



Book Series

Hispanics in Education and Administration

Series Editors

Frank Hernandez, *Texas Christian University*; Elizabeth T. Murakami, *University of North Texas*;
Leslie Gonzales, *Michigan State University*

OPEN CALL FOR EDITED VOLUMES, TEXTBOOKS, AND FULL-LENGTH STUDIES

The Hispanics in Education and Administration book series aims to contribute to a national conversation about the fastest growing demographic in the United States by highlighting the latest research in theory and practice about Hispanics in education and administration. The editors are inviting practitioners and top researchers in the field of education and administration to collaborate and contribute to the improvement of educational opportunities for Hispanic populations.

Latinx** are the fastest growing demographic group in the United States. To address educational efforts towards this populations, we seek volumes, textbooks, and full-length studies focusing on the educational attainment of this group from Pre-K to Higher Education settings. (**Hispanic is a pan-ethnic term that generally refers to people of a Spanish-speaking background. It is used to refer to people of multiple racial and ethnic backgrounds. Often times, Hispanic and Latina/o/x are used interchangeably. Technically, Latino is also a pan-ethnic term that is used to refer to Spanish-speaking people from Latin America. However, as of late, people have started to replace the Latino referent with Latinx to ensure gender inclusivity. In this series of work, editors and authors may use Hispanic, Latina/o/x and/or other more specific descriptors (e.g., Dominican, Puerto RiqueÃ±o, Chicana/o/x, Mestiza/o/x, Chileanâ€¦!)

Topics of interest include (but are not limited to):

- > Conducting Research with Hispanic Student, Families and Communities

- > Latinx Leadership

- > Latinx Racial Identity Development

- > Latinx Diaspora

- > Bilingual and English as a Second Language Education

- > Dreamers and DACA

- > LGBTQ / Queer Issues and Latinx
- > Hispanic Serving Institutions
- > Evolving Demography and Linguistic Shifts among the Latinx Community
- > Higher Education Administration and Hispanic Issues
- > K-12 Educational Leadership for Hispanic Populations
- > Teacher Education and Hispanic Issues
- > Latinx Communities

Proposal:

Book proposals of five to eight pages are welcome and will undergo editorial team and/or blind peer review. Each proposal should contain the following:

- > Overview, Aim and Rationale (Please include the purpose and scope of the book project, with a rationale for audience intended (i.e. K-12, higher education administration, Policy Makers) and the informing literature
- > 5-7 keywords and approximate word count for each chapter
- > A table of contents and an introductory chapter that identifies a specific topic related to Hispanics in Education and Administration
- > A brief synopsis of each planned chapter. (In cases where specific authors are invited to participate, include their names and affiliations)

This is an open call so with each proposal, authors must also provide a timeline describing the stages of the publication process including:

- > Call for chapters (if edited)
- > Submission of chapters to editors
- > Peer review
- > Revisions
- > Final edits

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- Hispanic Serving Institutions (HSIs) in Practice

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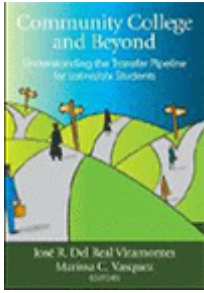
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Community College and Beyond Understanding the Transfer Pipeline for Latina/o/x Students

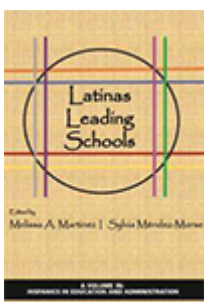
José R. Del Real Viramontes, University of California, Riverside; Marissa C. Vasquez, San Diego State University

2023. Paperback 979-8-88730-358-1 \$52.99. Hardcover 979-8-88730-359-8 \$94.99. eBook 979-8-88730-360-4 \$85.

As the transfer disparity persists among Latina/o/x community college students and continues to widen for those seeking to complete their baccalaureate degree, we asked ourselves three questions: (1) How do Latina/o/x community college students navigate the transfer preparation and decision-making process? (2) Once at the university, how do Latina/o/x transfer students negotiate their identities and lived experiences as they persist towards graduation and beyond? And (3) What policies, practices, and programs at both two- and four-year institutions facilitate access, persistence, and completion for Latina/o/x community college/transfer students? These reflections prompted us to seek answers. This is the first edited book to provide much needed theoretical and empirical insights on Latina/o/x students who enter postsecondary education through the community college.

Our book offers a comprehensive outlook on the pre- and post-transfer experiences of Latina/o/x students written by scholars and scholarpractitioners working in the field of higher education. In addition, we include specific sections that speak directly to policies, practices, and theory that address transfer pathways for Latina/o/x community college and transfer students.

CONTENTS: Foreword, *Miguel Ceja*. Preface, *José R. Del Real Viramontes and Marissa C. Vasquez*. **PART I: UNDERSTANDING THE PAST TO MAKE WAY FOR NEW FRAMEWORKS.** Healing and Sealing the Cracks: Understanding and Supporting Latina/o/x Transfer Student Pathways, *Nicole Contreras-Garcia*. Towards an Understanding of Streetwise Epistemology to Support Formerly Incarcerated and System-Impacted Latina/o/x Students, *Melissa Abeyta, Joe Louis Hernandez, Anacany Torres, and Oscar Duran*. **PART II: REFLECTIONS OF LATINA/O/X COMMUNITY COLLEGE STUDENTS.** Empowering Community College Scholars to Transfer to a Four-Year University Through the Summer Intensive Transfer Experience PLUS (SITE+), *Jannire Ambriz, Cindy Lopez-Ordonez, Sharon Rodas, Stephanie Rubio, Stephen Santizo, Brenda Torres, Jazmin Vivero, Marina K. Williams, Sofia Zaragoza, and Andrew Zepeda Monroy*. "Community College Lit That Little Spark in Me": Engaging Latina Doctoral Students' Reflections on Navigating Community College, *Daisy Ramirez*. **PART III: PREPARATION, PERSISTENCE, AND SUCCESS OF LATINA/O/X COMMUNITY COLLEGE TRANSFER STUDENTS AT THE FOUR-YEAR UNIVERSITY.** Aquí Estamos: Latina/o/x Transfer Students Developing a Sense of Belonging as eSTEMos1 Scholars, *Nancy Acevedo*. Qualitative Insights of Latina/o Transfer Student Success at a Selective Research Institution, *Jesse Enriquez*. Hitting the Ground Running: Exploring the Success of Latino Men at Baccalaureate Granting Universities, *Cynthia Estrada, Fernando Garcia, and Audrey D. Paredes*. Strength in Comunidad: Experiences of Latina/o/x Transfer Students With Racial Microaggressions at an R1 University, *Cyndy E. Garcia*. Exploring Relationships Between Identity and Transitions Among Latinx Community College Transfer Students, *Catherine Hartman, Jeffrey Mayo, and María de los Ángeles DeSantos-Quezada*. **PART IV: FROM RESEARCH TO PRACTICE: INSIGHTS FROM SCHOLAR PRACTITIONERS ON SUPPORTING LATINA/O/X COMMUNITY COLLEGE AND TRANSFER STUDENTS** Understanding How Men of Color Programs at Community Colleges Shape a Transfer Sending Culture for Latino Men, *Rodrigo Aguayo, Jorge Segovia, Jorge Burmicky, and Enrique Aguayo*. Utilizing Honors Colleges as an Asset-Based Approach to Support Latina/o/x Transfer Student Success, *Martha Enciso*. Muxerista Portraiture: Lessons From Three Decades of a Mexicana Community College Professor's Practices to Keep Students Coming Back and Moving Forward, *Tanya J. Gaxiola Serrano*. Latinx Success Scholars: Community College Transfer Experience in Practice, *Lola Rodríguez-Vargas, Libia Chávez-Jiménez, and Iris Trejo-Valencia*. Building a Culture of Excellence for Latina/o/x Post-Transfer Students at a Four-Year Public Institution, *Michelle Lopez, Martha Enciso, and Sandra Temores-Valdez*. Conclusion: Toward Empowering Latina/o/x Students to and Through the Community College and Beyond, *José R. Del Real Viramontes and Marissa C. Vasquez*. About the Editors. About the Contributors.



Latinas Leading Schools

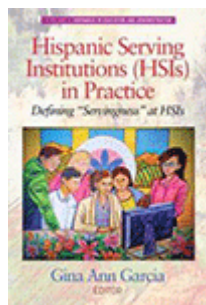
Melissa A. Martinez, Texas State University; Sylvia Méndez-Morse, Texas Tech University

2021. Paperback 978-1-64802-357-6 \$52.99. Hardcover 978-1-64802-358-3 \$94.99. eBook 978-1-64802-359-0 \$85.

As the first scholarly book of its kind, this edited volume brings together educational leadership scholars and practitioners from across the country whose research focuses on the unique contributions and struggles that Latinas across the diaspora face while leading in schools and districts. The limited though growing scholarship on Latina administrators indicates their assets, particularly those rooted in their sociocultural, linguistic, and racial/ethnic backgrounds, their cultura, are undervalued in research and practice (Hernandez & Murakami, 2016; Martinez, Rivera, & Marquez, 2019; Mendez-Morse, 2000; Mendez-Morse, Murakami, Byrne-Jimenez, & Hernandez, 2015). At the same time, Latina administrators have reported challenges related to: isolation (Hernandez & Murakami, 2016), a lack of mentoring (Mendez-Morse, 2004), resistance from those who expect a more linear, hierarchical form of leadership (Gonzales, Ulloa, & Munoz, 2016), balancing varying professional and personal roles and aspirations (Murakami-Ramallo, 2008), as well as racism, sexism, and ageism (Bagula, 2016; Martinez, Marquez, Cantu, & Rocha, 2016).

The impetus for this book is to acknowledge, explore, theorize, and expand our understanding of how Latinas' success as school and district leaders is informed by such gifts, including their prioritizing of familia and comunidad, relationship building, reciprocity, and advocacy, in the face of such challenges. Thus, this volume covers four topical areas: 1) Testimonies and reflections from the field/Testimonios y reflexiones del campo, 2) Leading in relationship, comadrisimo, with and for community/Liderazgo en relación, comadrisimo, con y para la comunidad, 3) School community leaders(hip)/Lider(azgo) escolar y comunitario 4) Learning from the experiences of others/Aprendiendo de las experiencias de otras.

CONTENTS: Dedications. Why Latina School Leaders? An Introduction to This Needed Book, *Sylvia Méndez-Morse and Melissa A. Martinez*. Belonging and Being Enough, *Fabiola Bagula*. Latina Leading: Un Testimonio Toward Self-Love, *María L. Gabriel*. Uncharted Territory: Latinas as Elected School Board Members, *Tatiana Joseph*. Coraje y Amor: Cultivating Leadership Through Cultural Intuition, *Rebeca Burciaga and Ana Tavares*. Un Cafecito: Three Afro-Latina Leaders Speak Their Truth, *Mónica Byrne-Jiménez and Wellinthon García*. From Community to Schools to Community: A Latina Educational Leader's Social Justice Trajectory, *Elizabeth Gil*. Echando Pa'lante With Mentoring Networks: Latinas Being and Becoming Community School Leaders, *Sandra Quiñones and Anne Marie FitzGerald*. "I'm Going to Show Them That I Can Do This... Con Más Ganas!" The Educational Journeys of Latina Principals, *Christina Díaz*. Latinas Overcoming Challenges to Become School Leaders, *Tatiana Morales Owens and Sandra L. Harris*. Taking a Leap of Faith: Latinas Gaining Access to the Superintendentcy, *Sonia Rodriguez*. Building a Purposefully Inclusive Future for Latinas in School Leadership: Una Jornada Continua de Esperanza, *Lucha y Triunfo, Melissa A. Martinez and Sylvia Méndez-Morse*. Contributing Authors.



Hispanic Serving Institutions (HSIs) in Practice Defining "Servingness" at HSIs

Gina Ann Garcia, University of Pittsburgh

2020. Paperback 978-1-64802-016-2 \$52.99. Hardcover 978-1-64802-017-9 \$94.99. eBook 978-1-64802-018-6 \$85.

As the general population of Latinxs in the United States burgeons, so does the population of college-going Latinx students. With more Latinxs entering college, the number of Hispanic Serving Institutions (HSIs), which are not-for-profit, degree granting postsecondary institutions that enroll at least 25% Latinxs, also grows, with 523 institutions now meeting the enrollment threshold to become HSIs. But as they increase in number, the question remains: What does it mean to serve Latinx students?

This edited book, *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*, fills an important gap in the literature. It features the stories of faculty, staff, and administrators who are defining "servingness" in practice at HSIs. Servingness is conceptualized as the ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. In this book, practitioners tell their stories of success in defining servingness at HSIs. Specifically, they provide empirical and practical evidence of the results and outcomes of federally funded HSI grants, including those funded by Department of Education Title III and V grants.

This edited book is ideal for higher education practitioners and scholars searching for best practices for HSIs in the United States. Administrators at HSIs, including presidents, provosts, deans, and boards of trustees, will find the book useful as they seek out ways to effectively serve Latinx and other minoritized students. Faculty who teach in higher education graduate programs can use the book to highlight practitioner engaged scholarship. Legislators and policy advocates, who fight for funding and support for HSIs at the federal level, can use the book to inform and shape a research-based Latinx

educational policy agenda.

The book is essential as it provides a framework that simplifies the complex phenomenon known as servingness. As HSIs become more significant in the U.S. higher education landscape, books that provide empirically based, practical examples of servingness are necessary.

CONTENTS: Preface: Defining “Servingness” in Practice at Hispanic Serving Institutions (HSIs), Connecting Research, Practice, and Policy to Define “Servingness” at Hispanic Serving Institutions, *Gina A. Garcia and Emily R. Koren*. Building an HSI Brand: A Case Study of California Lutheran University, *Paloma Vargas and Matthew Ward*. Becoming a Racially Just Hispanic Serving Institution (HSI): A Case Study of the University of California, Santa Cruz, *Pablo Guillermo Reguerín, Juan Poblete, Catherine R. Cooper, Arnold Sánchez Ordaz, and René Moreno*. Professional Development for Faculty and Staff at a Hispanic Serving Institution: A Prerequisite to Serving Minoritized Students, *Felicia D. Griffin-Fennell and Jane Ellen Lerner*. Using Interactive Theater to Strengthen Holistic Advising at a Hispanic Serving Institution, *Arnold Sánchez Ordaz, Pablo Guillermo Reguerín, and Sara E. Sánchez*. Redesigning the Gateway College Algebra Course With Inclusive and Asset-Based Pedagogy: Rethinking “Servingness” at a Hispanic Serving Institution, *Nandini Bhattacharya, Arnold Sánchez Ordaz, Eduardo Mosqueda, and Catherine R. Cooper*. Considering Digital Technology and Innovative Learning Spaces as “Structures for Serving” at Hispanic Serving Institutions, *Victor M. Davila and Ricardo Montelongo*. Creating Community Engaged Partnerships to Foster Trust With STEM & Hispanic Serving Institutions, *Lorenzo Ramirez and Diane Rodriguez-Kiino*. HSIs and Community Partners: A Framework for Strengthening Servingness Through Engagement, *Marla A. Franco, Guadalupe I. Lozano, and Vignesh Subbian*. Unifying Equity Practice, Research, and Policies at a Hispanic Serving Research Institution for Systemic Servingness, *Catherine R. Cooper, Pablo Guillermo Reguerín, Charis Herzon, Arnold Sánchez Ordaz, Elizabeth Gonzalez, and Maria Rocha-Ruiz*. Academic Mindset Development at a Hispanic Serving Institution: The Impact of Implicit Beliefs on Academic Achievement, *Eddie Beltran, Brook G. Masters, and Diane Rodriguez-Kiino*. Yes, You Are My Business! Examining the Effects of Intrusive Advising at a Hispanic Serving Community College, *Norma V. Jimenez Hernandez*. Academic Mindset Development at a Hispanic Serving Institution: Using Non-Academic Outcomes as Indicators of “Serving” STEM Students, *Brook G. Masters, Eddie Beltran, and Diane Rodriguez-Kiino*. Defining Servingness Through Learning Communities: Sense of Belonging for Latinx STEM Transfer Students at an HSI, *Erika E. B. Kato and Eric R. Martinez*. The “Latin@s in Academia” Lecture Series: Testimonio as a Tool for Enhancing Cultural Validation, Belongingness, and Graduate School Aspirations at an HSI, *Maritere López, Andrea Cortés Maravilla, and Larissa M. Mercado-Lopez*. Mentorship and Cultural Belonging for First Generation and Transfer Students at an HSI in South Texas, *Paul J. Rodriguez and Rhonda M. Gonzales*. Engaging Families to Foster Holistic Success of Low-Income, Latinx First-Generation Students at a Hispanic Serving Institution, *Rebecca Covarrubias, Andrea Vazquez, René Moreno, Judith Estrada, Ibette Valle, and Kimberly Zuñiga*. About the Contributors.



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