

Latinx/a/os in Higher Education: Exploring Identity, Pathways, and Success

Angela E. Batista, Shirley M. Collado, and David Pérez II, editors

Washington, DC: NASPA Student Personnel Administrators in Higher Education, 2018
(xxiv + 358 pages, ISBN 978-0-8010-9878-9, \$44.95)

Reviewed By

Daniel Orlando Álvarez

*Pentecostal Theological
Seminary*

This edited volume is pioneering work from and for the Latinx/a/o community in higher education. Batista, Collado and Pérez have edited an important work that describes the reality of Latinx/a/os in higher education and advocates for their success in the pursuit of education. The goal of this volume is twofold. First, it highlights promising pathways to help Latinx/a/os in higher education. Second, it focuses on necessary conditions that allow Latinx/a/o students, faculty, and professionals to thrive in institutions of higher learning, including career advancement in higher education.

I find this book to be a necessary read for those concerned with the future of Latinx/a/os' development in the US for several reasons. Latinx/a/os are now the largest minority in the US. Furthermore, by 2043 minorities in the US will be the majority of the population and there is much work to be done to establish equity for them for them (xviii). In the case of Latinx/a/os, by 2060 they will consist of 119 million people, or 28.6 percent of the population of the US (xviii). The issue is that while Latinx/a/o population grows, it is a part of a complex system in the US where it is still relegated to the lowest attainments in education and economic development. For those who work with and for the Latinx/a/o community, it is good to read a book that is sensitized to these struggles and actively thinks about how to engage and foster Latinx/a/o growth.

This is the main reason I recommend this book. The book introduces basic ideas that an educator must know about Latinx/a/os in order to effectively build bridges and be an ally in higher education. The book also describes different strategies for being successful in these processes. Although it could be more detailed, these are solid readings that spur the administrator, staff member, or faculty member to do additional research and encourage stronger organizing for the success of Latinx/a/o students.

The book narrates candid stories of successes, struggles, and failures. It also contains surprising statistics that may debunk stereotypes about these students. This is the type of nuancing that Latinx/a/o advocacy needs. The book also charts controversial waters, such as the inclusion of undocumented immigrants and Dreamers in higher education. It allows faculty and administrators to understand how institutions of higher learning may navigate the murky situations these students in legal limbo face.

Overall, this book is an easy read demonstrating the difficulties and hard work that goes into achieving success in the Latinx/a/o community. It also gives a realistic picture of what this success looks like for these students. Both educators and administrators in community colleges, universities, and seminaries will be better prepared to address issues regarding Latinx/a/os in their community by reading this book. "There is much to celebrate and much to do" (326).