



CALL FOR PROPOSALS

Intersectionality in Hispanic-Serving Institutions:
Understanding the Complexities among Latinxs and BIPOC in HSIs
***AERA Open* Special Topic**
Special Topic Editors: Gina Garcia & Marcela Cuellar

The growth of the Latinx population in the United States has led to an increase in the number of Latinx students entering U.S. colleges and universities. With this increase, there has also been a surge in the number of Hispanic-Serving Institutions (HSIs), which are degree granting, non-profit postsecondary institutions that enroll at least 25% Latinx undergraduates. There are now 539 institutions in the United States that are eligible to become federally designated as HSIs, which represents 17% of all colleges and universities in the country, and they enroll 67% of all Latinx college students. Moreover, HSIs generally enroll a larger percentage of Black, Indigenous, and other People of Color (BIPOC) as well as students who are low-income, undocumented, and multi-lingual.

HSIs are poised to enhance the educational opportunities of Latinx, BIPOC, and other minoritized populations, but are also faced with the greatest challenges in figuring out how to best serve students who have been historically oppressed and marginalized across the educational pipeline. While the federal government provides funding to HSIs through competitive grant competitions, it does not provide guidance on how to develop infrastructure, policies, and practices for serving minoritized groups and doesn't hold institutions accountable for doing so. This makes it challenging for colleges and universities that are HSIs by enrollment only, with no historical mission or purpose to serve Latinxs and other minoritized students. This challenge is magnified by the extreme diversity of students at HSIs, including the diversity within the Latinx population, with students coming from a range of racial, ethnic, language, socio-economic, and immigration backgrounds. Moreover, there is great diversity of institutions that qualify as HSIs, including 2-year and 4-year, private and public, research, religious, and liberal arts institutions, all of which have competing organizational identities besides being HSIs, and some of the 539 HSI-eligible institutions do not acknowledge that they are HSIs.

This special topic calls for scholars to complicate and extend the “H” in HSIs through an intersectionality lens in order to enhance their ability to better serve. Specifically, there is a dire need to understand the complexities within the Latinx population at HSIs, with most HSI research centering Mexican Americans/Chicanxs, in addition to extending what we know about serving BIPOC students at HSIs. We encourage submissions that address the experiences and outcomes of Afro-Latinxs, Caribbean Latinxs, Central and South American Latinxs, Indigenous Latinxs, and Mixed Race Latinxs at HSIs, as well as BIPOC students. Moreover, there is a need to understand the outcomes and experiences of Latinxs and BIPOC with other minoritized

identities at HSIs, including transgender and gender non-conforming Latinxs/BIPOC, queer Latinxs/BIPOC, Latinxs/BIPOC with disabilities, and non-Christian/Catholic Latinxs/BIPOC.

We seek papers that use a critical and/or intersectionality lens, with a focus on highlighting how oppression has affected the outcomes and experiences of these minoritized groups in HSIs. With this approach, we encourage submissions that enhance an understanding of what liberatory education looks like in HSIs. We encourage a variety of empirical work including quantitative, qualitative, mixed methods, participatory action research, and critical quantitative methods.

Interested authors should submit an abstract (no more than 500 words) describing their proposed manuscript and how it answers the call for understanding intersectional identities in HSIs. The editors will review the abstracts and invite authors to submit full manuscripts for possible inclusion in the special topic issue on HSIs. All manuscript submissions will go through the peer review process and must meet the publication standards of *AERA Open*. An invitation to submit a full manuscript is not a guarantee of acceptance for publication.

Publication Timeline:

November 15, 2020: Submission deadline for abstracts (submit to AERAOpenEditors@aera.net)

December 15, 2020: Invitation to authors to submit manuscripts

June 1, 2021: Manuscripts due

Please direct questions regarding the special topic to Gina Garcia (ggarcia@pitt.edu) or Marcela Cuellar (marcuellar@ucdavis.edu).

Please consult the *AERA Open* website for general guidelines on manuscript submission.