

SERVINGNESS REFERENCE LIST



This list of references was compiled by the Hispanic-Serving Research Council (HSRC). The selection criteria for publications for the entire list were that publications must include teaching practices, academic interventions, academic reflections, and/or initiatives that encourage or lead to greater academic achievement and outcomes among historically underrepresented students, with particular attention to Latinx students.

The first part of the document contains publications on or related to servingness which were authored by UTEP faculty. This part of the list has been organized into empirical publications and theoretical or conceptual publications.

The second part of the list includes publications on or related to servingness from outside of UTEP (although in some cases UTEP faculty might be a co-author on a publication). This part of the list has also been organized into empirical and theoretical or conceptual publications.

The selection criteria for publications for the entire list were that publications must include teaching practices, academic interventions, academic reflections, and/or initiatives that encourage or lead to greater academic achievement and outcomes.

This is not an exhaustive list and so, if we have failed to include a publication that you think should be included, please do not hesitate to contact Dr. Christina Convertino, Chair for the HSRC at cconvertino@utep.edu so we can add it.

UTEP REFERENCES

Empirical

- Allard, E., Mortimer, K., Gallo, S., Link, H., & Wortham, S. (2014). Immigrant Spanish as liability or asset? Generational diversity in language ideologies at school. *Journal of Language, Identity & Education*, 13(5), 335-353. <https://doi.org/10.1080/15348458.2014.958040>
- Araujo, B., & de la Piedra, M. T. (2013). Violence on the US-Mexico border and the capital students use in response. *International Journal of Qualitative Studies in Education*, 26(3), 263-278. <https://doi.org/10.1080/09518398.2012.762475>
- Bach, A. J. (2019). Education in citizenship on the U.S./Mexico border: The language and literacy instruction of emergent bilingual transfronterizx students. *Anthropology & Education Quarterly*, 51(2), 233-252. <https://doi.org/10.1111/aeq.12330>

- Brochin Ceballos, C. (2012). Literacies at the border: Transnationalism and the biliteracy practices of teachers across the US-Mexico border. *International Journal of Bilingual Education and Bilingualism*, 15(6), 687-703. <https://doi.org/10.1080/13670050.2012.699948>
- Cadenas, G. A., Cisneros, J., Spanierman, L. B., Yi, J., & Todd, N. R. (2020). Detrimental effects of color-blind racial attitudes in preparing a culturally responsive teaching workforce for immigrants. *Journal of Career Development*, 48(6), 926-941. <https://doi.org/10.1177/0894845320903380>
- Cadenas, G. A., Cisneros, J., Todd, N. R., & Spanierman, L. B. (2018). DREAMzone: Testing two vicarious contact interventions to improve attitudes toward undocumented immigrants. *Journal of Diversity in Higher Education*, 11(3), 295-308. <https://doi.org/10.1037/dhe0000055>
- Campbell, H. (2015). Escaping identity: Border zones as places of evasion and cultural reinvention. *Journal of the Royal Anthropological Institute*, 21(2), 296-312. <https://doi.org/10.1111/1467-9655.12207>
- Carey, R. L., Yee, L. S., & DeMathews, D. (2017). Power, penalty, and critical praxis: Empowering intersectionality in educator practices to achieve school equity. *The Educational Forum*, 82(1), 111-130. <https://doi.org/10.1080/00131725.2018.1381793>
- Carrejo, D. J., & Reinhartz, J. (2014). Teachers fostering the co-development of science literacy and language literacy with English language learners. *Teacher Development*, 18(3), 334-348. <https://doi.org/10.1080/13664530.2014.914564>
- Chavez-Baray, S. M., Martinez, O., Chaparro, P., & Moya E. M. (2022). The use of photovoice methodology to assess health needs and identify opportunities among migrant transgender women in the U.S.-Mexico border. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.865944>
- Cho, M-H., Convertino, C., & Khourey-Bowers, C. (2015). Helping preservice teachers (PSTs) understand the realities of poverty: Innovative curriculum modules. *Education Tech Research Dev*, 63, 303-324. <https://link.springer.com/article/10.1007/s11423-015-9366-9>
- Choe, N. H., Martins, L. L., Borrego, M., & Kendall, M. R. (2019). Professional aspects of engineering: Improving prediction of undergraduates' engineering identity. *Journal of Professional Issues in Engineering Education and Practice*, 145(3), 04019006-1-8. [https://doi.org/10.1061/\(ASCE\)EI.1943-5541.0000413](https://doi.org/10.1061/(ASCE)EI.1943-5541.0000413)
- Cisneros, J. (2021). Undocu-Ally trainings: Reducing stigma and prejudice via educational interventions. In M. Jimenez-Silva, & J. Bempechat (Eds.), *Latinx experiences in U.S. schools: Voices of students, teachers, teacher educators, and education allies in challenging socio-political times* (pp. 195-210). Lexington Books.
- Cisneros, J. (2021). *Undocu-Ally trainings: Reducing stigma and prejudice via educational interventions*. Lexington Books.
- Cisneros, J. (2019). College as the great liberator: Undocuqueer immigrants' meaning making in and out of higher education. *Journal of Diversity in Higher Education*, 12(1), 74-84. <https://doi.org/10.1037/dhe0000075>
- Cisneros, J. (2017). Working with the complexity and refusing to simplify: Undocuqueer meaning making at the intersection of LGBTQ and immigrant rights discourses. *Journal of Homosexuality*, 65(11), 1415-1434. <https://doi.org/10.1080/00918369.2017.1380988>

- Cisneros, J., & Bracho, C. (2019). Undocuqueer stress: How safe are “safe” spaces, and for whom?. *Journal of Homosexuality*, 67(11), 1491-1511. <https://doi.org/10.1080/00918369.2019.1607684>
- Cisneros, J., & Cadenas, G. (2017). DREAMer-ally competency and self-efficacy: Developing higher education staff and measuring lasting outcomes. *Journal of Student Affairs Research and Practice*, 54(2), 189-203. <https://doi.org/10.1080/19496591.2017.1289098>
- Cisneros, J., & Gutierrez, J. (2018). “What does it mean to be undocuqueer?” Exploring (il)legibility within the intersection of gender, sexuality, and immigration status. *QED: A Journal in GLBTQ Worldmaking*, 5(1), 84-102. <https://doi.org/10.14321/qed.5.1.0084>
- Cisneros, J., & Jourian, T. J. (2022). Introduction: Unpacking the insider/outsider paradox and the concept of queerness as doing. In J. Cisneros, T.J. Jourian, R. Miller, & A. Duran (Eds.), *Queerness as doing in higher education: Narrating the insider-outsider paradox as LGBTQ+ scholars and practitioners* (pp. 1-13). Routledge. <https://doi.org/10.4324/9781003255284-1>
- Cisneros, J., Jourian, T. J., Miller, R. A., & Duran, A. (Eds.). (2022). *Queerness as doing in higher education: Narrating the Insider/Outsider paradox as LGBTQ+ scholars and practitioners* (1st ed.). Routledge. <https://doi.org/10.4324/9781003255284>
- Cisneros, J., & Valdivia, D. (2020). “We are legit now”: Establishing undocumented student resource centers on campus. *Journal of College Student Development*, 61(1), 51-66. <https://doi.org/10.1353/csd.2020.0003>
- Cisneros, J., Valdivia, D., Reyna Rivarola, A. R., & Russell, F. (2022). “I’m here to fight along with you”: Undocumented student resource centers creating possibilities. *Journal of Diversity in Higher Education*, 15(5), 607–616. <https://doi.org/10.1037/dhe0000355>
- Collins, T. W., Grineski, S. E., Shenberger, J., Morales, X., Morera, O. F., & Echegoyen, L. (2017). Undergraduate research participation is associated with improved student outcomes at a Hispanic-Serving Institution. *Journal of College Student Development*, 58(4), 583-600. <https://muse.jhu.edu/pub/1/article/663309>
- Convertino, C. (2019). Nuancing the discourse of underrepresentation: a feminist post-structural analysis of gender inequality in computer science education in the U.S. *Gender and Education*, 32(5), 594-607. <https://doi.org/10.1080/09540253.2019.1632417>
- Convertino, C. (2018). “La Migra” in the classroom: Transfronterizx students exploring mobility in transnational higher education on the U.S.-Mexico border. *Educational Studies*, 54(5), 569-582. <https://doi.org/10.1080/00131946.2018.1492923>
- Convertino, C. (2016). Beyond ethnic tidbits: Toward a critical and dialogical model in multicultural social justice teacher preparation. *International Journal of Multicultural Education*, 18(2), 125-142. <https://doi.org/10.18251/ijme.v18i2.1074>
- Convertino, C. (2015). Misfits and the imagined American high school: A spatial analysis of student identities and schooling. *Anthropology & Education Quarterly*, 46(4), 363-379. <https://doi.org/10.1111/aeq.12116>
- Convertino, C., Alvidrez, M., Picket, J., & Camberos, D. (2023). Exploring worksheets and attendance-taking as gatekeeping features in a gateway course for Latinx STEM majors. *Journal of Latinos and Education*, 22(4), 1744-1760. <https://doi.org/10.1080/15348431.2022.2043865>
- Convertino, C., & Graboski-Bauer, A. (2018). College readiness versus college worthiness: Examining the role of principal beliefs on college readiness initiatives in an urban U.S. high school. *The Urban Review*, 50, 45-68. <https://doi.org/10.1007/s11256-017-0429-6>

- Convertino, C., & Mein, E. (2018). Latinx students' transitions to college: When readiness meets barriers. *Journal of Latinos and Education*, 19(3), 313-321.
<https://doi.org/10.1080/15348431.2018.1521724>
- Convertino, C., & Mein, E. (2017). Bridgework: Diversity and collaboration in an undergraduate preengineering course. *Mind, Culture, and Activity*, 24(4), 285-296.
<https://doi.org/10.1080/10749039.2017.1362001>
- Convertino, C., & Monarrez, A. (2021). Storylines in figured worlds: Understanding diverse college students' decision to major in computer. *Journal of Diversity in Higher Education*, 14(3), 374-385. <https://doi.org/10.1037/dhe0000172>
- Cox, K. M. (2018). Use of emotional intelligence to enhance advanced practice registered nursing competencies. *Journal of Nursing Education*, 57(11), 648-654.
<https://doi.org/10.3928/01484834-20181022-04>
- Daniels, H. A., Grineski, S. E., Collins, T. W., & Frederick, A. H. (2019). Navigating social relationships with mentors and peers: Comfort and belonging among men and women in STEM summer research programs. *CBE Life Sciences Education*, 18(2), 1-13.
<https://doi.org/10.1187/cbe.18-08-0150>
- Daniels, H. A., Grineski, S. E., Collins, T. W., Morales, D. X., Morera, O., & Echegoyen, L. (2016). Factors influencing student gains from undergraduate research experiences at a Hispanic-Serving Institution. *CBE Life Sciences Education*, 15(3).
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5008877/>
- de la Piedra, M. T., & Araujo, B. (2012). Transfronterizo literacies and content in a dual language classroom. *International Journal of Bilingual Education and Bilingualism*, 15(6), 705-721. <https://doi.org/10.1080/13670050.2012.699949>
- de Torres, M. S., & Durá, L. (2019). Habits as building blocks for the resilience of vulnerable populations: Two positive deviance case studies from the U.S.-Mexico border region. *Health Promotion Science*, 20(6), 793-797. <https://doi.org/10.1177/1524839919855392>
- DeMathews, D., & Izquierdo, E. (2016). School leadership for dual language education: A social justice approach. *The Educational Forum*, 80(3), 278-293.
<https://doi.org/10.1080/00131725.2016.1173152>
- DeMathews, D., & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequalities. *Educational Administration Quarterly*, 50(5), 844-881. <https://doi.org/10.1177/0013161X13514440>
- DeMathews, D. E., Edwards Jr., D. B., & Nelson, T. E. (2014). Identification problems: US special education eligibility for English language learners. *Educational Research*, 68, 27-34. <https://doi.org/10.1016/j.ijer.2014.08.002>
- Díaz-Martínez, L. A., Hernandez, A. A., D'Arcy, C. E., Corral, S., Bhatt, J. M., Esparza, D., Rosenburg, M., & Olimpo, J. T. (2021). Current approaches for integrating Responsible and Ethical Conduct of Research (RECR) education into course-based undergraduate research experiences: A national assessment. *CBE Life Sciences Education*, 20(3), 1-12.
<https://doi.org/10.1187/cbe.20-08-0179>
- Donegan, N. T., Zachariah, J. M., & Olimpo, J. T. (2022). Integrating museum education into an introductory biology CURE leads to positive perceptions of scientific research and museum exhibitions among students, faculty, and staff. *Journal of Biological Education*.
<https://doi.org/10.1080/00219266.2022.2103168>

- Duncheon, J. C. (2018). Making sense of college readiness in a low-performing urban high school: Perspectives of high-achieving first generation youth. *Urban Education*, 56(8). <https://doi.org/10.1177/0042085918756712>
- Duncheon, J. C., & Muñoz, J. (2019). Examining teacher perspectives on college readiness in an early college high school context. *American Journal of Education*, 125(3), 453-478. <https://www.journals.uchicago.edu/doi/pdf/10.1086/702731>
- Durá, L. Imagine and play with the possibilities: Improv Prototyping within constraints. (in press), in D. Tillman (Ed.), *Creativity Loves Constraints: Design of K-12 STEAM Education that Highlights the Advantages of Limited Resources*.
- Duran, A., Miller, R. A., Jourian, T. J., & Cisneros, J. (Eds.). (2022). *Queerness as being in higher education: Narrating the Insider/Outsider paradox as LGBTQ+ scholars and practitioners* (1st ed.). Routledge. <https://doi.org/10.4324/9781003255253>
- Esparza, D., Lynch-Arroyo R. L., & Olimpo, J. (2022). Empowering current and future educators: Using a Scalable Action Research Module as a mechanism to promote high-quality teaching and learning in STEM. *Frontiers in Education*, 6, 754097. <https://doi.org/10.3389/feduc.2021.754097>
- Esparza, D., Wagler, A. E., & Olimpo, J. T. (2020). Characterization of instructor and student behaviors in CURE and non-CURE learning environments: Impacts on student motivation, science identity, development, and perceptions of the laboratory experience. *CBE Life Sciences Education*, 19(1), 1-15. <https://doi.org/10.1187/cbe.19-04-0082>
- Espinoza, P., & Genna, G. M. (2021). Answering the call for Title V data: A success skills intervention to increase retention at a Hispanic-Serving Institution. *Journal of College Student Retention: Research, Theory & Practice*, 0(0). <https://doi.org/10.1177/15210251211015935>
- Espinoza, P., & Genna, G. M. (2018). Hi, I just want to talk to you about your progress: A large course intervention for at-risk college students. *Journal of College Student Retention: Research, Theory & Practice*, 23(1), 2-27. <https://doi.org/10.1177/1521025118790054>
- Esquinca, A. (2013). Transfronteriza pre-service teachers managing, resisting, and coping with the demands of mathematical discourse. *International Journal of Qualitative Studies in Education*, 26(3), 279-300. <https://doi.org/10.1080/09518398.2012.762474>
- Esquinca, A. (2012). Transfronterizos' socialization into mathematical discourse: Capitalizing on language and cultural resources or caught between conflicting ideologies?. *International Journal of Bilingual Education and Bilingualism*, 15(6), 669-686. <https://doi.org/10.1080/13670050.2012.699947>
- Esquinca, A., de la Piedra, M. T., & Herrera-Rocha, L. (2021). Engineering design in dual language: How teachers leveraged biliteracy practices to add engineering disciplinary literacy practices. *Bilingual Research Journal*, 44(3), 298-317. <https://doi.org/10.1080/15235882.2021.1970655>
- Fisher, G. R., Esparza, D., & Olimpo, J. T. (2019). Place-based case studies: A new approach to an effective teaching practice. *Journal of Microbiology & Biology Education*, 20(1), 1-9. <https://doi.org/10.1128/jmbe.v20i1.1611>
- Fitzpatrick, M., & Reed-Sandoval, A. (2018). Race, pre-college philosophy, and the pursuit of a critical race pedagogy for higher education. *Ethics and Education*, 13(1), 105-122. <https://doi.org/10.1080/17449642.2018.1428717>
- Flores, J.M. & Durá, L. (2021). The border soundscapes project: Pursuing border identity through sound. *Kairos*, 26(1): <https://kairos.technorhetoric.net/26.1/praxis/flores-dura/index.html>

- Francis, W. S., Gurrola, B. V., & Martinez, M. (2022). Comprehension exposures to words in sentence contexts impact spoken word production. *Memory & Cognition*, 50, 192-215. <https://doi.org/10.3758/s13421-021-01214-w>
- Freeman-Wong, R. E., Mazumder, T., & Cisneros, J. (2022). Keep fighting for existence: Undocumented Student Resource Centers as counter-spaces within community colleges. *Community College Review*, 50(4), 436-455. <https://doi.org/10.1177/00915521221111461>
- Freeman, R. E., Mazumder, T., & Cisneros, J. (2022). *Physical space and visible staffing: Undocumented Student Resource Centers at community colleges*. UndocuScholars Project. <https://static1.squarespace.com/static/5aa69fbe8f51307aa7d7cdcb/t/6345a62b746c1a6e3211f0b7/1665508908029/UndocuScholars+Research+Brief.pdf>
- Fuentes, B., Soto Mas, F., Mein, E., & Jacobson, H. E. (2011). An interdisciplinary theory-based ESL curriculum to teach English as a second language. *Colombian Applied Linguistics Journal*, 13(2), 60-73. <https://doi.org/10.14483/22487085.3768>
- Gallo, S., Link, H., Allard, E., Wortham, S., & Mortimer, K. (2014). Conflicting ideologies of Mexican immigrant English across levels of schooling. *International Multilingual Research Journal*, 8(2), 124-140. <https://doi.org/10.1080/19313152.2013.825563>
- Garcia, M., Grineski, S., Morales, D. X., & Corral, G. (2020). Academic achievement of Latino/a students who began college before age 18 at a Hispanic-Serving Institution. *Journal of Latinos and Education*, 22(2), 506-520. <https://doi.org/10.1080/15348431.2020.1792913>
- Garcia, N. M., Salinas, C., & Cisneros, J. (2021). Introduction. In N. M. Garcia, C. Salinas, & J. Cisneros (Eds.), *Studying Latinx/a/o students in higher education: A critical analysis of concepts, theory, and methodologies* (pp. 1-15). Routledge. <https://doi.org/10.4324/9781003008545-1>
- Gardea, J., Rios, L., Pal, R., Gardea-Torresday, J. L., & Narayan, M. (2011). From folklore to molecular pharmacophores: Cultivating STEM students among young, first-generation female Mexican-Americans. *Journal of Chemical Education*, 88(1), 41-43. <https://doi.org/10.1021/ed100557u>
- Gavaldon, L., Nieto-Gavaldon, S., D'Arcy, C. E., & Olimpo, J. T. (2022). No cameras, no problema: Creating an inclusive research-driven classroom environment using student-generated avatars. *Journal of Microbiology & Biology Education*, 23(1), 1-4. <https://doi.org/10.1128/jmbe.00251-21>
- Glass, C. R., Gomez, E., & Urzua, A. (2014). Recreation, intercultural friendship, and international students' adaptation to college by region of origin. *International Journal of Intercultural Relations*, 42, 104-117. <https://doi.org/10.1016/j.ijintrel.2014.05.007>
- Gonzales, L., & Baca, I. (2017). Developing culturally and linguistically diverse online technical communication programs: Emerging frameworks at University of Texas at El Paso. *Technical Communication Quarterly*, 26(3), 273-286. <https://doi.org/10.1080/10572252.2017.1339488>
- Gonzales, L. D., & Rincones, R. (2012). Interdisciplinary scholars: Negotiating legitimacy at the core and from the margins. *Journal of Further and Higher Education*, 36(4), 495-518. <https://doi.org/10.1080/0309877X.2011.643772>

- Grineski, S. (2011). Why parents cross for children's health care: Transnational cultural capital in the United States-Mexico border region. *Social Theory & Health*, 9, 256-274. <https://doi.org/10.1057/sth.2011.7>
- Hachey, A. C., An, S. A., & Golding, D. E. (2022). Nurturing kindergarteners' early STEM academic identity through makerspace pedagogy. *Early Childhood Education Journal*, 50, 469-479. <https://doi.org/10.1007/s10643-021-01154-9>
- Hoke, M. M., & Robbins, L. K. (2011). Continuing the cultural competency through exploration of knowledge, attitudes, and skills with advanced practice psychiatric nursing students: An Exemplar. *Nursing Clinics of North America*, 46(2), 201-205. <https://doi.org/10.1016/j.cnur.2011.02.004>
- Hsu, P-L. (2020). "It's the magic circle"! Using cogenerative dialogues to create a safe environment to address emotional conflicts in a project-based learning science internship. *Cultural Studies of Science Education*, 15, 75-98. <https://doi.org/10.1007/s11422-018-9906-9>
- Hsu, P-L., & Liao, Y-Y. (2022). Beyond measure: Using cogenerative dialogues as a formative assessment to improve PBL science internships. *International Journal of Science Education*, 12(4), 345-359. <https://doi.org/10.1080/21548455.2022.2089367>
- Ingalls, L., Hammond, H., Dupuox, E., & Baeza, R. (2006). Teachers' cultural knowledge and understanding of American Indian students and their families: Impact of culture on a child's learning. *Rural Special Education Quarterly*, 25(1), 16-24. <https://doi.org/10.1177/875687050602500104>
- Jiménez, R. T., Smith, P. H., & Teague, B. L. (2011). Transnational and community literacy for teachers. *Journal of Adolescent & Adult Literacy*, 53(1), 16-26. <https://doi.org/10.1598/JAAL.53.1.2>
- Johnson, S. J., de la Piedra, M. T., Sanmiguel-López, A., & Pérez-Piza, M. (2021). Mexican-heritage children's learning of ballet folklórico: Herencia, familia, y orgullo. *Anthropology & Education Quarterly*, 53(2), 130-148. <https://doi.org/10.1111/aeq.12410>
- Jourian, T. J., & Cisneros, J. (2022). Conclusion: Working the cracks within the system. In J. Cisneros, T. J. Jourian, R. Miller, & A. Duran (Eds.), *Queerness as doing in higher education: Narrating the insider-outsider paradox as LGBTQ+ scholars and practitioners* (pp. 157-167). Routledge. <https://doi.org/10.4324/9781003255284-14>
- Knight, D. S., & DeMathews, D. E. (2020). Expanding the use of educational data for social justice: Lessons from the Texas Cap on Special Education and implications for practitioner-scholar preparation. *Journal of Research on Leadership Education*, 15(2), 109-119. <https://doi.org/10.1177/1942775118783710>
- Lee, O., Luykx, A., Buxton, C., & Shaver, A. (2007). The challenge of altering elementary school teachers' beliefs and practices regarding linguistic and cultural diversity in science education. *Journal of Research in Science Teaching*, 44(9), 1269-1291. <https://doi.org/10.1002/tea.20198>
- Lerma, C., Garcia Renteria, M., Flores, P., Mangelsdorf, K., & Durá, L. (2023). Challenging translanguaging through panoramic ethos: Three transnational graduate students' pathways across multiliteracies. In C. Kilfoil, & N. B. Ayash (Eds.), *Translingual and Transnational Graduate Education in Rhetoric and Composition*. Utah State University Press.

- Lesser, L. M. (2017). Critical values and transforming data: Teaching statistics with social justice. *Journal of Statistics Education*, 15(1). <https://doi.org/10.1080/10691898.2007.11889454>
- Lopez, A., Cisneros, J., & Marcus, I. (2022). Not just statistics: Exploring the experiences of Mexican deportees. *Journal of Multicultural Counseling and Development*, 50(4), 208-218. <https://doi.org/10.1002/jmcd.12268>
- López, L. C., Rodriguez, R. F., & Sanchez, V. V. (1995). The relationship between parental education and school involvement of Mexican-American parents. *Psychological Reports*, 77(3), 1203-1207. <https://doi.org/10.2466/pr0.1995.77.3f.1203>
- Lusk, M., Terrazas, S., & Salcido, R. (2017). Critical cultural competence in social work supervision. *Human Service Organizations: Management, Leadership, & Governance*, 41(5), 464-476. <https://doi.org/10.1080/23303131.2017.1313801>
- Luykx, A., Lee, O., Mahotiere, M., Lester, B., Hart, J., & Deaktor, R. (2007). Cultural and home language influences on children's responses to science assessments. *Teachers College Record*, 109(4), 897-926. <https://doi.org/10.1177/016146810710900403>
- Luykx, A., & Heyman, J. (2013). The limits of critical pedagogy: Teaching about structural obstacles to students who overcame them. *International Journal of Qualitative Studies in Education*, 26(3), 346-368. <https://doi.org/10.1080/09518398.2012.762479>
- Marsan, L. A., D'Arcy, C. E., & Olimpo, J. T. (2016). The impact of an interactive statistics module on novices' development of scientific process skills and attitudes in a first-semester research foundations course. *Journal of Microbiology & Biological Education*, 17(1), 416-443. <http://dx.doi.org/10.1128/jmbe.v17i3.1137>
- Martinez, E. (2023). Leadership so white: Working toward equitable representation of Latinx leadership at Hispanic-serving institutions. *Journal of Cases in Educational Leadership*, 26(2), 165-176. <https://doi.org/10.1177/15554589231162117>
- Martinez, E., & Acevedo, N. (2022). Access to what? Geography of opportunity and baccalaureate degree-granting community colleges in California. *Community College Journal of Research and Practice*, 46(7), 525-530. <https://doi.org/10.1080/10668926.2021.1932640>
- Mayfield, T. J., Olimpo, J. T., Floyd, K. W., & Greenbaum, E. (2018). Collaborative posters develop students' ability to communicate about undervalued scientific resources to nonscientists. *Journal of Microbiology & Biology Education*, 19(1). <https://doi.org/10.1128/jmbe.v19i1.1442>
- Medina-Jerez, W., & Dura, L. (2020). Food pedagogy as an instructional resource in a science methods course. *Innovations in Science Teacher Education*, 5(3). <https://innovations.theaste.org/food-pedagogy-as-an-instructional-resource-in-a-science-methods-course/>
- Medina-Jerez, W., Durá, L., & Perez, M. (2023). Pictorial representations of preservice elementary teachers' views about science teaching and learning, *Cultural Studies of Science Education*. Doi: 10.1007/s11422-023-10185-0
- Mein, E. (2011). Multimodal literacies, pedagogy, and the construction of identity-based social movements: The case of espina y jugo in Mexico. *Equity & Excellence in Education*, 44(3), 296-310. <https://doi.org/10.1080/10665684.2011.589766>
- Mein, E., & Convertino, C. (2022). The uses of engineering notebooks among pre-engineering students at a Hispanic-Serving Institution. *Journal of Adolescent & Adult Literacy*, 66(2), 70-79. <https://doi.org/10.1002/jaal.1252>

- Mein, E., & Esquinca, A. (2017). The role of bilingualism in shaping engineering literacies and identities. *Theory Into Practice*, 56(4), 282-290.
<https://doi.org/10.1080/00405841.2017.1350494>
- Mein, E., Esquinca, A., Monarrez, A., & Saldaña, C. (2020). Building a pathway to engineering: The influence of family and teachers among Mexican-origin undergraduate engineering students. *Journal of Hispanic Higher Education*, 19(1), 37-51.
<https://doi.org/10.1177/1538192718772082>
- Martinez, E., & Acevedo-Gil, N. (2021). Access to what?: Geography of opportunity and baccalaureate degree-granting community colleges in California. *Community College Journal of Research and Practice*. <https://doi.org/10.1080/10668926.2021.1932640>
- Monarrez, A., Frederick, A., Moralex, D. X., Echegoyen, L. E., & Wagler, A. (2022). Hispanic/Latinx STEM majors applying to graduate school: The role of family, peers, and undergraduate research programs in facilitating community cultural wealth. *Journal of Latinos and Education*, <https://doi.org/10.1080/15348431.2022.2122973>
- Monarrez, A., Morales, D., Echegoyen, L. E., Seira, D., & Wagler, A. E. (2020). The moderating effect of faculty mentorship on undergraduate students' summer research outcomes. *CBE Life Sciences Education*, 19(4), 1-10. <https://doi.org/10.1187/cbe.20-04-0081>
- Monarrez, A., & Tchoshanov, M. (2020). Unpacking teacher challenges in understanding and implementing cognitively demanding tasks in secondary school mathematics classrooms. *International Journal of Mathematical Education in Science and Technology*, 53(8), 2026-2045. <https://doi.org/10.1080/0020739X.2020.1857860>
- Morales, D. X., Grineski, S. E., & Collins, T. W. (2021). Effects of mentor-mentee discordance on Latinx undergraduates' intent to pursue graduate school and research productivity. *Annals of the New York Academy of Sciences*, 1499(1), 54-69.
<https://doi.org/10.1111/nyas.14602>
- Morales, D. X., Grineski, S. E., & Collins, T. W. (2019). Effects of mentoring relationship heterogeneity on student outcomes in summer undergraduate research. *Studies in Higher Education*, 46(3), 423-436. <https://doi.org/10.1080/03075079.2019.1639041>
- Morales, D. X., Grineski, S. E., & Collins, T. W. (2017). Faculty motivation to mentor students through undergraduate research programs: A study of enabling and constraining factors. *Research in Higher Education*, 58, 520-544.
<https://link.springer.com/article/10.1007/s11162-016-9435-x>
- Mortimer, K. S., & Dolsa, G. (2023). Ongoing emergence: Borderland high school DLBE students' self-identifications as lingual people. *International Journal of Bilingual Education and Bilingualism*, 26(1), 7-19.
<https://doi.org/10.1080/13670050.2020.1783636>
- Munter, J., McKinley, L., & Sarabia, K. (2012). Classroom of hope: The voice of one courageous teacher on the US-Mexico border. *Journal of Peace Education*, 9(1), 49-64.
<https://doi.org/10.1080/17400201.2012.657616>
- Nargundkar, S., Samaddar, S., & Mukhopadhyay, S. (2014). A guided Problem-Based Learning (PBL) approach: Impact on critical thinking. *Decision Sciences Journal of Innovative Education*, 12(2), 91-108. <https://doi.org/10.1111/dsji.12030>

- Noboa, J. (2013). Teaching history on the border: Teachers voice their views. *International Journal of Qualitative Studies in Education*, 26(3), 324-345. <https://doi.org/10.1080/09518398.2012.762477>
- Olimpo, J. T., Pevey, R. S., & McCabe, T. M. (2018). Incorporating an interactive statistics workshop into an introductory biology Course-based Undergraduate Research Experience (CURE) enhances students' statistical reasoning and quantitative literacy skills. *Journal of Microbiology & Biology Education*, 19(1), 1-7. <https://doi.org/10.1128/jmbe.v19i1.1450>
- Olimpo, J. T., Quijas, D. A., & Quintana, A. M. (2017). A focus on polarity: Investigating the role of orientation cues in mediating student performance on mRNA synthesis tasks in an introductory cell and molecular biology course. *Biochemistry and Molecular Biology Education*, 4(6), 501-508. <https://doi.org/10.1002/bmb.21067>
- Paat, Y-F. (2021). A life course approach to understanding volunteering practices among ethnic-racial minority immigrants on the US-Mexico border. *Hispanic Journal of Behavioral Sciences*, 43(3), 257-277. <https://doi.org/10.1177/07399863211035619>
- Paat Y-F. (2017). The roles of family neighborhood, and school contextual factors on social work minority students' educational aspirations and integration. *Journal of Human Behavior in the Social Environment*, 27(3), 232-249. <https://doi.org/10.1080/10911359.2016.1272524>
- Paat, Y-F. (2014). The roles of life course resources on social work minority students' educational aspirations. *International Journal of Lifelong Education*, 34(2), 121-138. <https://doi.org/10.1080/02601370.2014.980341>
- Paat, Y-F. (2013). Understanding the role of immigrant families' cultural and structural mechanisms in immigrant children's experiences beyond high school: Lessons for social work practitioners. *Journal of Human Behavior in the Social Environment*, 23(4), 514-528. <https://doi.org/10.1080/10911359.2013.765817>
- Paat, Y-F., & Pellebon, D. (2012). Ethnic identity formation of immigrant children and implications for practice. *Child & Youth Services*, 33(2), 127-145. <https://doi.org/10.1080/0145935X.2012.704785>
- Pechak, C., Diaz, D., & Dillon, L. (2014). Integrating Spanish language training across a doctor of physical therapy curriculum: A case report of one program's evolving model. *Physical Therapy & Rehabilitation Journal*, 94(12), 1807-1815. <https://doi.org/10.2522/ptj.20130365>
- Pihiaja, B., & Durá, L. (2020). Navigating messy research methods and mentoring practices at a bilingual research site on the Mexico-U.S. border. *Technical Communication Quarterly*, 29(4), 358-375. <https://doi.org/10.1080/10572252.2020.1790665>
- Portillo, E. M., Vasquez, D., & Brown, L. D. (2020). Promoting Hispanic immigrant health via community health workers and motivational interviewing. *International Quarterly of Community Health Education*, 41(1), 3-6. <https://doi.org/10.1177/0272684X19896731>
- Quezada, S. A., Shaw, M P., & Zárate, M. A. (2012). The relationship between ethnic identity and reactions to cultural change. *Social Psychology*, 43(4). <https://doi.org/10.1027/1864-9335/a000125>

- Rahimi, S., Walker, J. T., Lin-Lipsmeyer, L., & Shin, J. (2023). Toward defining and assessing creativity in sandbox games. *Creativity Research Journal*.
<https://doi.org/10.1080/10400419.2022.2156477>
- Reyes, R. (2007). A collective pursuit of learning the possibility to be: The CAMP experience assisting situationally marginalized Mexican American students to a successful student identity. *Journal of Advanced Academics*, 18(4), 618-659. <https://doi.org/10.4219/jaa-2007-556>
- Reyes, R. (2007). Struggle, practice, and possibility: Lessons learned from marginalized women of Mexican descent in their first year of college through the CAMP program. *Equity & Excellence in Education*, 40(3), 218-228. <https://doi.org/10.1080/10665680701424107>
- Reyna Rivarola, A. R., Bohorquez Garcia, L., Valdivia Ordorica, D., & Cisneros, J. (2022). *UndocuSAPro reflections of the DREAM Act*. NASPA.
<https://www.naspa.org/report/2022-knowledge-communities-publication#:~:text=March%2014%2C%202022,of%20each%20of%20the%20KCs>
- Robbins, L. K., & Hoke, M. M. (2013). RN-to-BSN culture of success model: Promoting student achievement at a Hispanic-Serving Institution. *Journal of Professional Nursing*, 29(1), 21-29. <https://doi.org/10.1016/j.profnurs.2012.04.005>
- Rodriguez, M. A., Chambers, T. V., Gonzalez, M. L., & Scheurich, J. J. (2010). A cross-case analysis of three social justice-oriented education programs. *Journal of Research on Leadership Education*, 5(3), 138-153. <https://doi.org/10.1177/194277511000500305>
- Roth, W-M., & Hsu, P-L. (2014). Space, relations, and the learning of science. *Cultural Studies of Education*, 9, 77-113. <https://doi.org/10.1007/s11422-013-9533-4>
- Russell, F., & Cisneros, J. (accepted). The (un) embraced: The experiences of Black undocumented students on college campuses. *Journal of Diversity in Higher Education*.
- Santos, C., Menjivar, C., Cadenas, G., & Cisneros, J. (2021). The development and evaluation of the Stigma of Illegality and Marginalization of Latinxs (SIML) scale: Links to psychological distress. *Du Bois Journal*, 18(2), 321-345. <https://doi.org/10.1017/S1742058X21000199>
- Salinas, C., Garcia, N., & Cisneros, J. (2021). *Studying Latinx/a/o students in higher education: A Critical analysis of concepts, theory, and methodologies*. Routledge.
- Scheidt, M., Godwin, A., Berger, E., Chen, J., Self, B. P., Widmann, J. M., & Gates, A. Q. (2021). Engineering students' noncognitive and affective factors: Group differences from cluster analysis. *Journal of Engineering Education*, 110(2), 343-370.
<https://doi.org/10.1002/jee.20386>
- Smith, P. H., & Murillo, L. A. (2013). Repositioning biliteracy as capital for learning: Lessons from teacher preparation at the US-Mexico border. *International Journal of Qualitative Studies in Education*, 26(3), 301-323. <https://doi.org/10.1080/09518398.2012.762473>
- Smith, P. H., & Murillo, L. A. (2012). Researching transfronterizo literacies in Texas border colonias. *International Journal of Bilingual Education and Bilingualism*, 15(6), 635-651. <https://doi.org/10.1080/13670050.2012.699945>
- Sprouls, K., Mathur, S. R., & Upreti, G. (2015). Is positive feedback a forgotten classroom practice? Findings and implications for at-risk students. *Preventing School Failure: Alternative Education for Children and Youth*, 59(3), 153-160.
<https://doi.org/10.1080/1045988X.2013.876958>
- Sreeramoju, P., Durá, L., Fernandez, M. E., Minhajuddin, A., Simacek, K., Fomby, T. B., & Doebbeling, B. N. (2018). Using a positive deviance approach to influence the culture of

- patient safety related to infection prevention. *Open Forum Infectious Diseases*, 5(10), 1-8. <https://doi.org/10.1093/ofid/ofy231>
- Stichter, J. P., Lewis, T. J., Whittaker, T. A., Richter, M., Johnson, N. W., & Trussell, R. P. (2009). Assessing teacher use of opportunities to respond and effective classroom management strategies: Comparisons among high- and low-risk elementary schools. *Journal of Positive Behavior Interventions*, 11(2), 68-81. <https://doi.org/10.1177/1098300708326597>
- Talamantes, M. d. R. (2021). A critical classroom study of language oppression: Manuel and Malena's testimonios, "sentía como que yo no valía nada... se reían de mí". *Journal of Latinos and Education*, 22(3), 926-947. <https://doi.org/10.1080/15348431.2021.1880412>
- Tarin, C. A. (2022). Beyond the margin: A (critical) qualitative study of people of color in intercollegiate forensics. *Argumentation & Advocacy*, 58(2), 83-101. <https://doi.org/10.1080/10511431.2021.1986944>
- Torres, M. F., Prentice, M., Valentine, K., Arellano, E. C., & Dankovich, R. L. (2013). So close, and yet so far: Cross-racial interactions among undergraduate students in two neighboring borderland communities. *International Journal of Qualitative Studies in Education*, 26(3), 369-389. <https://doi.org/10.1080/09518398.2012.762478>
- Triana, M. d. C., & Garcia, M. F. (2009). Valuing diversity: A group-value approach to understanding the importance of organizational efforts to support diversity. *Journal of Organizational Behavior*, 30(7), 941-962. <https://doi.org/10.1002/job.598>
- Triana, M. d. C., García, M. F., & Colella, A. (2010). Managing diversity: How organizational efforts to support diversity moderate the effects of perceived racial discrimination on affective commitment. *Personnel Psychology*, 63(4), 817-843. <https://doi.org/10.1111/j.1744-6570.2010.01189.x>
- Trussell, R. P., Lewis, T. J., & Raynor, C. (2016). The impact of universal teacher practices and function-based behavior interventions on the rates of problem behaviors among at-risk students. *Education and Treatment of Children*, 39(3), 261-282. <https://muse.jhu.edu/article/629388>
- Ullman, C. (2012). "My grain of sand for society": Neoliberal freedom, language learning, and the circulation of ideologies of national belonging. *International Journal of Qualitative Studies in Education*, 25(4), 453-470. <https://doi.org/10.1080/09518398.2012.673027>
- Ullman, C., & Hecsh, J. (2011). These American lives: Becoming a culturally responsive teacher and the 'risks of empathy'. *Race, Ethnicity and Education*, 14(5), 603-629. <https://doi.org/10.1080/13613324.2011.589172>
- Valentine, K., Prentice, M., Torres, M. F., & Arellano, E. (2012). The importance of student cross-racial interactions as part of college education: Perceptions of faculty. *Journal of Diversity in Higher Education*, 5(4), 191-206. <https://doi.org/10.1037/a0030109>
- Villa, E. Q., Esquinca, A., Hampton, E., & Muciño-Guerra, H. (2019). "Is engineering for me?": Examining Latinas' narratives of resilience and agency to confront enduring struggles and challenges in undergraduate engineering studies. *Peace and Conflict: Journal of Peace Psychology*, 26(4), 403-413. <https://doi.org/10.1037/pac0000427>
- Villa, E. Q., Kephart, K., Gates, A. Q., Thiry, H., & Hug, S. (2013). Affinity research groups in practice: Apprenticing students in research. *Journal of Engineering Education*, 102(3), 444-466. <https://doi.org/10.1002/jee.20016>

- Villa, E. Q., Wandermurem, L., Hampton, E. M., & Esquinca, A. (2016). Engineering education through the Latina lens. *Journal of Education and Learning*, 5(4), 113-125.
<https://files.eric.ed.gov/fulltext/EJ1113767.pdf>
- Walker, J. T., Barany, A., Barrera, A., & Reza, S., (accepted). Perspectives on Research and Practice In and Around Cultural Relevance for Pre-College Data Science in Computing. Routledge.
- Walker, J. T., Stamato, L., Asgarali-Hoffman, N., Hamidi, F., & Scheifele, L. (2022). Community Labs in the United States: BioMakerspaces for Life Science Learning and Doing. *Public Understanding of Science*. <https://doi.org/10.1177/09636625221135858>
- Walker, J. T., McGrath, J., Guilbert, A., Milone, V., Padilha, E., Hu, A., Chan, D., Luursema, J.M., Seyfried, G., Chavez, M., & Kong, D.S., (Eds.), (2022). Proceedings of the Global Community Bio Summit (GCBS) 5.0, Cambridge, Massachusetts. www.biosummit.org.
- Yeager, K. H., Gandara, G. A., & Martinez, C. (2022). “It’s bigger tan me”: Influence of social support on the development of self-advocacy for college students with disabilities. *Journal of Postsecondary Education and Disability*, 35(2), 145-159.
<https://files.eric.ed.gov/fulltext/EJ1364194.pdf>
- Zhang, M., Parker, J., Koehler, M. J., & Eberhardt, J. (2017). Understanding inservice science teachers’ needs for professional development. *Journal of Science Teacher Education*, 26(5), 471-496. <https://doi.org/10.1007/s10972-015-9433-4>
- Zhang, M., Trussel, R. P., Gallegos, B., & Asam, R. R. (2015). Using math apps for improving student learning: An exploratory study in an inclusive fourth grade classroom. *Tech Trends*, 59, 32-39. <https://doi.org/10.1007/s11528-015-0837-y>

Theoretical/Conceptual

- Araujo, B. E. (2009). Best practices in working with linguistically diverse families. *Intervention in School and Clinic*, 45(2), 116-123. <https://doi.org/10.1177/1053451209340221>
- Hernandez, K. E., Bejarano, S., Reyes, F. J., Chavez, M., & Mata, H. (2014). Experience preferred: Insights from our newest public health professionals on how internships/practicums promote career development. *Health Promotion Practice*, 15(1), 95-99. <https://doi.org/10.1177/1524839913507578>
- Freeman-Wong, R. E., Mazumder, T., & Cisneros, J. (n.d.). Physical space and expert staffing: Undocumented student resource centers at community colleges. UndocuScholars Policy and Research Brief Series.
<https://static1.squarespace.com/static/5aa69fbe8f51307aa7d7cdcb/t/6345a62b746c1a6e3211f0b7/1665508908029/UndocuScholars+Research+Brief.pdf>
- Mata, H., Latham, T. P., & Ransome, Y. (2010). Benefits of professional organization membership and participation in national conferences: Considerations for students and new professionals. *Health Promotion Practice*, 11(4), 450-453.
<https://doi.org/10.1177/1524839910370427>
- Quintana, A. M. (2021). Leading by example: Developing mentoring strategies to promote diversity and student success. *Molecular Biology of the Cell*, 32(22), 1-4.
<https://doi.org/10.1091/mbc.E21-04-0199>
- Reza-López, E., Huerta Charles, L., & Reyes, L. V. (2014). Nepantlera pedagogy: An axiological posture for preparing critically conscious teachers in the borderlands. *Journal*

of *Latinos and Education*, 13(2), 107-119.
<https://doi.org/10.1080/15348431.2013.821062>

EXTERNAL REFERENCES

Empirical

- Aguayo, R., Rivas, L., Norman, C., Bernal, J. M., & Saenz, V. (2022). Project MALES: Understanding the impact of a decade of mentoring. *The Chronicle of Mentoring & Coaching*, 6(15), 171-175. <https://diversity.utexas.edu/projectmales/wp-content/uploads/sites/22/2023/04/AguayoRRivasLNormanCMena-BernalJSaenzV.pdf>
- Aguilar-Smith, S. (2021). Seeking to serve or \$serve? Hispanic-Serving Institutions' race-evasive pursuit of racialized funding. *AERA Open*, 7(1), 1-15. <https://doi.org/10.1177/23328584211057097>
- Alcantar, C. M., Rincón, B. E., & Espinoza, K. J. (2020). In a state of becoming: How institutions communicate Asian American and Pacific Islander- and Latinx-servingness through campus artifacts. *Association of Mexican American Educators Journal*, 14(3), 104-119. <https://doi.org/10.24974/amae.14.3.405>
- Burbage, A. K., & Glass, C. R. (2022). The evolving identities of HSI and differentiated funding. *Educational Policy*, 0(0), 1-28. <https://doi.org/10.1177/08959048221120274>
- Burmicky, J., Estrella-Ramirez, C., Hernández, S. H., Ryu, W., Aguayo, R., & Sáenz, V. B. (2023). Men of color programs serving Latino men at Hispanic-serving community colleges: An organizational identity exploration. *Community College Journal of Research and Practice*, 1-17. <https://doi.org/10.1080/10668926.2023.2189181>
- Cataño, Y., & Gonzalez, A. (2021). Examining servingness at California community college Hispanic-Serving Institutions (HSI) for LGBTQ+ Latinx students. *Journal of the Alliance for Hispanic Serving Institutions Educators*, 1(1), 55-72. https://static1.squarespace.com/static/5d51a885aa27110001ae036a/t/604a9a3764305f084f38deb1/1615501881910/Catano_Gonzalez_AHSIE_Journal+-+Final.pdf
- Contreras, F., & Contreras, G. J. (2015). Raising the bar for Hispanic serving institutions: An analysis of college completion and success rates. *Journal of Hispanic Higher Education*, 14(2), 151-170. <https://doi.org/10.1177/1538192715572892>
- Cristobal, N., & Garcia, G. A. (2022). Race-neutrality and race-consciousness in students' sensemaking of "servingness" at two Hispanic serving institutions. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 6(1), 58-80. <https://ecommons.luc.edu/jcshesa/vol6/iss1/5>
- Durante, K. A., Mari, V. Z., & Caputo, C. (2022). Supplemental instruction at a Hispanic-serving institution: Moving towards a model to improve equity in student outcomes. *Journal of Latinos and Education*, 1-13. <https://doi.org/10.1080/15348431.2022.2159827>

- Garcia, G. A. (2017a). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-serving institutions. *American Educational Research Journal*, 54(15), 1115-1345. <https://doi.org/10.3102/0002831216669779>
- Garcia, G. A. (2017b). What does it mean to be Latinx-serving? Testing the utility of the typology of HSI organizational identities. *Association of Mexican American Educators Journal*, 11(3), 109-138. <http://dx.doi.org/10.24974/amae.11.3.363>
- Garcia, G. A. (2016). Complicating a Latina/o-serving identity at a Hispanic serving institution. *The Review of Higher Education*, 40(1), 117-143. <https://doi.org/10.1353/rhe.2016.0040>
- Garcia, G. A., & Cuellar, M. (2018). Exploring curricular and cocurricular effects on civic engagement at emerging Hispanic-serving institutions. *Teachers College Record*, 120(4), 1-36. <https://doi.org/10.1177/016146811812000404>
- Garcia, G. A., & Dwyer, B. (2018). Exploring college students' identification with an organizational identity for serving Latinx students at a Hispanic Serving Institution (HSI) and an emerging HSI. *American Journal of Education*, 124(2), 191-215. <https://www.journals.uchicago.edu/doi/abs/10.1086/695609>
- Garcia, G. A., Koren, E. R., & Cuellar, M. G. (2020). Assessing color-neutral racial attitudes of faculty at Hispanic-serving institutions. *AERA Open*, 6(3), 1-14. <https://doi.org/10.1177/2332858420944906>
- Garcia, G. A., & Okhidoi, O. (2015). Culturally relevant practices that "serve" students at a Hispanic serving institution. *Innovative Higher Education*, 40(4), 345-357. <https://cahsi.utep.edu/blog/hsis-resources/garcia-g-a-okhidoi-o-2015-culturally-relevant-practices-that-serve-students-at-a-hispanic-serving-institution-innovative-higher-education-404-345-357/>
- Garcia, G. A., & Ramirez, J. J. (2018). Institutional agents at a Hispanic serving institution: Using social capital to empower students. *Urban Education*, 53(3), 355-381. <https://doi.org/10.1177/0042085915623341>
- Garcia, G. A., & Zaragoza, M. (2020). Students' perceptions of diversity at two Hispanic-serving institutions through pictures: A focus on structures for serving. *Association of Mexican American Educators Journal*, 14(3), 10-29. <https://doi.org/10.24974/amae.14.3.388>
- Hug, S., Jurow, A. S., & Thiry, H. (2021). HSI students' experiences of "servingness" during COVID-19. *Dialogues in Social Justice*, 6(2), 1-17. <https://doi.org/10.55370/dsj.v6i2.1147>
- Krsmanovic, M. (2021). Becoming a Hispanic-serving institution: A case study of faculty perspectives on teaching philosophies and pedagogical stance. *Journal of Latinos and Education*, 22(3), 10005-1019. <https://doi.org/10.1080/15348431.2021.1899923>
- McNaughtan, J., & Lujan, J. (2023). "A moral, ethical, and fiduciary obligation to serve": Perceptions of the role of presidents at Hispanic-serving community colleges. *Community College Journal of Research and Practice*, 1-15. <https://doi.org/10.1080/10668926.2023.2189179>
- Núñez, A.M. (2023). Examining organizational behavior of Hispanic-serving institution computer science departments: Toward servingness and equity in the field. *Journal of Women and Minorities in Science and Engineering*, 29(2), 75-96. <https://doi.org/10.1615/JWomenMinorScienEng.2022038505>
- Núñez, A.-M., & Bowers, A. J. (2011). Exploring what leads high school students to enroll in Hispanic-serving institutions: A multilevel analysis. *American Educational Research Journal*, 48(6), 1286-1313. <https://doi.org/10.3102/0002831211408061>

- Núñez, A.-M., Ramalho, E. M., & Cuero, K. K. (2010). Pedagogy for equity: Teaching in a Hispanic-serving institution. *Innovative Higher Education*, 36, 177-190. <https://link.springer.com/article/10.1007/s10755-010-9139-7>
- Núñez, A.-M., Sparks, P. J., & Hernández, E. A. (2011). Latino access to community colleges and Hispanic-serving institutions: A national study. *Journal of Hispanic Higher Education*, 10(1), 18-40. <https://doi.org/10.1177/1538192710391801>
- Núñez, A.-M., Rivera, J., Valdez, J., & Barbosa Olivo, V. (2021). Centering Hispanic-serving institutions' strategies to develop talent in computing fields. *Tapuya: Latin American Science, Technology and Society*, 4(1), 1-20. <https://doi.org/10.1080/25729861.2020.1842582>
- Pirtle, W. N., Brock, B., Aldonza, N., Leke, K., & Edge, D. (2021). "I didn't know what anti-Blackness was until I got here": The unmet needs of Black students at a Hispanic-serving institutions. *Urban Education* 0(0), 1-28. <https://doi.org/10.1177/00420859211044948>
- Quinteros, K. N., & Covarrubias, R. (2023). Reimagining leadership through the everyday resistance of faculty of color. *Journal of Diversity in Higher Education*, 1-14. <https://doi.org/10.1037/dhe0000471>
- Rivera, J., & Núñez, A.-M. (2022). Staff at Hispanic-serving institutions: Debugging challenges in navigating computer science. *About Campus*, 38-47. <https://journals.sagepub.com/doi/pdf/10.1177/10864822221102477>
- Schwitzman-Gerst, T. (2022). "We still miss some of them": A DisCrit analysis of the role of two 4-year Hispanic serving institutions in racially diversifying the K-12 teaching force. *Teachers College Record*, 124(7), 82-104. <https://doi.org/10.1177/01614681221111430>
- Taylor, Z. W., & Burnett, C. A. (2021). Hispanic-serving institutions and web accessibility: Digital equity for Hispanic students with disabilities in the 21st century. *Journal of Hispanic Higher Education*, 20(4), 402-421. <https://doi.org/10.1177/1538192719883966>
- Vega, B. E. (2022). Serving Black communities at Hispanic-serving institutions. *About Campus*, 27(1)10-19. <https://doi.org/10.1177/10864822221102944>
- Vega, G. P., Duran, A., McGill, C. M., & Rocco, T. S. (2022). Attending to sexuality in servingness: A phenomenological exploration of the experiences of Latina lesbians at a Hispanic-serving institution. *Journal of Diversity in Higher Education*, 1-11. <http://dx.doi.org/10.1037/dhe0000434>

Theoretical/Conceptual

- Covarrubias, R. (2021). What we bring with us: Investing in Latinx students means investing in families. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 3-10. <https://doi.org/10.1177/2372732220983855>
- Doran, E. (2023). Toward a new understanding of Hispanic-serving community colleges. *Community College Review*, 51(2), 285-305. <https://doi.org/10.1177/00915521221145296>
- Franco, M. A., & Muñiz, C. M. (2022). Centering servingness: Framework-informed assessment of Hispanic-serving institutions. *New Directions for Student Services*, 2022(178), 97-109. <https://doi.org/10.1002/ss.20432>
- Fromille, T. H., Ruiz, K., Villalobos, R., Martinez Ibañez, L., & Mena, V. (2020). (Re)Constructing expertise on resistance: What we can learn from youth mobilizing against social inequality. *Sociological Perspectives*, 63(3), 505-516. <https://doi.org/10.1177/0731121420911912>

- Garcia, G. A. (2021). A love letter to HSI grant seekers/implementers and the federal agencies that fund them: Defining servingness in research, practice, & policy. *Journal of the Alliance for Hispanic Serving Institution Educators*, 1(1), 1-14.
https://static1.squarespace.com/static/5d51a885aa27110001ae036a/t/6039c9339295ad0aaf494299/1614399796082/G.+Garcia_A+Love+Letter+to+HSIs_AHSIE.1.1.pdf
- Garcia, G. A. (2019). Defining “servingness” at Hispanic-Serving Institutions (HSIs): Practical implications for HSI leaders. *American Council on Education*.
<https://www.equityinhighered.org/resources/ideas-and-insights/defining-servingness-at-hispanic-serving-institutions-hsis-practical-implications-for-hsi-leaders/>
- Garcia, G. A. (2017a). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-serving institutions. *American Educational Research Journal*, 54(1), 111-134. <https://doi.org/10.3102/0002831216669779>
- Garcia, G. A., & Cuellar, M. G. (2023). Advancing “intersectional servingness” in research, practice, and policy with Hispanic-serving institutions. *AERA Open*, 9(1), 1-8.
<https://doi.org/10.1177/23328584221148421>
- Garcia, G. A., & Guzman-Alvarez, A. (2021). Descriptive analysis of graduate enrollment trends at Hispanic-serving institutions: 2005-2015. *Journal of Hispanic Higher Education*, 20(2), 196-212. <https://doi.org/10.1177/1538192719835681>
- Garcia, G. A., Núñez, A.M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synthesis of the research. *Review of Educational Research*, 89(5), 745-784.
<https://doi.org/10.3102/0034654319864591>
- Gonzalez, A., & Cataño, Y. (2022). Queering the ruery: A call to HSI community colleges to include LGBTQIA+ Latinx students. *About Campus*, 27(1), 4-9.
<https://doi.org/10.1177/10864822221084728>
- Gonzalez, A. d. J., & Cataño, Y. (2020). Queering community college HSIs: An environmental scan of current programs and services for Latinx students. *Journal of Applied Research in the Community College*, 27(1), 81-149.
<https://www.ingentaconnect.com/content/montezuma/jarcc/2020/00000027/00000001/art00007>
- Malcolm-Piqueux, L. E., & Bensirnon, E. M. (2015). Design principles for equity and excellence at Hispanic-serving institutions. *PERSPECTIVAS: Issues in Higher Education Policy and Practice*, 4, 1-16. <http://hdl.handle.net/10919/83015>
- Montanari, S., Vogel, R., & Vasquez, M. (2023). Student stop out and retention at a Hispanic-serving institution in southern California: The role of background, academic, and environmental factors. *Journal of Hispanic Higher Education*, 22(3), 342-360.
<https://doi.org/10.1177/15381927221113736>
- Núñez, A.-M., Crisp, G., & Elizondo, D. (2016). Mapping Hispanic-serving institutions: A typology of institutional diversity. *The Journal of Higher Education*, 87(1), 55-83.
<https://doi.org/10.1080/00221546.2016.11777394>
- Petrov, L. A., & Garcia, G. A. (2021). Becoming a racially just Hispanic-Serving Institution (HSI): Leveraging HSI grants for organizational identity change. *Journal of Diversity in Higher Education*, 14(4), 463-467. <https://doi.org/10.1037/dhe0000356>
- Salinsky, J. (2022). The quest towards becoming a Hispanic Serving Institution (HSI) designation: How Marquette University embraces servingness. *Journal of the Student*

Personnel Association at Indiana University, 5-13.

<https://scholarworks.iu.edu/journals/index.php/jiuspa/article/view/34409>

Squire, D., & Liu, P. (2022). Learning from the past to create an equitable future: An archival study of a university emerging as a Hispanic-serving institution. *About Campus*, 27(1), 20-30. <https://doi.org/10.1177/10864822221102956>