¡Saludos colegas!

We are excited to serve the LKC as your Communications Co-Chairs for 2012-2014! We look forward to continuous work to uplift this community of scholars and practitioners.

You might already be aware that Latina/os have embraced social media technologies faster than any other ethnic demographic. This “technology paradox”—low access but high levels of engagement—may be attributable to the value we as a culture place on communication, on community, on familia.

We likely agree with this sentiment. Every year, we eagerly look forward to reuniting with our colegas at NASPA to share stories and connect with new faces, and we leave NASPA feeling reaffirmed and motivated to continue our work.

We in the NASPA Communications Team seek to continue these conversations and connections post-NASPA and throughout the year. The goal is to feel reaffirmed—yes, we are indeed making a difference—every day. And if we can facilitate these feelings via newsletters and social media, then that is what we will do. Nuestra comunidad does not merely exist at NASPA, but virtually as well: from our desktops and mobile technologies across the United States and beyond.

We hope that this issue of our newsletter will surface positive memories from NASPA in Phoenix, and perhaps rejuvenate or motivate our community to continue to do good work.

Please share your ideas, feedback, and concerns with us—we are here for you. Here’s to another year in service to our students!

¡Adelante!
Estee and Raul
Hello LKC Familia!

We had the privilege to meet many of you during the National Conference, where we experienced many things, such as camaraderie, disillusionment, pride, support, empathy and most importantly familia. We know that several of us left the conference with mixed emotions and we are hoping to be able to continue the dialogue that was started in Arizona and create some action steps that we as a community can take to impact higher education as a whole.

We are excited to report that we have already begun to move forward with our first-year goals. For those of you who did not attend the conference, here they are:

- “WHAT’S ON YOUR MIND” Campaign
- Membership Engagement
- Stronger Communication with Regional KC Representatives
- Succession Planning
- Research and Scholarship
- Sponsorship
- Communication with General Membership
- Strategic Initiatives
- LKC History

As our term progresses, we will make sure to give you more updates in these areas. Thus far, we have asked Marcelo Vazquez, California State University, Los Angeles, to be our Liaison to NASPA’s Public Policy Division, and Tonantzin Oseguera, University of California, Riverside, to be our Nominations Chair. We also hosted our first LKC Leadership Team training on April 20th, for those members in our executive team, who we have committed to meet once a month throughout the year in order to provide that needed transparency and support to make our KC stronger.

We know that many of you who attended the conference were interested in volunteering in several of our committees; you will be emailed by the chair of the committees soon. We have compiled all of your information and interest and are hoping to match you in the correct area. If you were not able to sign up to our volunteer list, we ask you to please contact a member of our LKC Leadership Team (listed at the end of this newsletter) and notify them of your interest in their area.

We are very excited to have the opportunity to represent this dynamic community and look forward to serve you in this capacity.

Sincerely,

Naddia Palacios  Terry Mena
LKC Co-chair   LKC Co-chair
Tania Velazquez is a passionate and dedicated student affairs professional who is currently a counselor at Suffolk County Community College, Michael J. Grant Campus. As the counselor, Tania advises students on issues ranging from academics to personal. She earned her Associates Degree in Liberal Arts at Suffolk Community College, Bachelor of Psychology at SUNY at Geneseo and Master of Social Work Degree with Specialization in Student Community Development at Stony Brook University. She is currently a graduate student in the Masters of Liberal Arts program at Stony Brook University.

I absolutely love the feeling you have when you come back from a national conference. You feel refreshed, energetic, and ready to take on the world (or at least the institution where you work). That is exactly how I felt this year after coming back from this year’s NASPA national conference at Phoenix, Arizona. This year I decided I did not want to present a session. I simply wanted to attend sessions and network and work on some good old professional development. I never imagined that I would be working on my own personal development. That changed when at the last minute, a friend of mine suggested I attend, “Female Student Affairs Professionals: Three Shifts, One Life,” by Susan Spangler from Kanawha Valley Community and Technical College.

I was feeling overwhelmed before I attended this year’s conference. I am a counselor at Suffolk County Community College. I am a wife and mother of two beautiful little girls. I was being pulled in different directions. Did I mention that I am also from a very old fashion Puerto Rican family, that still expects for you to have a clean house and home cooked meal on the table? That’s the way my mother did it, why can’t I do it? I thought I was over this but I am still struggling with trying to balance living in two different cultures. I struggled with this concept growing up and at times still do as an adult.

After the first 5 minutes, I felt the session was written for me. The room was filled (standing room only) with women that were struggling with the same issues. How do we as women work all the shifts that are expected of us? We are mommies, wives, and wear many different hats during the work day. I sat there nodding my head and personally feeling that she was talking directly to me. However, I looked around the room and my fellow women were nodding their heads making remarks. Then it dawned on me, I am not alone!

Probably the most important thing I took from this session and what I feel has changed me professionally was that I define what it means to be successful for me. I have been lost for the last couple of years trying to define what success was for me. According to my family I am successful. However, I needed to define it for myself. I am happy to say that it took a flight to Phoenix to help me realize that I am successful. I am a good mother, caring wife and a hard working counselor who cares about her students.

This year the conference was different for me than it has in the past. Not only did I work on my professional development but I worked on myself. I made sure to enjoy the sun, reconnect with old friends, enjoy the sounds of John Legend, but most importantly redefine success for myself. So, I may not be making the arroz con pollo for dinner but everyone will be happy, including myself.
My high school senior art project was a large charcoal drawing titled ‘Till My Daddy Takes My T-Bird Away’. With an absent father and no Thunderbird, the picture of the young girl happily driving a convertible was only symbolic of a life vicariously wanted to live. Growing up in a small town in Kansas, aspirations and a focus for the future were as sparse as trees in a wheat field. Somehow my high school art teacher saw a potential of great ambition in me that I had not yet developed a relationship with. Ms. Burgell, impressed with the piece, entered my senior project into an art show. Much to my surprise, I won an art scholarship to the local community college. Not really understanding the college ordeal, I felt obligated to not pass up the opportunity of using the scholarship. Little did I know how this scholarship would begin my journey in higher education. A degree in art was my first pursuit. After realizing the degree of competitiveness and the starving nature of the art field, my focus led to where I saw need, and that was working with adolescents.

I completed my Bachelors in Sociology with an emphasis in Juvenile Corrections and Treatment and became an advocate for youth. Regardless of their backgrounds, I felt young people were old enough to know different and young enough to change. If I could be the light of hope as Ms. Burgell was for me, that’s what I wanted to do. I continued my education and obtained my Masters in Community Counseling and counseled families and children. Being an active graduate student, I was invited to a luncheon where I met Dr. Cornell Thomas. My passion fueled the conversation and I shared with Dr Thomas stories of the youth I worked with, the organizations, and community in which I was involved. Little did I know he was paying attention. When a position came available, Dr. Thomas remembered me and asked me to work with his team at Oklahoma State University. I am forever thankful to Dr. Thomas for giving me the life changing opportunity. I have since realized all my past experiences helped mold me for the field of student affairs.

I know working with students, investing in their future, and helping them find their way is my purpose. So, to my new coming student affairs professionals, remember to give back—you were once lost and unaware—live your life as if someone is paying attention because you never know when they are.

Sara Mata is currently completing her PhD in Social Foundations. Her fulltime position is at Oklahoma State University as a Grant Coordinator implementing health initiatives to Native American communities and is also an adjunct instructor at Northern Oklahoma College.

Be featured as our next professional spotlight and share your story! Email us at lavozlkc@gmail.com.
THE DEMOGRAPHIC DIVIDEND

Why the success of Latino faculty and students is critical.

In 2010, Maria Hernandez Ferrier was inaugurated as the first president of the new Texas A&M University campus in San Antonio. To celebrate the inauguration of a Latina college president, one of the few in the nation, a group of Latinas, including many local professors, took part in the formal procession. This group of women received special recognition, both during the ceremony and in the media. The city’s main newspaper, the San Antonio Express News, noted, “About 60 local Latina women who hold doctorates attended the ceremony in full academic regalia to support Ferrier and to show their numbers in the academic community.”

Latina faculty are rarely visible in this way. Only 4 percent of tenured or tenure-track female faculty members in the United States are Latina (78 percent are white, 7 percent are African American, and 7 percent are Asian American), and only 3 percent of female full professors are Latina. The gathering of Latina faculty at Ferrier’s inauguration illustrated the potential for a critical mass of Latinas to come together in one place to support one another in the academy. Dressed in full academic regalia, they represented the possibility of access to privileged positions in the professoriate. Indeed, some wide-eyed passersby who saw them lining up in the procession asked, “So, are you all really professors?” They were proof that Latinas, and Latinos more generally, can and do make it to the academy, despite their generally limited access to higher education opportunities, particularly baccalaureate and post-baccalaureate degrees.

**Demographic Transformation**

Although Latino enrollment in higher education has increased as the US Latino population has grown (Latinos now outnumber African Americans), more often than not Latinos begin their college education in community colleges or less selective four-year institutions—institutional types with lower persistence and completion rates in general. Moreover, the broader political, economic, and social climate in the United States has become increasingly hostile for Latinos as new policies opposed to immigrant rights, affirmative action, and ethnic studies programs have emerged. After the Arizona legislature passed a law (currently being challenged by the federal government) to broaden the capacity of state personnel to detain and request identification from any person perceived to be an illegal immigrant, several more states, including Alabama, launched initiatives to increase surveillance of immigrants and deny them public services, including K–12 and higher education. Affirmative action policies have been banned in some key states where Latinos are concentrated, leading to drops in application and enrollment rates at flagship and selective public universities.

Even when they are accepted to a university, Latinos are often denied opportunities to connect with their cultural backgrounds and to communicate in Spanish. Ethnic studies programs and courses, including Chicano studies, sometimes struggle for support and legitimacy. Arizona’s legislature has gone so far as to ban the teaching of ethnic studies in K–12 schools. This challenge to ethnic studies has been particularly targeted at Chicano studies, despite evidence that Latino students who participate in these programs actually have higher educational achievement than those who do not and high school graduation rates on par with those of their white counterparts.

Although educational research suggests that dual-language K–12 programs are effective in helping English learner (EL) students—defined as students who do not speak English well enough yet to be considered proficient—to learn languages and to improve in broader content areas such as math, these programs have been effectively prohibited in Arizona, California, and Massachusetts. Even when Latino EL students enter college, they often must enroll in remedial courses and struggle to achieve full literacy and academic success.

It is not surprising, then, that according to a recent Pew Hispanic Center survey, two-thirds of Latinos report that discrimination against Latinos in schools is a major social problem. Latinos mention schools more often than workplaces or other public places as sites of discrimination. A Pew Research Center survey suggests that Americans from all racial and ethnic groups currently believe that Latinos are the group that experiences the most social discrimination. Unfortunately, much research has shown that, as it has for African Americans, such discrimination can negatively affect Latinos’ academic achievement, engagement, and sense of belonging in K–12 and higher education.

**Demographic Dividend**

Although the number of Latino students in US higher education has increased in recent decades, and Latinos have now surpassed African Americans as the largest minority group in US higher education (currently constituting 22 percent of total enrollment), Latinos as a group still have the lowest educational attainment of any racial or ethnic group. According to Pew Hispanic Center data, only about 13 percent of Latinos age twenty-five and over hold college degrees (compared with 18 percent of African Americans, 31 percent of whites, and 50 percent of Asian Americans). Latinos consequently tend to work in low-skill occupations. Pew data show that only about half as many Latinos (19 percent) as whites (39 percent) are employed in management, science, engineering, law, education, entertainment, the arts, and health care.

This is sobering news, considering that by 2050, Latinos will represent the main source of population growth and are projected to make up 30 percent of the US population. Moreover, Latinos are overrepresented in the youth population: about 17 percent of Latinos, compared with 10 percent of non-Latino whites, are under the age of eighteen. In California and Texas, Latinos represent half of all public K–12 students.

Sociologist Marta Tienda contends that the increasing Latino youth population could offer this country a “demographic dividend,” contributing to future economic productivity as the overall US population ages. President Obama, sensitive to this issue, highlighted the importance of supporting Latinos when he authorized funding for the White House Initiative on Educational Excellence for Hispanics in 2010: “This is not just a Latino problem, this is an American problem.”

Education scholars Patricia Gandara and Frances Contreras, in the title of their 2009 book, coined the term “Latino education crisis.” During the past two decades, they and other pioneering higher education researchers—including Estela Bensimon, Sylvia Hurtado, Amaury Nora, Michael Olivas, Laura Rendon, and Daniel Solorzano—have documented the many barriers to postsecondary educational attainment for Latinos: limited academic preparation, difficulty navigating the college environment, financial concerns, exclusionary college climates. Latino college students tend to come from high schools with few resources to prepare students for college. Many are the first in their families to attend college, so they are sometimes unfamiliar with strategies for managing college responsibilities. Latino students also often are reluctant to take on loans, in part because of the financial and familial responsibilities they already have during college. They are more likely than other students to be employed and to work full time to finance their college education, so they may have less time to devote to their studies.

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The broader political climate can also make it difficult for Latino students to find a sense of belonging in their college communities. Vulnerability to stereotypes about Latinos, such as those that are increasingly depicted in the media, can have a negative effect on Latino students’ academic achievement in college as well as their college completion rates.

Improving the Campus Climate

Although Latinos constitute about one in six Americans and more than one-fifth of the undergraduate students enrolled in US higher education, they make up less than 5 percent of the professoriate. Latino college students tend to complete bachelor’s degrees at lower rates than members of other racial and ethnic groups, leading to lower rates of graduate degree enrollment, doctoral degree completion, and faculty employment. Latino faculty will continue to be largely invisible unless universities make concerted efforts to recruit and retain them. At least two decades of research on diversity in higher education indicate that increasing the presence of Latino faculty in higher education is critical to promoting Latino students’ educational attainment. Latino faculty understand the cultural backgrounds of Latino students and can serve as role models for them.

However, increasing the numbers of Latino faculty and students in the academy (as well as members of other historically underrepresented groups) is not enough to ensure their success or build a community. Intentional efforts must also be made to maximize the benefits of diversity. As Daryl Smith notes in her 2009 book Diversity’s Promise for Higher Education: Making It Work, efforts to build a diverse faculty often focus on the recruitment of faculty members from historically underrepresented groups but underemphasize the importance of retaining and promoting them.

The Dual Challenge for Latinas

The research of higher education scholar Caroline Turner and others explores the dual challenges of being women and being Latina in the academy. As Joya Misra, Jennifer Hickes Lundquist, Elissa Holmes, and Stephanie Agiomartitis documented in a recent Academe article on service work, women often face institutionalized sexism and are expected to take on additional professional responsibilities, such as uncompensated university service, that impede their ability to advance from the junior to the senior faculty ranks. Because of their dual status as women and as members of an underrepresented group, Latinas are more likely to encounter racism, stereotyping, lack of mentoring, tokenism, uneven promotion, and inequitable salaries when entering the academy. Research has documented the stereotypes that Latina faculty often encounter: some are told by colleagues that they are particularly articulate, or that they speak English well, implying that this is atypical, while others have described instances where students, other faculty members, or staff members have assumed that they are service workers or anything but professors.

These experiences send the message thatLatinas do not belong in the academy. Moreover, although crossgender and cross-race mentoring can be extremely beneficial, the dearth of senior Latina faculty means that junior faculty are less likely than others to find role models who can give them guidance about how to navigate these specific challenges.

Our Strategy for Supporting Latinas

When we began our first faculty positions in the College of Education and Human Development at the University of Texas at San Antonio, a Hispanic-serving institution whose enrollment is 45 percent Latino, we found that only seven out of fifty-seven, or just 12 percent, of the female professors in our school of education were tenured Latinas. Similarly, while just under one-quarter of undergraduates in Texas’s public institutions are Latino, only 6 percent of tenured faculty members at these same institutions come from Latino backgrounds. Our school’s figures exceed the 2.8 percent national figure for Latina tenured faculty representation among female professors, but it is nonetheless a remarkably low figure, considering the racial and ethnic makeup of our university and our city, the latter of which has a majority (63 percent) Latino population.

Since beginning our faculty positions, we have been part of a group of junior Latina faculty in the school of education called Research for the Education and Advancement of Latinos (REAL). Members of REAL, which was established in 2005, share research interests in broadening opportunities for Latinas at all stages of education. Members come from different disciplines and study topics ranging from early childhood education to higher education. We meet regularly to discuss our experiences and to share strategies for managing our careers and other responsibilities, including how to assemble promotion and tenure files and how to choose service commitments. We also talk about gender roles and balancing familial caretaking responsibilities.

Sometimes we simply meet over lunch to catch up on one another’s personal and professional lives. Other times, we travel to a formal retreat center, a rented house, or a group member’s house to spend a weekend writing and socializing. At a typical retreat, REAL faculty members will scatter around the space, each taking up a room or a corner with her laptop, working on manuscripts until the late afternoon. Retreat evenings are spent socializing.

In addition to this peer mentoring, we have several senior Latina faculty members who are the organization’s madrinas (godmothers). They have helped clarify the requirements and expectations for promotion and tenure at our institution and have offered advice on how to handle our varied duties as faculty members.

As part of this effort, we now have subgroups that pursue common research agendas. The associated research and writing projects have resulted in the publication of peer-reviewed articles on a wide range of topics. For example, one pair in the group has edited a special issue of a journal that addresses P–20 (prekindergarten through graduate school) partnerships, bridging scholarship of two distinct sectors of education that typically are not coordinated. Another pair has advanced scholarship on how K–12 school leaders can target the needs of EL students through initiatives such as dual-language programs. These experiences have allowed us to work across disciplines and connect diverse bodies of scholarship.

We have also collected and analyzed data about our experiences in the group for journal articles and national conferences. Our articles address Latina faculty members’ experiences of belonging and marginalization in the academy, the development of a Chicana perspective on peer mentoring, pedagogical strategies in Hispanic-serving institutions, and other topics.

Our initiative offers a sense of community for Latina scholars. Moreover, several of us have received tenure while being part of this group; the majority of our group now consists of tenured faculty members who have navigated the tenure process together. All but one of our members have stayed at the institution, and the one who left eventually returned, saying she valued the supportive climate of our university and of REAL.

We have been asked many times about how we have built this supportive academic space. We would offer the following advice to faculty members interested in forming organizations like ours:

- Find a group of like-minded individuals and meet in ways that do not require extensive time commitments (such as brown-bag lunches).
- Identify lead organizers (having two or three individuals in this role may help distribute the efforts involved).
- Determine common research goals.
- Find an institutional home (for REAL, this was the university’s Women’s Studies Institute).

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Other institutions do not have the significant support systems such as the one we have historically underrepresented groups to form inclusive campus climates or promoting Latino faculty and others from economic, social, and political barriers.

In mobilizing this political will, Latino faculty cannot undertake the tasks of building more inclusive campus climates or promoting Latino postsecondary attainment alone. While we encourage Latino faculty and others from historically underrepresented groups to form support systems such as the one we have described, we recognize that Latinos at most other institutions do not have the significant presence they have at our university.

Efforts at recruiting Latino faculty and students must be coordinated with initiatives to involve college leadership. Because Latino faculty and administrators tend to be underrepresented in leadership roles, high-level administrators from all backgrounds must share the responsibility for creating institutional support systems for Latino faculty and students. As the work of Sylvia Hurtado, Daryl Smith, Caroline Turner, and others demonstrates, maximizing the benefits of a diverse faculty and student body must be a clearly articulated goal aligned with concrete strategies across different units. Institutional leaders can provide a variety of resources to support an active community of scholars of color. Developing and sustaining systems of senior faculty and peer mentoring can help make the promotion and tenure process, as well as the dynamics of institutional culture, more transparent for incoming junior faculty.

In addition, as Sylvia Hurtado and Jessica Sharness noted in their article in the September–October 2008 issue of Academe, implementing a reward system that recognizes faculty members’ service to the broader community can provide affirmation and incentives for this kind of work.

Several Hispanic-serving institutions, including our own, have been successful at graduating large numbers of Latino students, as well as large numbers of Latinos in science, technology, engineering, and mathematics (STEM) fields. Scholars from the University of Southern California’s Center for Urban Education and other institutions currently are conducting research to identify what productive Hispanic-serving institutions are doing to promote Latino education in the sciences. Faculty members and administrators in other institutions can learn from what these institutions are doing to promote degree completion, particularly in the STEM fields.

A senior Latino professor who has been with our institution for more than thirty years recently said to us, “I wish I was going to be around to see what happens as Latinos continue to grow in the population. I won’t be around to see it, but you will. You are lucky that you will be able to.”

While concerns about Latino educational access may not be of interest to everyone in this anti-immigrant climate, the positive economic implications of promoting Latino educational advancement are clear. The Latino educational crisis can be transformed into an opportunity to make an investment in the educational fate of Latinos, which is inextricably tied with the future of this country. The academy can play an important role in this effort.

Anne-Marie Nuñez is assistant professor of higher education at the University of Texas at San Antonio. Her research explores the individual and institutional factors that affect college access and completion, particularly for students from Latino, first-generation, and migrant backgrounds. Her e-mail address is annemarienunez@utsa.edu.

Elizabeth Murakami-Ramalho is associate professor of educational leadership at the University of Texas at San Antonio. Her research agenda includes successful leadership for Latino populations and urban and international issues in educational leadership. Her e-mail address is elizabeth.murakami@utsa.edu.

Permanent link to this article. Thanks to Sherlene Ayala for sharing!
Attending college at all, much less earning a graduate degree, was not a forgone conclusion in my home when growing up, nor is it now for tens of millions of young Latinos today. College success for Latinos is an issue I am particularly passionate about for several reasons: I am a proud Latina, I am a first-generation college student, and I am dedicated to helping others the way that I was helped. The challenge is largely centered around one, critical factor: breaking through the cultural complexities in order to increase Latino involvement.

In researching this topic, it is apparent that there are many similarities between the hurdles higher education institutions and political outreach groups are encountering when attempting to increase Latino involvement and participation. And there may be easy lessons learned by observing an industry entirely focused on successfully branding, marketing and communicating to a variety of cultural constituencies.

The 2010 Census reports that there are 308.7 million people who live in the United States and that 16% are Hispanic/Latino origin (U.S. Census Bureau, 2011). In 2008 and 2010, political outreach groups across the country launched voter registration drives, and as a result, only 60% of Latinos are registered to vote (Barreto, 2011). The statistical data clearly points out the similarities between the efforts by higher education institutions and political outreach groups to increase their Latino numbers and participation.

So, how do successful political outreach strategists get Latinos involved? How can a higher education professional use their strategies to recruit, retain and graduate Latinos? Here are 3 key strategies:

**Build Relationships**

Greg Keidan (2008) interviewed several political outreach specialists, and recognized that most all of them stated that successful increases in civic engagement amongst the Latino population were directly tied to the level of trust and relationship built with the organization. Latino-inclusive engagement will provide a relationship built on trust, therefore providing a higher chance of participation. This is important information for both civic engagement and for college campuses – it is essential to build relationships with not only the student, but the entire family.

**Personalize, Personalize, Personalize**

Megaphone marketing typically does not work well with the Latino population. The more personalized the approach, the higher the turnout. Hyper-targeted communication strategies are a must. Keidan (2008) points out that the political outreach strategists “cautioned against treating all Latino groups as if they are the same”. The Latino population is spread across numerous regions, not all Latinos speak Spanish, and not all of us look the same. Take the time to learn about them personally, and use the information to connect them to others on a deeper level.

**Be Culturally Friendly**

Know the culture, understand the culture and embrace it! Latinos are comfortable in their own environments, so create one for them. Embracing the culture is as simple as offering Latin food at events, having materials translated into Spanish, having Spanish-speakers on your staff or by inviting trusted Latino community leaders to speak. The more comfortable the setting, the safer it feels (Keidan, 2008).

In any context, these key strategies are the foundation for increasing Latino involvement. In her study titled, “Resources and Civic Engagement: The Importance of Social Capital for Latino Political Incorporation”, Lisa Garcia Bedolla (2004) states how important it is to be “sensitive to the differences that exist among the groups and local communities we study”. These tactics are a great start towards doing so.

**References**


**Jennielle Strother** has worked in higher education for over 11 years. She currently serves as the Vice President of Enrollment Management at the *Seminary of the Southwest* in Austin, Texas. Prior to arriving at *Southwest* in 2008, she was the Director of Admissions at *Concordia University Texas*, and spent a decade coaching collegiate volleyball at the NCAA and NJCAA levels. She holds a M.Ed. in Enrollment Management from *Capella University* and a B.S. in Education from *Dallas Baptist University*. You may find her on Twitter at [@EMJennielle](https://twitter.com/EMJennielle), likely engaged in conversations via #EMchat—which she co-founded.

Interested in contributing to our next newsletter? Contact us at lavozlkc@gmail.com.
I am in the College Student Affairs Masters of Education program at the Pennsylvania State University. My Research and Assessment class focuses on a single research proposal to work on throughout the semester. I completed mine recently that focuses on the experiences of Queer Undocumented Latin@ students. The reason why I chose this topic was because I have a large interest in doing research in the future on undocumented students, but notice there is a lack of research on undocumented students with other significant identities. My research interests also include the importance and effect of intersecting identities.

Although I found a limited amount of research on this population, I combined my findings to summarize what was significant to each population of undocumented students, LGBQ students, and Latin@ students. In summary, LGBQ students are not as likely to be involved as their heterosexual counterparts. Bisexual students were the least likely to feel a sense of community at their university and had felt there was a negative climate at their school on the understanding of diversity. The undocumented students experienced an increased amount of stress, anxiety, and lack of educational resources compared to other students. They were concerned about being deported, as well as students that had undocumented parents. The resilience of Latin@ students was attributed to encouragement from family, finding a community in their schools, and being involved. It is important to note that LGBT students, staff, and faculty of color are significantly more likely to be discriminated against compared to the white population.

I would like to see a continued effort to study Latin@, undocumented, and LGBT students with the inclusion of intersecting identities.

My name is Brianna Serrano and I am a first-year graduate student in the College Student Affairs Masters of Education program at Penn State. In the future I would like to obtain a Doctoral degree and have my research focus on intersecting identities of undocumented students, students of color, and issues related to social justice.
Welcome to Arizona.

To the south of us, the azure skies of the Old Pueblo of Tucson, my home away from home.

To our present location, the warmth emanating from the Valley of the Sun.

Welcome to the Borderlands of thought and action, research and practice, scholar-practitioner and scholar-activist, tyranny and revolution, of status quo and solidarity, of hate and hope, of empty promises and grassroots change.

Welcome to the state that allows Convention Centers to be built on sacred ground, where the Dr. King National Holiday was not recognized until 1992, where hotels put profits before people in love, where tribal nations are split in half by militarized zones, where children are denied the fundamental right to learn about their cultures, their languages, their histories.

This is the land that raised Cesar Chavez, this is the final resting place of countless numbers of men, women, and children who journey through the desert in search of a better life with only the brush and sand to mark their last moments.

This is the land of si se puede, of resistance.
Si se puede educate our thinking.
Si se puede: education, not deportation!
Si se puede be the thorns on the sides of our colleagues who think that signing a petition, hugging out homophobia, or lighting a candle meets their quota for social justice work.

Tomorrow we will pack our bags and leave this place. Leave it all behind and brush our shoulders off and say job well done. We made it!

We’ll pack away our name badges, recycle them along with our promises to be advocates for students, including those who can never rub off the stain of a scarlet letter U.

We will say that we achieved our goals in Arizona, made our presence known even while brujas and their henchmen invest more on prisons than public education.

We will say we listened to the voices of the marginalized but not really hearing them.

75 years of the student personnel point of view, 75 years of committing to the holistic development of students, but only for those who have the papers and paper to get in, only those who have managed to climb over our ivory towers and have the luxury of not being questioned about their status.

We leave behind friends and colleagues who have no choice but to fight.

We leave behind those with dreams deferred, whose souls are fractured, whose scars run deep from hostility and fear, seeking the salve of healing that only we can provide because we say we are about students, but if you don’t have papers, you don’t belong in our hallowed halls and then I don’t have to worry about no immigration problem.

My friends, we don’t need papers on our walls to speak the truth.
We don’t need papeles to illuminate our own oppression and privilege.
We don’t need papers to educate and liberate.

Let the lumbre/fire within us become a beacon of justice, alerting groups like Scholarships AZ, Freedom University, Derechos Humanos, the School of Ethnic Studies, and Equality Arizona, among many, that we are committed to champion the human rights of all people.

Let us be like the desert winds, carrying the voices of those in the margins, eroding mountains of oppression, nourishing the souls of allies, advocates, activists and youth folk.

Let tomorrow be the beginning.

**YouTube video of the vigil located** [here](#).

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Pictured are students and staff of UC Santa Barbara: Joshua Moon Johnson, Joaquin Becerra, Lupe Navarro-Garcia, Miles Ashlock, Roy Rodriguez, Chad Mandala, Ally Hong, Leo Ayala, David Hong, Josheelyn Ramirez, Danielle Aguilar, Casey Simon, Jasmine LeFever, Marlenee Blas Pedral, Dave Whitman, Yoel Haile, Grant Burlew, and Sara Potter.

**Picture credit:** [Jasmine LeFever](#)
## 2012-2014 NASPA LKC LEADERSHIP TEAM

### Knowledge Community Co-Chairs

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<th>Co-Chair</th>
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<td>Terry Mena</td>
<td>Associate Dean of Students</td>
<td>Florida Atlantic University</td>
<td><a href="mailto:tmena@fau.edu">tmena@fau.edu</a></td>
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### Communications Co-Chair

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### Latino/as in Higher Education Institute (LHEI) Co-Chair

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### Mena-Vasquez Awards Committee

| Amanda Flores, M.Ed.                          | Assistant Director, Office of Multicultural Affairs | Stephen F. Austin State Univ | floresa6@sfasu.edu |

### Past-Chair

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### Region III Representative

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### Region V Representative

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### Region VI Representative

| Angela Batista, Ph.D.                         | Mills College                          | abatista@mills.edu                             |
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### Liaison to Hispanic Serving Institutions (HSIs)

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### Liaison to Public Policy Division

| Marcelo F. Vasquez, Ph.D.                     | Director, Project GEAR UP               | California State U, Los Angeles                | mvazquez2@cslanet.calstatela.edu |

### Nominations

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### Nominations

| Michelle M. Espino, Ph.D.                    | Assistant Professor                     | University of Georgia                          | mespino@uga.edu             |

### Research and Scholarship

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### Sponsored Programs

| Walter Diaz                                   | Wood Support Services Center            | Eastern Connecticut State Univ                  | diazw@eastercnct.edu        |

### Sponsorship Opportunities

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### Region II Representative

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### Region IV-E Representative

| Gabriela A. Torres                           | torresg85@gmail.com                     |                                                                                   |

### Region IV-W Representative

| Precious Porras                              | Assistant Director, Office of Multicultural Affairs | University of Kansas                                                                 |