Division of Diversity and Community Engagement

Texas
The University of Texas at Austin

Project MALES

Symposium for Faculty and Research Affiliates

January 8-10, 2018 • George I. Sánchez, College of Education
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SYMPOSIUM OBJECTIVES

• Discuss short-term and long-term goals and objectives for the Faculty and Research Affiliates Program through guided exercises

• Define a collective research agenda as a community of scholars committed to supporting the educational pathways of male students of color

• Support and enhance the career goals and trajectories of our affiliates community through career mapping workshops

* All Symposium participants provide informed consent to be photographed *
AGENDA

George I. Sanchez (SZB)—1912 Speedway, Austin, TX 78705
Rooms: 330, 370, 376, 364, and 360A (Hospitality Room)

MONDAY, JANUARY 8, 2018

6:00 p.m.  Hotel Pick-Up

6:30 p.m.  Arrival to Dinner

7:00 p.m.  Welcome, Acknowledgements, and Overview
           Dr. Victor Sáenz

7:15 p.m.  The Road to the Symposium
           Dr. David Pérez
           Dr. Claudia García-Louis

7:30 p.m.  Affiliates Introductions

9:00 p.m.  Return to Hotel
TUESDAY, JANUARY 9, 2018

7:00 a.m.  Hotel Pick-Up  
 DoubleTree by Hilton

7:15 a.m.  Breakfast  
 SZB 370

8:00 a.m.  The Framework: Background, History, and Vision  
 Dr. Victor Sáenz  
 SZB 370

8:30 a.m.  Crafting a Responsible Research Agenda Around Men of Color  
 Dr. J. Luke Wood  
 SZB 370

9:30 a.m.  Concurrent Sessions: Career Pathways

Track A: Getting Tenure Without Losing Your Soul  
Dr. Nolan Cabrera, Dr. Rich Reddick  
(recommended for early career and/or tenure-track scholars)

Track B: Getting an Academic J-O-B  
Dr. Victor Sáenz, Dr. Veronica Jones  
(recommended for individuals seeking positions in research and/or academia)

10:45 a.m.  Break  
 SZB 360A  
 Hospitality Room

11:00 a.m.  Concurrent Sessions: Career Enhancement

Track A: Grant Writing 101: Dollars for Scholars  
Dr. Sarah Rodriguez, Dr. Emmet Campos  
 SZB 330

Track B: The Road to Publishing: ¡Si Se Puede!  
Dr. Julie Lopez Figueroa, Dr. Deryl Hatch-Tocaaimaza  
 SZB 376

12:15 p.m.  Lunch: Roundtable Showcase  
 Note: Break will be announced at 12:45 p.m. to visit another table

 SZB 370
1:30 p.m. Latino Male Research Agenda: The “Research Arc”  
Dr. Luis Ponjuán, Dr. Marissa C. Vasquez  
*Description:* Relying on geometry concepts, the arc is a section of a circle that makes the circle complete. This session focuses on defining your research arc within the research circle of scholars. Each scholar contributes to the larger circle of Latino males’ related research (e.g. K-12, community colleges, four year universities, theory development, and identity). The goal of this session is to engage and discuss with other scholars about your research arc.

2:15 p.m. Research Agenda Breakout Groups

**Research Arc I: K-12 Track**  
Dr. Gilberto P. Lara  
*Chair’s Conference Room*

**Research Arc II: Community College Track**  
Dr. Deryl K. Hatch-Tocaimaza, Dr. Marissa C. Vasquez

**Research Arc III: Theory Development**  
Dr. Juan Carrillo, Dr. Cristobal Salinas

**Research Arc IV: Identity: Men and Masculinities**  
Dr. Nolan Cabrera, Dr. Beth Bukoski

**Research Arc V: 4-Year University and Beyond**  
Dr. Taryn Ozuna Allen, Dr. David Pérez

3:30 p.m. Gallery Walk

4:00 p.m. Closing Activity  
Dr. Luis Ponjuán, Dr. Marissa C. Vasquez

5:00 p.m. Return to Hotel  
*Dinner on your own*
WEDNESDAY, JANUARY 10, 2018

7:45 a.m.  Hotel Pick-Up  
           DoubleTree by Hilton

8:00 a.m.  Breakfast  
           SZB 370

8:30 a.m.  Keynote  
           Research to Policy: Navigating the Policy Landscape  
           Dr. José Luis Santos  
           SZB 370

9:30 a.m.  Leveraging Our Networks Through Collaborations: Research Arc Part II  
           Return to your research arc group/rooms

10:00 a.m.  Large Group: Summary of Breakouts  
           SZB 370

10:30 a.m.  Project MALES Affiliates: Next Steps  
           Dr. Emmet Campos, Dr. Victor Sáenz,  
           Dr. Claudia García-Louis, Dr. David Pérez  
           SZB 370

11:00 a.m.  Closing Reflections and Networking Lunch  
           Dr. Victor Sáenz  
           SZB 370
PROJECT MALES FACULTY AFFILIATES ROSTER

Dr. Elvira Abrica
Assistant Professor
THE UNIVERSITY OF NEBRASKA-LINCOLN
Research Interests:
Latina/o/x, community colleges, STEM
Theories/Frameworks:
Sociological frames, critical race theory, those that are physiosocial and ecological in nature

Dr. Taryn Ozuna Allen
Assistant Professor
THE UNIVERSITY OF TEXAS AT ARLINGTON
Research Interests:
College readiness, college transitions, sense of belonging
Theories/Frameworks:
Validation theory, community cultural wealth

Dr. Tracy Arámbula Ballysingh
Assistant Professor
THE UNIVERSITY OF VERMONT
Research Interests:
P16 pipeline, K-12, first-year college, role of guidance counselors, role of mothers
Theories/Frameworks:
Community cultural wealth, social capital

Dr. Nolan Cabrera
Associate Professor
THE UNIVERSITY OF ARIZONA
Research Interests:
Latino males in higher education, racism
Theories/Frameworks:
Intersectionality: male privilege, (e.g., Connel and Hooks) X racial marginalization (e.g., Bonilla-Silva and Feagin)

Dr. Juan Carrillo
Associate Professor
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Research Interests:
Latinx/Chican@ education, cultural studies in education, sociocultural foundations
Theories/Frameworks:
Social and cultural capital, funds of knowledge, Scholarship boys

Dr. Julie Lopez Figueroa
Professor
SACRAMENTO STATE UNIVERSITY
Research Interests:
Latino males, academic success, higher education
Theories/Frameworks:
Geography of academic practice, network-analytic framework, critical geographic (time-space routine)

Dr. Beth Bukoski
Clinical Assistant Professor
THE UNIVERSITY OF TEXAS AT AUSTIN
Research Interests:
Masculinity, Latinas in STEM, Queer Latinx students
Theories/Frameworks:
Borderlands, transformational resistance, feminism, post structuralism
Dr. Hugo Garcia
Assistant Professor
TEXAS TECH UNIVERSITY
Research Interests:
Community colleges, access to higher education, school-to-prison issues
Theories/Frameworks:
Ricardo Stanton-Salazar Funds of Knowledge, self-determination theory

Dr. Adrian H. Huerta
Provost’s Postdoctoral Scholar
THE UNIVERSITY OF SOUTHERN CALIFORNIA
Research Interests:
K-20 Latino males, college access
Theories/Frameworks:
Social and cultural capital, funds of knowledge, human development theory

Dr. Veronica Jones
Assistant Professor
THE UNIVERSITY OF NORTH TEXAS
Research Interests:
HSI, Black males, P-20 collaboration, critical mentoring
Theories/Frameworks:
Critical race theory, intersectionality, organizational identity

Dr. Gilberto P. Lara
Assistant Professor
THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY
Research Interests:
Male teacher pipeline, K-12, Latino male, masculinities
Theories/Frameworks:
LatCrit, feminist, figured worlds, community cultural wealth

Dr. Raul Leon
Associate Professor
EASTERN MICHIGAN UNIVERSITY
Research Interests:
Black males, living learning communities, study abroad
Theories/Frameworks:
Self-efficacy, social capital, engagement, anti-deficit

Dr. Deryl K. Hatch-Tocaimaza
Assistant Professor
THE UNIVERSITY OF NEBRASKA-LINCOLN
Research Interests:
Community colleges, learning environments, demographics and equity
Theories/Frameworks:
Engagement, metacognition, diverse learning environments, narrative analysis

Dr. Claudia García-Louis
Assistant Professor
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
Research Interests:
AfroLatinx, racialization, Latinx heterogeneity
Theories/Frameworks:
Community cultural wealth, borderlands, LatCrit

Dr. Frank Harris III
Co-Director of the Community College Equity Assessment Lab (CCEAL)
SAN DIEGO STATE UNIVERSITY
Research Interests:
Male students of color, men and masculinities, community college
Theories/Frameworks:
SEO model (Harris and Wood), anti-deficit framework

Dr. Hugo Garcia
Assistant Professor
TEXAS TECH UNIVERSITY
Research Interests:
Community colleges, access to higher education, school-to-prison issues
Theories/Frameworks:
Ricardo Stanton-Salazar Funds of Knowledge, self-determination theory

Dr. Adrian H. Huerta
Provost’s Postdoctoral Scholar
THE UNIVERSITY OF SOUTHERN CALIFORNIA
Research Interests:
K-20 Latino males, college access
Theories/Frameworks:
Social and cultural capital, funds of knowledge, human development theory

Dr. Veronica Jones
Assistant Professor
THE UNIVERSITY OF NORTH TEXAS
Research Interests:
HSI, Black males, P-20 collaboration, critical mentoring
Theories/Frameworks:
Critical race theory, intersectionality, organizational identity

Dr. Gilberto P. Lara
Assistant Professor
THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY
Research Interests:
Male teacher pipeline, K-12, Latino male, masculinities
Theories/Frameworks:
LatCrit, feminist, figured worlds, community cultural wealth

Dr. Raul Leon
Associate Professor
EASTERN MICHIGAN UNIVERSITY
Research Interests:
Black males, living learning communities, study abroad
Theories/Frameworks:
Self-efficacy, social capital, engagement, anti-deficit

Dr. Deryl K. Hatch-Tocaimaza
Assistant Professor
THE UNIVERSITY OF NEBRASKA-LINCOLN
Research Interests:
Community colleges, learning environments, demographics and equity
Theories/Frameworks:
Engagement, metacognition, diverse learning environments, narrative analysis

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Dr. Charles Lu  
*Director*  
THE UNIVERSITY OF CALIFORNIA, SAN DIEGO  
**Research Interests:** STEM, HSI, first-year, Latino  
**Theories/Frameworks:** Science identity, cultural wealth

Dr. Eligio Martinez  
*Visiting Assistant Professor*  
CAL POLY POMONA  
**Research Interests:** K-12, middle school, community college  
**Theories/Frameworks:** Social capital, cultural capital, critical race theory

Dr. Jason Mendez  
*Instructor*  
THE UNIVERSITY OF PITTSBURGH  
**Research Interests:** Urban education, critical race studies, Puerto Rican studies, arts as social justice  
**Theories/Frameworks:** CRT, LatCrit

Dr. David Pérez II  
*Assistant Professor*  
MIAMI UNIVERSITY  
**Research Interests:** Student success, anti-deficit perspectives, selective institutions, qualitative methodologies  
**Theories/Frameworks:** Community cultural wealth, thriving quotient, anti-deficit achievement framework, masculinities, queer theory

Dr. C. Spencer Platt  
*Assistant Professor*  
THE UNIVERSITY OF SOUTH CAROLINA  
**Research Interests:** Black males, doctoral education, socialization  
**Theories/Frameworks:** Critical race theory, socialization

Dr. Richard Reddick  
*Associate Professor*  
THE UNIVERSITY OF TEXAS AT AUSTIN  
**Research Interests:** African American faculty in higher education, historically Black colleges and universities, inclusivity and diversity, African American families in American society  
**Theories/Frameworks:** Mentorability, phenomenology

Dr. Cristobal Rodriguez  
*Associate Professor/Director of Graduate Studies*  
HOWARD UNIVERSITY  
**Research Interests:** Equity policy, race, access, Latinx youth  
**Theories/Frameworks:** LatCRT

Dr. Sarah L. Rodriguez  
*Assistant Professor*  
IOWA STATE UNIVERSITY  
**Research Interests:** STEM, community college, masculinity, transfer, coping  
**Theories/Frameworks:** Socio-ecological theory, male gender role conflict theory, change theory

Dr. Cristobal Salinas Jr.  
*Assistant Professor*  
FLORIDA ATLANTIC UNIVERSITY  
**Research Interests:** Latino make faculty, Latino transfer male students  
**Theories/Frameworks:** Crossover capital framework, transfer capital, socialization, cultural wealth, borderlands
Dr. Nydia Sánchez
Post-doctoral Research Fellow
THE UNIVERSITY OF TEXAS AT AUSTIN
Research Interests:
Latina/o/x students, first-generation college students, community college students
Theories/Frameworks:
Critical race theory, LatCrit, community cultural wealth

Dr. Marissa C. Vasquez
Assistant Professor
SAN DIEGO STATE UNIVERSITY
Research Interests:
Community college, transfer, Latinx
Theories/Frameworks:
SEO model (Harris and Wood), Latino feminist masculinities (Hurtado and Sinha), male gender role conflict (O’Neil)

Dr. Juan A. Rios Vega
Assistant Professor
BRADLEY UNIVERSITY
Research Interests:
Latino boys in education, masculinities, undocuqueers
Theories/Frameworks:
LatCrit, critical race theory, queers of color epistemologies, Chicana studies

Dr. J. Luke Wood
Professor
Co-Director of the Community College Equity Assessment Lab (CCEAL)
SAN DIEGO STATE UNIVERSITY
Research Interests:
Boys and men of color in education, community college
Theories/Frameworks:
SEO model (Harris and Wood), anti-deficit framework

INVITED GUESTS

Dr. Joshua Childs
THE UNIVERSITY OF TEXAS AT AUSTIN

Dr. Michael Nava
TEXAS STATE UNIVERSITY

Dr. José Luis Santos
JLS STRATEGIES GROUP, LLC

Dr. Ryan Sutton
THE UNIVERSITY OF TEXAS AT AUSTIN
ROUNTABLE SHOWCASE PROGRAM DESCRIPTIONS

Title: Brown Voices from the Basement
Presenter: Dr. Juan A. Ríos Vega
Institution: Bradley University
Description: As part of a large qualitative study, the author is currently working on his second book that explores the counter storytelling of 12 former ESL Latinx young adults. Using CRT, LatCrit, and Queers of Color epistemologies as methodology, the author uses the participants’ dialogue journal projects developed in his ESL class 10 years ago as part of his data, along with face-to-face and Skype interviews to document the experiences of Latinx students during and after they completed high school.

Title: Using Latino Males’ Written Narratives to Learn Their Hopes and Dreams for Others
Presenter: Dr. Adrian H. Huerta
Institution: Pullias Center for Higher Education (University of Southern California)
Description: This study uses Chicana Feminist Epistemology to examine how marginalized Latino male middle and high school youth provide written advice to other male loved ones. Twenty-two written consejos and testimonios, supplemented with participant observations and interviews, illustrate how the young men hold high aspirations and hopes for others in their lives. Their discourse highlights the importance of considering the possible consequences of actions and behaviors in school and the community, as well as the need to plan for the future. This analysis suggests that Latino boys and young men in K-12 need more outlets to share and explore their thoughts, feelings, and aspirations.

Title: Constructing the Definition of Masculinity of Latino Male Transfer Students from Two-Year Colleges to Four-Year Universities
Presenters: Dr. Cristobal Salinas Jr., Dr. Sarah Rodriguez, and Dr. Marissa C. Vasquez
Institutions: Florida Atlantic University, Iowa State University, and San Diego State University
Description: Latino males and their masculinities have been some of the primary victims of negative social imagery. By providing context to the lived experiences of 40 Latino males from California, Florida, and Texas, the authors provide context for how these Latino males define their masculinity in context to their families and educational pathways. In this roundtable session, the authors’ intend to disrupt the current discourse in scholarship of masculinity for Latino male college students.
Title: Inside-Out: Constructing a Living Learning Community for Students of Color  
Presenter: Raul Leon  
Institution: Eastern Michigan University  
Description: This session examines retention and engagement efforts at Eastern Michigan University. Through the eyes of a multi-year initiative designed to serve males of color, this session provides a venue to discuss intentional practices that are transforming educational outcomes for Eastern Michigan students. This is a much needed conversation, considering the role of institutions in promoting student success and engagement.

Title: Masculinity as Men of Color and Coalition Building  
Presenter: Dr. Cristobal Rodriguez  
Institution: Howard University  
Description: Cheryl Harris (1993) argues in Whiteness as Property that access to education, healthcare, employment, and housing, (the central efforts in the continued civil rights struggle), is a threat on whiteness/dominant ideology as it assumes such access threatens assumed entitlements to such resources. In other words, dominant culture and thought assumes that in the civil rights struggle for access to education, healthcare, employment, and housing (slices of the pie), societal groups are to fight each other for a fixed amount/slice of a pie. Further, considering deficit thinking about men of color and this dimension of whiteness, positions men of color at the center in the fight for resources and essentially fighting each other for a slice of the pie while promoting a deficit thinking in the masculine identity of the underserving men of color. Therefore, dominant culture positions the masculinity of men of color against each other under a false narrative in the struggle for access to education, healthcare, employment, and housing. It is imperative that central to improving access, coalition building be at center stage between men of color and reflect unity as a central component in our masculinity.
Title: The Project MALES Mentoring Program: A Critical Mentoring Approach  
Presenters: Dr. Emmet Campos, Mike Gutierrez, and Jorge Rodriguez  
Institution: The University of Texas at Austin  
Description: The Project MALES Mentoring Program works with Black and Latino male students in Austin area schools situated in predominantly Black and Latino working class neighborhoods. The mentoring program utilizes a critical lens using social emotional learning principles to help students develop a sense of brotherhood, leadership, college/career readiness, and health wellness. Through our one-on-one and group mentoring approaches, undergraduate mentors receive the necessary training and mentoring skills in our service learning course at UT Austin. These mentors are able to cultivate important relationships with young men who may not have a traditional mentor in their lives. Our mentors share similar backgrounds and experiences as these young men, and they function as powerful role models and academic and community leaders.

Title: Examining the Community Cultural Wealth (Yosso, 2006) Model for Research on Latino Males  
Presenter: Dr. Elvira J. Albrica  
Institution: University of Nebraska—Lincoln  
Description: In this presentation, the author will share a manuscript in progress. This manuscript focuses on students’ meaning-making of the various forms of Community Cultural Wealth proposed by Yosso (2006). Some questions to ponder are the applicability of the different forms to Latino males and the contexts under which these forms are activated.

Title: Institutional Context and Responsiveness to Students of Color  
Presenter: Dr. Veronica Jones  
Institution: University of North Texas  
Description: This presentation will provide an overview of the author’s current research projects. The first project, conducted with Dr. Richard Reddick explores African American student leaders’ connectivity with faculty, staff, and administrators in a predominantly white institutional setting. This study has implications regarding institutional commitment to diversity and the inclusion of students of color in addressing campus inequity. The author’s second project explores the commitment evidenced at Hispanic serving institutions (HSIs) in serving students of color, particularly African American and Latinx males. Using data from the Texas Education Consortium for Male Students of Color, the author examines the intentionality of faculty, staff, and administrators at several HSI community colleges in meeting the needs of men of color and practices that reflected the institutions’ organizational identity.
SYMPOSIUM PROGRAM COMMITTEE

Executive Director
Dr. Victor Sáenz
The University of Texas at Austin

Director
Dr. Emmet Campos
The University of Texas at Austin

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Graduate Research Associate

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Equal Measure
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