



Association of Mexican American Educators (AMAE) Journal

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CALL FOR PAPERS

Association of Mexican American Educators (AMAE) Journal Special Issue

Latinx Students at Minority-Serving Institutions

Guest Editors: Taryn Ozuna Allen, Charles Lu, and Emily Calderón Galdeano

Ample scholarship has demonstrated that the Latinx population continues to be the fastest growing ethnic-minority group in the U.S. (Calderón Galdeano, Flores, & Moder, 2012; Núñez, Sparks, & Hernández, 2011). This population is estimated to double in size by 2050 (Stokes-Brown, 2012). Between the years of 2000 and 2010, the Latino population grew by 44% (Arbona & Jimenez, 2014). As of 2013, there were an estimated 51 million Latinos residing within the United States (Arbona & Jimenez, 2014). As such, the number of Latinx students participating in American colleges and universities has also increased (Medina & Posadas, 2012).

At the same time, there has been a significant growth in the number of Minority Serving Institutions (MSIs) from 414 in the 1980s to more than 1,200 by 2004 (Li, 2007). MSIs are increasingly relevant in higher education for a few distinct reasons (Teranishi, 2014). First, MSIs enroll a high number and proportional representation of low-income minority students. Second, MSIs are pursuing innovative and evidence-based practices, which are effective in promoting persistence, degree attainment, and student satisfaction. Finally, the federal government provides grants to MSIs through a number of federal agencies, with a significant amount of funding authorized through the Higher Education Act of 1965 (HEA P.L. 89-329). Through HEA alone, annual appropriations total more than \$800 million, funding more than 950 institutions. The funding is crucial for MSIs as they typically have fewer resources from tuition revenues or endowments to serve a higher proportion high-need students.

For the 2020 fiscal year, President Trump's budget proposal requested an estimated \$7.1 billion cut in funding for the department compared with 2019, which represents a 10 percent decrease in its budget. Every single program for MSIs had a reduction in its budget, totaling close to \$95 million in proposed cuts. The budget also forces certain types of minority-serving institutions into an awkward trade-off by guaranteeing access—meaning that more institutions would get grants, but the grants could be far smaller.

Given the importance, relevancy, and timeliness of minority-serving institutions, this call for papers seeks to build collective knowledge of Latinx students at Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs). We are particularly interested in manuscripts about college access and completion, student success, evidence-based practices, and identity development of Latinx students at MSIs. We welcome manuscripts that offer theoretical perspectives; research

findings; innovative methodologies; pedagogical reflections; and implications related to (but not limited to) the following areas:

- Trends of Latinx students at MSIs
- College access and completion
- Evidence-based practices and case studies
- Identity development of Latinx students
- Faculty issues at MSIs
- Leadership, administration, and decision-making at MSIs

Submissions suitable for publication in this special issue include empirical papers, theoretical/conceptual papers, essays, book reviews, and poems. It is important to note that the special issue is interested in the broader Latina/o experience and not solely focused on the experiences of Mexican Americans (per the title of the journal).

The selection of manuscripts will be conducted as follows:

1. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.
2. Each manuscript will be subjected to a blind review by a panel of reviewers with expertise in the area treated by the manuscript. Those manuscripts recommended by the panel of experts will then be considered by the AMAE guest editors and editorial board, which will make the final selections. **PLEASE NOTE:** For a manuscript to be accepted for review, each contributing author (or at least one among co-authors) must agree to review one manuscript submitted to this special issue.
3. Manuscripts will be judged on strengths and relevance to the theme of the special issue.

Manuscripts should be submitted as follows:

1. Submit via email both a cover letter and copy of the manuscript in Microsoft Word to Dr. Taryn Ozuna Allen (t.o.allen@tcu.edu).
2. Cover letter should include name, title, short author bio (100 words), and institutional affiliation; indicate the type of manuscript submitted and the number of words, including references. Also, please briefly explain how your manuscript addresses the call for papers.
3. Prepare the manuscript for anonymous peer review. Authors should make every effort to ensure that the manuscript contains no clues to the author's identity. The manuscript should not include author's name, institutional affiliation, contact information, or acknowledgements. (This information can be included in the cover letter at the time of submission).
4. Manuscripts should be no longer than 5,000 words (including references) and have an abstract of 200 words or less. Please follow the standard format of the American Psychological Association (APA). Include within the text all illustrations, charts, and graphs. Manuscripts may also be submitted in Spanish.

Deadline for submissions is **Wednesday, April 15, 2020**. Please address questions to Dr. Taryn Ozuna Allen (t.o.allen@tcu.edu), Dr. Charles Lu (clu@ucsd.edu), or Dr. Emily Calderón

Galdeano (ecgaldeano@gmail.com). Authors will be asked to address revisions to their manuscripts during May – September 2020. This special issue is due to be published in December 2020.

References:

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