct descendent of Don Tomás Sánchez, Armando inherited his talent from his father, Geronimo Hinojosa, also a brilliant painter and sculptor. “I always knew that my life would revolve around the creation and appreciations of the arts. I feel that the artistic energy is in my blood.” Now an accomplished artist of more than four decades, he has fond memories from the outset of his career. “For more than a decade, my family and I did over 45 art shows a year. On weekends most people thought that we were on vacation when my family and I were working at different shows throughout the U.S. and Mexico. My three children attended their first art show at approximately three weeks old. I call them all, ‘Hinojosa Originals.’”

Although he prefers painting, currently he is completing a group of sculptures for the Texas State Capitol grounds in Austin and has been working on them for the last ten years. Hinojosa’s vision for the Tejano Monument was chosen from among different proposals entered by other well-known Texas artists.

His work will honor the indomitable spirit of the early Tejanos, the real pioneers of our land. It was unveiled on March 29, 2012.
**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.

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**Sylvia Garcia-Navarrete**

Assistant Professor of Reading

Southwestern College

Dr. Sylvia Garcia-Navarrete works at Southwestern College in Chula Vista, California, where she teaches developmental reading to students who come from diverse academic, socioeconomic, cultural, and ethnic backgrounds. Dr. Garcia, a proactive leader in the field of higher education, inspires other educators to reach out to students. She is dedicated to cultivating a solid educational foundation that empowers individuals to discover and achieve their fullest potential within a safe learning environment. Her passion for teaching at the community college level stems from her personal challenges in attaining her academic goals. Being a second-language learner, first-generation college student and growing up with limited educational opportunities, she is extremely sensitive to, empathic, and aware of students' needs within higher education.

Dr. Garcia presents workshops on OUR READING TOOLBOX (ORT), an innovative thinking-centered curriculum that builds the quality of students’ thinking to help them understand what they read. This curriculum puts to practice John Dewey’s words, “The aim of education should be to teach student how to think, rather than what to think.” She has presented at professional conferences, such as NISOD, NADE, CRLA, WASC-ARC, CATESOL, and CalADE. She co-presented workshops to SDICCCA Interns, high school students in San Diego, to discipline faculty from Southwestern, and for faculty and Administrators at Ashford University, in San Diego, CA and in Clinton, IA, as well as at Morse High School in Southeast San Diego. Last summer, she had the opportunity to carry out her internship in Palau, located in the south pacific, where she team-taught two developmental English/reading courses with the faculty from Palau Community College. She recently exhibited her doctoral research at an SDSU symposium to faculty, administrators, and community members.

Being actively involved in these professional activities challenged her to stay current with the trends and changing systems that impact higher education. She stepped into the following leadership roles that provided opportunities to meet and interact with a cadre of professionals from the world of education, including community college chancellors, vice-chancellors, presidents, and others such as Dr. George Boggs, an iconic community college leader and former CEO of AACC. She is the secretary/treasurer of the SDSU Community College Alumni Chapter. She served as president of CalADE, the California Chapter for the National Association of Developmental Education. Dr. Garcia is currently co-authoring *OUR READING TOOLBOX* workbook and is working with SDSU faculty to apply for an IES grant.

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<td>René Diaz Lefebvre</td>
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<td>Eduardo E. Aguilar</td>
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<td>2003</td>
<td>Virginia González</td>
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As a major energy provider that values inclusion and diversity, we’re dedicated to helping prepare more young minority professionals for tomorrow’s challenges.

That’s why we support the efforts of the American Association of Hispanics in Higher Education, Inc. (AAHHE), and we’re honored to serve as both a sponsor and a participant in the AAHHE’s 8th Annual National Conference, “Toward a Latino Attainment Agenda: Shaping Our Own Destiny.”

The AAHHE’s focus on Science, Technology, Engineering and Mathematics (STEM) offers a moment for dialogue in which we will proudly take part as one of many vital steps on the path to a responsible energy future.

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Outstanding Latino/a Cultural Award in Literary Arts and 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

Benjamin Alire Sáenz
Professor and Chair
Department of Creative Writing
University of Texas at El Paso

Benjamin Alire Sáenz was born in 1954 in Old Picacho, a small farming village outside of Las Cruces, New Mexico, forty-two miles north of the U.S. / Mexico border. He was the fourth of seven children and was brought up in a traditional Mexican-American Catholic family. He entered the seminary in 1972, a decision that was as much political as it was religious. After concluding his theological studies at the University of Louvain, he was ordained a Catholic priest. Three and a half years later, he left the priesthood.

Benjamin Alire Sáenz is a celebrated poet, novelist and writer of children’s books. His first novel for young adults, Sammy and Juliana in Hollywood (Cinco Puntos, 2004) was chosen by the American Library Association as a Top Ten Book for Young Adults. And his most recent novel, In Perfect Light (Harper-Rayo, 2005) debuted in August 2005 to great critical acclaim.

At the age of 30, he entered the University of Texas at El Paso. He later received a fellowship at the University of Iowa. In 1988, he received a Wallace E. Stegner Fellowship in poetry from Stanford University. In 1993, he returned to the border to teach in the bilingual MFA program at UTEP.

Sáenz is the author of a previous book of poetry, Calendar of Dust, which won an American Book Award. Cinco Puntos published two of his other books of poetry called Elegies in Blue and the now out of print, Dark and Perfect Angels.

He is the author of numerous novels, books for children and young adults as well as a collection of short stories. His bestselling bilingual children’s books include: A Gift from Papá Diego, Grandma Fina and Her Wonderful Umbrellas, and A Perfect Season for Dreaming.


LIST OF PAST RECIPIENTS

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
Latino/a Distance Learning in Higher Education Award
This award is presented to a Latino/a who has championed distance learning in higher education via online instruction, research, or the development of distance learning processes that impact Latino students in higher education.

Mildred Roqueta
Professor, Social Science Department
Miami Dade College

Professor Mildred Roqueta has been developing and teaching online courses at Miami Dade College (MDC) since 1999 when she was awarded a grant to develop an online course for the Hispanic Educational Telecommunications System (HETS). She helped Miami Dade College’s College Training and Development Department to develop train-the-trainer modules to assist faculty in the successful transition of their courses from the classroom to online. Prof. Roqueta’s first online course, *The Psychology of Personal Effectiveness*, was awarded the 2003 Instructional Technology Council’s Outstanding Online Course award for excellence in design. Since then, she has developed two other online courses. Her courses are consistently ranked among the top 10 courses in enrollment at MDC’s Virtual College.

Roqueta is devoted to expanding the educational opportunities offered by online studies to Hispanics and other minorities. All of her courses have podcasts, which are recorded primarily with the second language learner in mind. Students can rewind, look up words, and otherwise make sure that they understand the material so as to maximize their potential to be successful in their courses. Her dissertation focuses on MDC’s large population of nontraditional online learners who are primarily of Hispanic or Latino origin, but who represent enrollments from as many as 21 different Spanish-speaking cultures. Roqueta has extensive expertise in learning management systems. Her journal article, “Learning Management Systems: A Focus on the Learner” (2008) was published by the journal *Distance Learning*.

Roqueta has a bachelor’s degree in psychology and a master’s degree in psychology, with a concentration in industrial/organizational psychology. She has completed her coursework towards a Doctor of Education degree, with a concentration in instructional technology and distance education, at Nova Southeastern University. She is currently completing her dissertation on the effects of an online orientation on the retention of minority community college online students.

List of Past Recipients

2012 Jerónimo Domínguez  2011 Mary Jo Garcia Biggs  2010 Henry T. Ingle
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