

UC Berkeley

UC Berkeley Previously Published Works

Title

Servingness 2.0: A Renewed Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs)

Permalink

<https://escholarship.org/uc/item/15q8n49f>

Journal

The Journal of Higher Education, ahead-of-print(ahead-of-print)

ISSN

0022-1546

Authors

Garcia, Gina Ann

Santos, Nathaly J

Meza, Alexis

et al.

Publication Date

2026-08-22

DOI

10.1080/00221546.2026.2715730

Peer reviewed



Servingness 2.0: A Renewed Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs)

Gina Ann Garcia, Nathaly J. Santos, Alexis Meza, Deyaneira D. Chic & Cassandra Yee

To cite this article: Gina Ann Garcia, Nathaly J. Santos, Alexis Meza, Deyaneira D. Chic & Cassandra Yee (09 Sep 2026): Servingness 2.0: A Renewed Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs), The Journal of Higher Education, DOI: [10.1080/00221546.2026.2715730](https://doi.org/10.1080/00221546.2026.2715730)

To link to this article: <https://doi.org/10.1080/00221546.2026.2715730>



© 2026 The Author(s). Published with license by Taylor & Francis Group, LLC.



Published online: 09 Sep 2026.



Submit your article to this journal [↗](#)



Article views: 1161



View related articles [↗](#)



View Crossmark data [↗](#)

Servingness 2.0: A Renewed Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs)

Gina Ann Garcia , Nathaly J. Santos, Alexis Meza, Deyaneira D. Chic, and Cassandra Yee

Berkeley School of Education, University of California Berkeley, Berkeley, California, USA

ABSTRACT

The Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs) made a significant contribution to HSI practice and research. Despite recent federal attacks on HSIs and loss of funding, HSIs will continue to enroll a significant number of Latine students and grapple with the question, “What does it mean to serve?” The servingness framework helps HSIs answer this question, providing a tool for assessment and reflection. Since its publication in 2019, the number of HSIs has increased by 11%, the number of articles published about HSIs has increased by 110%, and the concept of servingness has evolved, warranting an updated framework. Through a systematic review of peer-reviewed HSI articles published between 2018 and 2024, we propose the Servingness 2.0 Framework that includes updated structures for serving and indicators of serving and calls attention to external and peripheral influences, including systems of oppression, that help and hinder the institution’s ability to adequately serve Latine students. The Servingness 2.0 Framework makes a significant advancement in theory and praxis and informs organizational processes and behaviors for advancing equity and inclusion. It is an organizational change framework that enables educators, leaders, students, alumni, and legislators to envision postsecondary transformation.

ARTICLE HISTORY

Received 5 December 2025

Revised 3 August 2026

Accepted 4 August 2026

KEYWORDS

Hispanic-serving institutions; Servingness; Hispanic/Latino/Latina/Latinx/Latine; organizational change; Minority-serving institutions

Introduction

The Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs; servingness framework; Garcia et al., 2019) made a significant contribution to HSI practice and research with educators using the concept of servingness to drive their HSI efforts and scholars using it to frame their studies. Salem State University created a “Roadmap to Servingness¹” and the University of Arizona launched a “Centering Servingness Webinar Series²” while the Alliance of HSI Educators (AHSIE) added servingness tracks to their best practices

CONTACT Gina Ann Garcia  ginaanngarci@berkeley.edu

© 2026 The Author(s). Published with license by Taylor & Francis Group, LLC.

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

conference.³ Moreover, Title V grant applicants have used the servingness framework in their proposals (Doran & Aguilar-Smith, 2025; Perdomo & Guajardo, 2024) and researchers are using it to guide their studies (Aguilar-Smith, 2024; Doran, 2023; Ro et al., 2024). In fact, Garcia (2026) names 2019 a watershed moment when a critical mass of the HSI community understood the HSI identity as more than enrollment, federal eligibility, and grant-seeking, crediting the servingness framework as a significant factor in shifting mind-sets.

Servingness is about creating conditions that produce equitable academic and nonacademic outcomes for Latine students and all racially/ethnically minoritized students; it's about empowering Latine students by transforming educational structures and creating culturally enhancing environments that enable students to thrive; it's about assessing campus culture and educational experiences in dynamic ways (Garcia et al., 2019). Servingness helps scholars and practitioners understand the extent to which HSIs serve Latine students beyond enrollment. The development of the servingness framework was motivated by the evolution of HSIs from an enrollment-based federal construct established in 1992 following years of advocacy (Valdez, 2015) to an organizational identity that embodies intentional practices and policies (Garcia, 2017).

The concept of servingness became more pertinent on September 10, 2025, when the US Department of Education announced it would end discretionary funding for enrollment-based Minority Serving Institutions (MSIs).⁴ This decision followed the lawsuit filed by the State of Tennessee and Students for Fair Admissions in June 2025 that questioned the constitutionality of the 25% enrollment threshold for HSIs (Tennessee Attorney General, 2025). Two months later the Department of Justice declared it would not defend the HSI program, leaving the future of Title V, Part A and Part B, and Title III, Part F grants in question.⁵ On September 15, 2025, discretionary funding for enrollment-based MSIs was reprogrammed to mission-based MSIs. In contrast to mission-based MSIs, including Historically Black Colleges and Universities (HBCUs) and Tribally Controlled Colleges and Universities (TCCUs), enrollment-based MSIs, including HSIs, Asian American Native American Pacific Islander Serving Institutions (AANAPISIs), and Predominantly Black Institutions (PBIs) do not have a historic mission or identity to serve the population of students they purport to serve (Nguyen et al., 2023).

Despite these attacks, the servingness framework stands as an equity-centered approach to organizing institutions. The concept of servingness has the power to outlast the federal definition of HSIs and subsequent grants, elevating its significance as the federal government divests from enrollment-based MSIs. While the framework was a significant departure point, elevating servingness as dynamic and multidimensional, it was created using

a systematic review of HSI research published between 1995 and 2017. Since 2018, the number of HSIs has increased by 11%, the number of articles published about HSIs has increased by 110%, and the concept of servingness has evolved, warranting an updated review. The purpose of this study was to revisit the concept of servingness and advance an updated framework that incorporates emerging concepts from HSI research published between 2018 and 2024.

Conceptualizing servingness

We start by introducing the servingness framework as conceptualized by Garcia et al. (2019). Servingness is a multidimensional approach to serving Latine students with three key organizational dimensions: indicators of serving, structures for serving, and external influences on serving.

Indicators of serving

Indicators of serving are the measurable ways HSIs assess the extent to which they are serving Latine students. Garcia et al. (2019) stressed that graduation rates alone were insufficient metrics of moving from Latine-enrolling to Latine-serving, offering multiple ways to measure servingness. They included “outcomes and experiences of both students and nonstudents . . . [that] are most commonly known as dependent variables, or core phenomena researchers explore. Importantly, indicators of serving are measurable, either by surveys, interviews, or focus groups” (Garcia et al., 2019, p. 771). The framework included eight *academic outcomes* (i.e., college completion, transfer, labor market outcomes) and eight *nonacademic outcomes* (i.e., academic self-concept, racial identity, critical consciousness), which Garcia (2021) renamed to “liberatory outcomes,” suggesting that they result from academic and cocurricular spaces and can be used as metrics of liberation and thriving. The framework also contained four *validating experiences* as indicators of serving, including interactions with same-race/ethnicity peers, cultural validation on campus, Spanish-speaking peers, faculty and staff, and mentoring and support groups. Alternatively, Garcia et al. (2019) suggested that *racialized experiences*, including discrimination, harassment, and microaggressions, are indicators of *not* serving, calling them “racialized” to elevate the reality of people of color on campus.

Structures for serving

Structures for serving are the organizational functions and practices that can be used to serve Latine students. They “are tangible and can be observed” by researchers and practitioners using case studies, observations, ethnographies,

inventories, and document analyses (Garcia et al., 2019, p. 773). Notably, structures for serving should show signs of intentionality in supporting Latine students. The framework included 11 structures for serving: mission and values statements, diversity plans, HSI grants, institutional advancement activities, engagement with the Latinx community, compositional diversity of faculty, staff, administration, and graduate students, culturally relevant curriculum and pedagogy, programs and services for minoritized students, leadership and decision-making practices, incentive structures, and external boundary management.

External influences on serving

The third dimension, external influences on serving, “includes a consideration of federal, state, and local legislation, as well as the decisions of state governing boards, advocacy groups, and community leaders” (Garcia et al., 2019, p. 773). These external forces pressure colleges and universities, either helping or hindering servingness. *White supremacy* was the outermost external layer of the framework, with Garcia et al. (2019) calling on researchers and practitioners to acknowledge the ways it influences every dimension of the framework.

Limitations

As a landmark contribution, the framework has significantly shaped the study and practice of HSIs, yet there are limitations. Because the framework was developed through a systematic review of existing HSI scholarship, some limitations reflect gaps in the literature from which it emerged, while others stem from how the framework has been taken up in empirical research. For example, one critique is that the framework largely centers undergraduate students (Marin & Aguilar-Smith, 2023), often at the expense of faculty and staff who contribute to an institution’s HSI identity. Moreover, very few articles have elevated the graduate student experience at HSIs, despite the fact that they navigate institutions differently than undergraduate students. Access is also missing from the framework, largely due to a dearth of research on outreach, recruitment, and pathways into HSIs. Another limitation is that the framework presents servingness as a set of identifiable dimensions, offering a somewhat static view of servingness, capturing structures, indicators, and influences at a single point in time rather than attending to the processes, tensions, and evolution of servingness as it unfolds. The framework has also been applied to mostly four-year institutions, leaving significant gaps in understanding how servingness manifests within community colleges (Doran, 2023). Other limitations were revealed through our analysis and thus discussed in later sections.

Methods

We conducted a systematic literature review in response to the growing body of scholarship published since the introduction of the original servingness framework. We were particularly interested in how servingness has evolved as both a theoretical and action-oriented framework intended to transform institutional culture and practices within higher education. We followed Petticrew and Roberts's (2006) seven stages: (1) defining the research question, (2) establishing a criteria framework, (3) conducting an electronic database search, (4) screening the titles and abstract, (5) quality assessment, (6) synthesizing findings, and (7) disseminating the findings (Petticrew & Roberts, 2006). Our analytic approach was informed by a critical interpretivist stance that understands knowledge production as socially constructed (Creswell & Poth, 2016). Drawing on critical qualitative traditions, we recognized our own power and interpretation in the process and elevated our reflexivity and positionality as central to the review process. Petticrew and Roberts's (2006) seven stages provided the procedural structure for organizing the review, while our critical stance shaped a transparent and collaborative analytic process for examining how servingness has been conceptualized in HSI scholarship.

Defining the research question & establishing a criteria framework

Our process was guided by the research question, "How did scholars affirm and extend the concept of servingness between 2018–2024?" We then created a framework inclusive of four criteria. First, scholarship must have been published between 2018 and 2024. We excluded all articles published prior to 2018 since the original framework synthesized publications through 2017 and we did not want to duplicate. Second, we only included peer-reviewed journal articles to create a manageable sample for detailed qualitative coding and comparison across studies. We recognize that HSI scholarship also appears in books, dissertations, reports, conference proceedings, and policy briefs; however, including these materials would have expanded the analytic sample beyond what was feasible for this review. Third, articles must have been published in English. This criterion acknowledges HSIs as a US domestic concept and one that has been advanced in English-speaking US postsecondary institutions. Fourth, articles must have been about HSIs or emerging HSIs (e-HSIs; 15%–24% Latine enrollment), or the study conducted at HSIs or eHSIs. This includes studies where institutions met the 25% threshold but did not have HSI grants, institutions that both met the threshold and had grants, as well as those that did not yet meet the 25%.

Higher Education Journals <i>About Campus</i> <i>Change: The Magazine of Higher Learning</i> <i>Community College Journal of Research and Practice</i> <i>Community College Review</i> <i>Composition Studies</i> <i>Innovative Higher Education</i> <i>International Journal of Research in Undergraduate Mathematics Education</i> <i>Journal of American College Health</i> <i>Journal Committed to Social Change on Race and Ethnicity</i> <i>Journal of College Reading and Learning</i> <i>Journal of College Student Development</i> <i>Journal of College Student Retention: Research, Theory & Practice</i> <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i> <i>Journal of Diversity in Higher Education</i> <i>Journal of Higher Education Policy and Leadership Studies</i> <i>Journal of Student Affairs</i> <i>Journal of Women and Gender in Higher Education</i> <i>New Directions for Community Colleges</i> <i>New Directions for Higher Education</i> <i>New Directions for Institutional Research</i> <i>New Directions for Student Leadership</i> <i>New Directions for Student Services</i> <i>Peer Review: Emerging Trends and Key Debates in Undergraduate Education</i> <i>Research in Higher Education</i>	<i>The Journal of Academic Librarianship</i> <i>The Journal of Higher Education</i> <i>The Review of Higher Education</i> <i>Trends in Higher Education</i> Latina/o College Student or Hispanic-Serving Institution Journals <i>Association of Mexican American Educators Journal</i> <i>Journal of Hispanic Higher Education</i> <i>Journal of Latinos and Education</i> General Education <i>AERA Open</i> <i>American Journal of Education</i> <i>Citizenship, Social and Economics Education</i> <i>Communication Education</i> <i>Education Policy Analysis Archives</i> <i>Education Sciences</i> <i>Educational Policy</i> <i>Impacting Education: Journal on Transforming Professional Practice</i> <i>International Journal of Qualitative Studies in Education</i> <i>International Journal of Research in Education and Science</i> <i>International Journal of STEM Education</i> <i>International Journal on Social and Education Sciences</i> <i>International Society for Technology, Education, and Science</i> <i>Journal for STEM Education Research</i> <i>Journal for the Study of Sports and Athletes in Education</i> <i>Journal of Cases in Educational Leadership</i>	<i>Journal of Catholic Education</i> <i>Journal of Chemical Education</i> <i>Journal of Culture and Values in Education</i> <i>Journal of Engineering Education</i> <i>Journal of Leadership, Equity, and Research</i> <i>Journal of Political Science Education</i> <i>Journal of Underrepresented and Minority Progress</i> <i>North American Chapter of the International Group for the Psychology of Mathematics Education</i> <i>Race, Ethnicity and Education</i> <i>Teachers College Record</i> <i>Teaching of Psychology</i> <i>Urban Education</i> Outside of Education <i>Communication Quarterly</i> <i>Health Communication</i> <i>Health Equity</i> <i>Hispanic Journal of Behavioral Sciences</i> <i>International Journal for the Advancement of Counseling</i> <i>Journal of Business Diversity</i> <i>Journal of English Linguistics</i> <i>Journal of Ethnographic and Qualitative Research</i> <i>Journal of Intellectual Disabilities</i> <i>Journal of LGBT Youth</i> <i>Journal of Social Issues</i> <i>Socius: Sociological Research for a Dynamic World</i> <i>Sociology of Race and Ethnicity</i> <i>Tapuya: Latin American Science, Technology and Society</i>
--	--	---

Figure 1. Initially identified journals.

Conducting an electronic database search

We conducted an electronic database search using the “UC Library Search,” which is a centralized library management system operated by the University of California (UC) system that unites collections, prints, and electronic resources, and manages intercampus borrowing across all 10 UC campus libraries, the California Digital Library, and two regional storage facilities. The UC Library Search contains 92 education databases, including ERIC, EBSCOhost, Education Source, Education Research Index, PsycINFO, and Project Muse. We used the advanced search option with two terms: (1) “Hispanic Serving Institutions” (2) “Hispanic-Serving Institutions.” Of importance, we used quotation marks (“Hispanic Serving Institutions”) to ensure the results contained the exact phrase in the specified order (Hispanic Serving Institutions) and not any combination of the three words. We did not include the initialism “HSI” in the search because it generated many unrelated results, such as references to Homeland Security Investigations. Examples of journal sources identified through this process are included in Figure 1.

Screening the titles and abstracts

This initial criteria framework produced 378 publications. We carefully reviewed the titles and abstracts to confirm that they met the criteria. Of importance, we ensured that the fourth criterion was met and that

articles either explored HSI-specific phenomena or were about concepts that were investigated within the context of HSIs or eHSIs. For instance, we included Liera et al.'s (2024) article, "A Composite Counterstory of Latinx Faculty Navigating and Resisting a Culture of Niceness." We included articles that were about MSIs broadly as long as there was a specific focus on HSIs. We also kept articles that were about non-Latine populations within HSIs. We removed the original servingness framework article from consideration but preserved other HSI literature reviews that advanced servingness as a concept. Book reviews and articles that did not explore HSIs as defined by 25% Hispanic enrollment were removed. For example, we removed Morey et al. (2024) article that explored the term "Hispanic-serving sociocultural institutions," which the authors defined in a distinct way from the federal definition. In total we removed 66 articles through this process.

Conducting a quality assessment

To ensure quality, we conducted a more rigorous review of the 312 articles drawing on extant HSI literature, the servingness framework, and our collective expertise in HSI research to develop a set of guiding questions for determining inclusion/exclusion. The team of researchers assessed whether to include or exclude the article in the final analytic sample based on the following questions: (1) Does the title include HSI? (2) Does the abstract name HSI as the site? (3) Does the methods section describe the HSI site and region beyond just naming the institution as an HSI? (4) Does the discussion include implications for HSIs? (5) Does the article discuss an understudied topic in HSI research? (6) Is the article engaging with HSI as a concept or is HSI a research site only? Although the final question was important, it did not necessarily preclude inclusion, similar to previous HSI literature reviews that found that authors often mention HSI in the title, abstract, or methods but often "ghost" the HSI context in the literature review, findings, discussion, and implications (Aguilar-Smith, 2024; Ro et al., 2024, p. 14). For example, we excluded Patrick et al.'s (2023) article, "Sense of Belonging in Engineering and Identity Centrality among Undergraduate Students at Hispanic Serving Institutions," because it treated HSIs as research sites and did not offer anything conceptually new. Alternatively, we preserved some articles when the focus was an understudied topic in HSI research, such as mental health or family engagement. We excluded an additional 99 articles based on this assessment, bringing our analytic sample size to 213. The screening process is summarized in Figure 2.

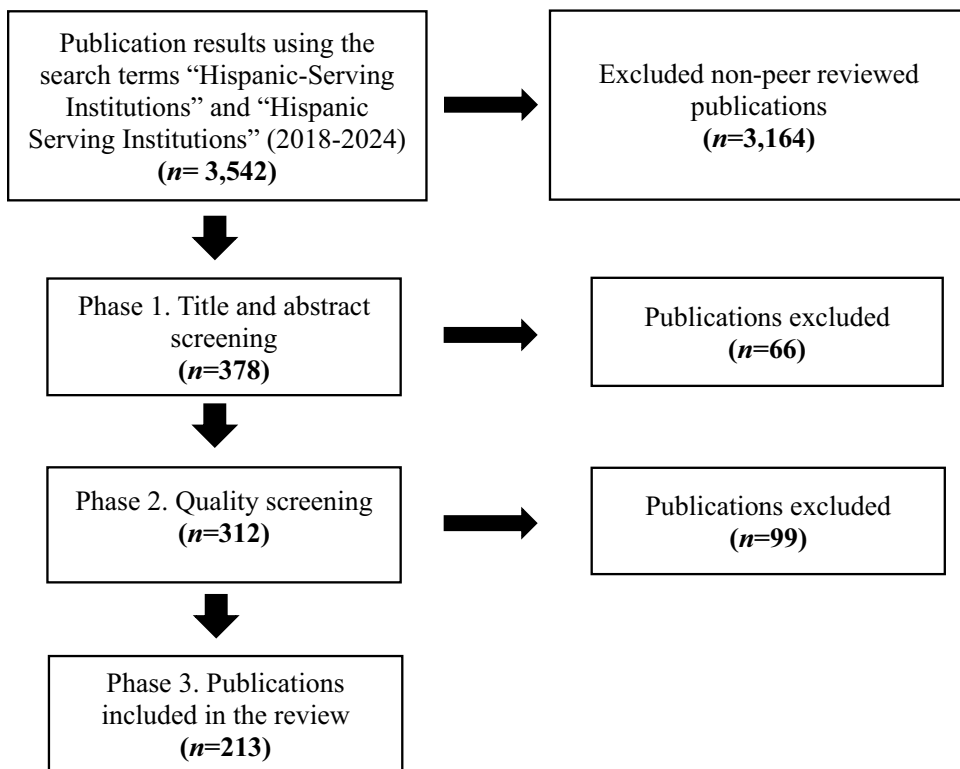


Figure 2. Screening process overview.

Coding and analyzing the data

We organized and coded the 213 articles in Dedoose 9.2.22. The first and second author read a randomly selected group of 10 articles and developed a list of both *deductive* and *open codes*. Deductive codes aligned with dimensions of the original servingness framework (Saldaña, 2021), while open coding allowed new concepts and themes to emerge inductively from the review (Merriam & Tisdell, 2016). We created a codebook in Dedoose consisting of names and definitions for 91 codes comprising 10 parent codes, 36 child codes, and 45 baby codes. For example, “indicators of serving,” “academic outcomes,” and “graduation” were included (deductive codes), while we added codes that were not in the original framework based on a growing body of research (open codes). For example, “mobility (social and economic)” was added since it was an emerging concept in the data.

To support interpretive consistency across the research team, the first author facilitated a training session on the coding structure, codebook, and coding procedures. The team was given the opportunity to ask questions and challenge the coding structure to establish a shared understanding of the codes and their definitions (Elliot, 2018). Five researchers then independently coded

15 randomly assigned articles. All coders were instructed to write analytic memos about initial reactions to the articles and preliminary assessments about various dimensions of the framework, often noting phenomena that were beyond the codes (Saldaña, 2021). We met again to discuss challenges that we encountered and how to navigate them. This allowed researchers to compare codes, review analytic memos, and clarify areas of ambiguity before moving into the second phase. We also modified the codebook for increased clarity. We repeated this process with an additional 10 articles each to ensure consistency before coding the entire sample.

Given the large sample and the depth of qualitative analysis required, articles were coded by one researcher after the team developed a shared understanding of the codebook and coding procedures. Coders were directed to use multiple codes to capture intersecting phenomena, which increased the density of many codes (Creswell & Poth, 2016). To strengthen trustworthiness, the team used shared spreadsheets to organize ideas and biweekly meetings. These practices were central to achieving consistency across coders and ensuring that our interpretations reflected shared understandings, thereby minimizing biases (Lenette, 2022). They also strengthened consistency across coders and made the analytic process more transparent.

Our approach to coding and analysis was also informed by our positionalities as researchers. All members of the coding team identify as Latine scholars engaged in HSI research, practice, and advocacy. Our commitments to servingness and educational transformation shaped how we approached the review and interpreted the literature. We approached reflexivity as essential to understanding how our experiences, commitments, and relationships to HSI scholarship informed the analytic process. To move codes to themes (Saldaña, 2021), we ran coding density reports in Dedoose and used a spreadsheet to organize and summarize the data, noting key dimensions of the framework that were illuminated by various articles. Through this summative analytic process, we developed a deeper understanding of how scholars affirmed and extended servingness. The most common types of articles were empirical ($n = 161$) and qualitative ($n = 120$). Most articles were about four-year HSIs ($n = 133$), while the most common units of analysis were organization ($n = 81$) and individual ($n = 101$). We found that 43 articles used servingness as the guiding framework while 61 articles used a critical theory and 55 used a non-HSI theory. Moreover, we coded 81 articles as “HSI is a research site only.”

Findings

Our systematic review exposed themes that both affirmed and extended the original concept of servingness. We present the findings as five salient themes, with the first three affirming the original servingness framework: (1)

servingness is manifested as experiences and outcomes; (2) servingness is embedded within the organizational structures; (3) servingness is affected by multiple systems of oppression; and the final two extending the framework: (4) servingness is an active process; (5) but servingness ain't easy. (Table 1) shows the coding density.

Servingness is manifested as experiences and outcomes (indicators of serving)

Indicators of serving were densely coded ($n = 2,099$), suggesting that experiences and outcomes continue to be essential ways to measure the extent to which HSIs are adequately serving (or not) Latine students. As noted in previous HSI literature reviews, *academic outcomes* remained a focus in HSI research (Garcia et al., 2019; Ro et al., 2024). For example, Perez (2018) looked at whether Title V grant acquisition is correlated with *academic outcomes*, while Park et al. (2018) conducted a quantitative analysis comparing labor market outcomes for Latine students who graduated from HSIs versus non-HSIs. We also observed numerous instances where scholars analyzed *nonacademic [liberatory] outcomes*, including students' development of critical consciousness, civic engagement, and social agency (Cristobal & Garcia, 2022; Garcia & Cuellar, 2018; Garibay, 2022). Racial-ethnic identity, however, was the most widely applied code ($n = 134$), signaling its significance as an outcome.

Others explored the ways HSIs provide *validating experiences* for Latine students as an indicator of serving. In particular, a growing number of articles discussed the ways that interacting with Spanish-speaking peers, faculty, and staff is validating (Cedeño & Schwarzer, 2022; Foulis & Gillen, 2024; Lopez et al., 2024; Villarreal, 2022). A significant number of articles also focused on *racialized [or gendered or oppressive] experiences*, suggesting that these are signs of not serving students (Kovats Sánchez, 2021; Ortega et al., 2023; Pirtle et al., 2021). Notably, there was an increase in the number of articles focusing on faculty, staff, and administrator experiences with discrimination, harassment, and microaggressions (B. E. Vega et al., 2022; Venegas et al., 2021; Zaragoza & Garcia, 2023). There was also greater attention to queer and LGBTQA+ experiences with discrimination and oppression at HSIs (Duran & Valley, 2024; Ortiz, 2024; G. P. Vega et al., 2024).

Servingness is embedded within the organizational structures (structures for serving)

Structures for serving were also densely coded ($n = 2,462$), suggesting that the organizational structures continue to be essential dimensions of servingness. *Curriculum and pedagogy* was the most coded dimension ($n = 325$) and was often simultaneously coded with "culturally relevant or race-conscious," or

Table 1. Coding density.

Code	Density of Excerpts
Indicators of Serving	2,099
General	9
Non-academic (Liberatory) Outcomes	57
Leadership Identity	53
Civic Engagement	57
Critical Consciousness	62
Graduate School Aspirations	31
Academic Self-concept	63
Mental Health	62
Racial-Ethnic Identity	134
Social Agency	51
Social Justice Orientation	40
Negative Self-Perception	34
Academic Outcomes	75
Labor Market Outcomes	29
Course Completion	5
GPA	17
Graduation	72
College Completion	42
Mobility (Economic or Social)	44
Post-Bac Enrollment	5
STEM	118
Transfer	15
Racialized (or Gendered or Oppressive) Experiences	213
Discrimination	36
Harassment	13
Microaggressions	89
Validating Experiences	35
Mentoring & Support Groups	170
Interactions with Same-Race/Ethnicity Peers	79
Cultural Validation on Campus	139
Sense of Belonging	137
Spanish-Speaking Peers, Faculty, & Staff	113
Structures for Serving	2,462
General	46
Leadership & Decision-Making	213
Compositional Diversity	213
Culturally Relevant or Race Conscious	314
Curriculum & Pedagogy	325
Engagement with the Latinx Community	58
HSI Grants	168
Incentives or Budgets	51
Institutional Advancement Activities	14
Campus Climate or Campus Culture	195
Mission, Vision, Purpose	73
Organizational Identity	195
Physical Infrastructure	22
Programs & Support Services & Co-curriculum	253
Race- or Identity-Neutral Practices	167
Strategic Plans & Diversity Plans	76
Student Created Support or Organizations	79
Peripheral Influences	75
External Influences	160
General	33
Private Foundations	16
Federal Legislation	61
Advocacy Groups	29
State Legislation or State Governing Boards	21
White Supremacy & Systems of Oppression	281
Processes of Servingness	210
Barriers to Servingness	206

“race- or identity-neutral practices,” indicating a common theme in the literature about the development of culturally relevant curriculum while concurrently calling attention to the perpetual reliance on race-neutral pedagogical practices (Alcantar & Hernandez, 2020; Garcia et al., 2020; Hesse & Jewett, 2022). Some articles elevated multiple structures, with Cramblet Alvarez et al. (2023) describing how a small, rural HSI used *HSI grants* to undergo meaningful curricular change that reflects the institution’s *mission*, student population, and geographic context with an emphasis on *culturally relevant curriculum*. We also noted an emphasis on *programs, support services, and co-curriculum*, with scholars calling attention to institutional support structures that promote Latine student success as a means for enacting servingness (Amaro-Jiménez et al., 2023; Cano-Matute et al., 2024; Lucas et al., 2024).

Scholars also focused on the *compositional diversity* of faculty and leaders in HSIs, emphasizing the importance of institutional commitments to the recruitment and retention of faculty and staff who represent the diverse student population (Ortega et al., 2023; Vargas et al., 2019). Vargas et al. (2019) shined a light on Latine students to Latine tenured/tenure-track faculty at HSIs, noting the average 146:1 ratio across 188 HSIs that had been awarded Title V grants. Moreover, there was an emergence of articles that elevated the importance of *leadership and decision-making practices*. McNaughtan and Lujan (2023) revealed how the leadership practices of HSCC presidents are deeply shaped by a commitment to equity, collaboration with Latine communities, and intentional strategies to advance Latine student success. Scholars also drew greater attention to understudied structures for serving. Taylor et al. (2024) revealed that while HSIs are starting to employ AI chatbots as a means to serving students, fewer use Spanish speaking chatbots. There was also an increased focus on basic needs (Zottarelli et al., 2022, 2024) and peer advocacy and mentoring (Eger et al., 2024; López et al., 2022). Although *campus climate and culture* were not part of the original framework, they emerged during our coding process ($n = 195$), which we labeled under the “structures for serving” code. Venegas et al. (2021), for example, argued that the microclimates within HSIs are particularly unsupportive for Black and Asian women.

Servingness is affected by multiple systems of oppression (external influences on serving)

External influences were coded at a much smaller rate ($n = 160$) than indicators of serving or structures for serving, yet there was a growing focus on this dimension of servingness, affirming its inclusion. For example, Aguilar-Smith (2021) revealed that institutions often adopt race-evasive strategies that prioritize securing resources over authentically serving Latine students, suggesting that federal funding may hinder race-consciousness. Aguilar-Smith (2023) furthered this argument contending that Title V funding reproduces inequities

among HSIs as they compete within a racially stratified system that privileges those with more resources. Alternatively, we observed that HSI research called greater attention to white supremacy and the systems of oppression operating in the background of HSIs, commonly noting the ways these systems are manifested as racialized, gendered, or oppressive experiences (Abrica et al., 2020; Pirtle et al., 2021; B. E. Vega et al., 2022).

Yet scholars moved beyond simply reporting these oppressive experiences to naming the systems of oppression at play and utilizing critical theories to interrogate them. Vargas (2018) demonstrated how racialized funding privileges whiter HSIs, revealing that institutions with fewer Black and Latine students are more likely to receive federal HSI funds and naming this as an example of racial expropriation that underscores how *white supremacy* shapes which institutions are resourced to serve. Zaragoza and Garcia (2023) tended to both white supremacy and patriarchy using critical feminist epistemology in tandem with servingness to explore the racialized and gendered experiences of Latina faculty at one HSI. There was also a rise in the number of articles that interrogated anti-Blackness and settler colonialism by drawing on critical frameworks and tending to the experiences of Black and Indigenous people in HSIs (Abrica et al., 2020; Pirtle et al., 2021; B. E. Vega et al., 2022).

Servingness is an active process

The final two themes illuminate the ways research extended the servingness framework. In particular, the active processes of serving emerged as a concept, moving servingness from assessment and reflection to active doing. Articles that centered emerging HSIs often highlighted active processes of becoming (Deeb-Sossa et al., 2021; Squire & Liu, 2022; Velez et al., 2024) while others focused on the actions taken to advance servingness at already established HSIs (Cramblet Alvarez et al., 2023; Franco et al., 2022; Petrov & Garcia, 2021). Several authors wrote about the ways HSIs have updated their practices to be more race/identity conscious (Cavazos et al., 2022). Some studies highlighted processes of servingness as reflected in intentional efforts to disaggregate student outcome data, hire representative faculty, host campus visioning forums, and increase access to support for minoritized students (Franco et al., 2022; Lujan et al., 2024).

Other scholars described leadership processes, highlighting the importance of administrative practices rooted in a commitment to antiracist and decolonial approaches that simultaneously empower minoritized students (Garcia & Cuellar, 2018; Garcia & Ramirez, 2018). Our analysis also revealed a pattern of grassroots leaders enacting servingness, including those educators on campus who do not hold formal positions of power (Petrov & Garcia, 2021; Quinteros & Covarrubias, 2023). An evolved focus on governance practices also drew attention to the active ways that decision-making can either advance or hinder

servingness. Villarreal Sosa et al. (2023), for example, laid out five tenets of a decolonized faculty governance approach at HSIs. Many of the servingness processes were double coded with *leadership and decision-making* (structures for serving) which we believe are active processes (leading, decision-making) rather than structures for serving (leaders, decisions), which is reflected in the renewed framework. By focusing on servingness as an active process, scholars are laying out specific ways to reconsider and disrupt the ways that servingness happens.

But servingness ain't easy

We also noted numerous barriers that campuses confront while trying to enact servingness, extending the framework in significant ways. Like the servingness processes, some of the barriers overlapped with existing dimensions of the framework, suggesting that the barriers exist within the structures for serving and may result from external influences. In fact, white supremacy and racialized experiences were among the most coded in conjunction with barriers, highlighting how the perpetuation of whiteness through structures and practices can manifest as hostile climates, racial bias in hiring, and sustained white dominant cultures that become barriers to advancing servingness (Ortega et al., 2023; Vargas et al., 2019).

Another prominent barrier was the decision-making processes at HSIs that often lead to exclusionary practices and top-down approaches. In fact, several articles indicated that faculty, staff, and students are typically excluded from decision making and that decisions and information flow downward with no input from those who are directly impacted (DeTurk & Briscoe, 2020; Krsmanovic, 2023; Villarreal Sosa et al., 2023). Alternatively, articles also highlighted the tokenization and burden of labor imposed on faculty and staff of color as barriers to servingness (McNaughtan & Lujan, 2023; Scott et al., 2024; Villarreal Sosa et al., 2023). Some articles also exposed the ways that students expressed concerns about the campus's lack of commitment and a low level of intentionality in becoming an HSI, which can become a barrier (Rodriguez-Strawn & Apodaca, 2024). Collectively these findings provided the basis for the renewed framework.

Servingness 2.0: a renewed framework

The Servingness 2.0 Framework (see Figure 3 and Table 2) is an organizational change framework that “center[s] the meso (organizational) and macro (field) levels, [calling] on HSIs to address the mechanisms that reproduce racial inequities at the micro (individual) level” (Garcia, 2023, p. 20). Drawing from Bronfenbrenner’s (1994) ecology model of human development, the framework reveals the dynamics and reciprocity that exist between the meso-

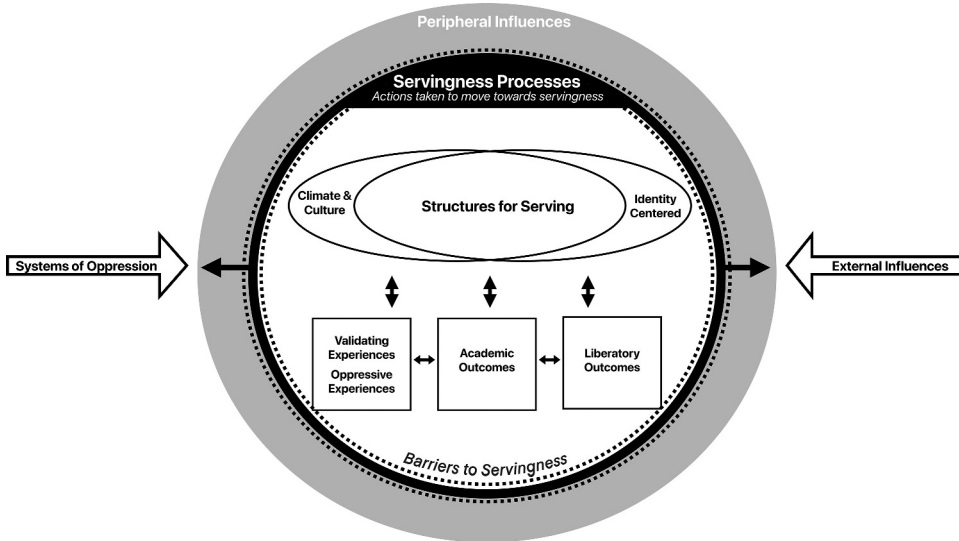


Figure 3. A renewed multidimensional conceptual framework for understanding servingness in Hispanic Serving Institutions (HSIs).

level structures for serving and the micro-level indicators of serving, while exposing the friction between the servingness processes (e.g., actions taken to move toward servingness), the peripheral structures (e.g., intermediary forces between the institution and the environment), and the macro-level external influences, including systems of oppression. Servingness is an action-oriented movement within the organization that centers the identities of Latine students while responding to challenges shaped by internal and external pressures.

The framework assumes that all campuses must intentionally *become* Latine-serving, regardless of the length of time as an HSI or the number of HSI grants received. It may be used at any point in the *becoming* process, even prior to achieving 25% Latine enrollment and regardless of federal grants. The framework is flexible enough to embrace institutional diversity and can be applied across institutional types, controls, and regions. Moreover, it accounts for individual diversity within the institution including all races, ethnicities, and social identities, allowing researchers and practitioners to apply it in various contexts and with different communities. The Servingness 2.0 Framework is a dynamic and flexible guide, but it is not prescriptive. The renewed framework both honors and complicates the original dimensions.

The micro level: indicators of serving

The microsystem is defined as a pattern of experiences within the immediate environment that is produced and sustained by the meso-level (Bronfenbrenner,

Table 2. Dimensions of Servings.

Indicators of Serving	Structures for Serving	External Influences on Serving
Academic Outcomes College Completion Course Completion Economic or Social Mobility* GPA Labor Market Outcomes Post-Bac Enrollment STEM Degree Completion Transfer 150% Graduation Rates***	Structures for Serving Art & Murals* Basic Needs Programs* Climate & Culture* Curriculum & Pedagogy*** Historical Spaces of Servingness* HSI Grants Identity Centered Structures* Institutional Advancement Office*** Library Services* Mental Health Services* Mentoring & Support Groups** Mission Statements*** Organizational Identity* Outreach & Recruitment* Programs & Support Services*** Representational Diversity*** Spanish-Speaking Faculty & Staff** Strategic Plans* Student-Led Groups or Organizations*	Peripheral Influences* Alumni** Community Organizations** Families* Institutional Governing Boards** External Influences Advocacy Groups Federal Legislation Policy Intermediaries* Private Foundations* Professional Associations* State Legislation Systems of Oppression*** Anti-Blackness* Anti-Indigeneity* Genderism* Heterosexism* Patriarchy* White Supremacy
Liberatory Outcomes*** Academic Self-Concept Civic Engagement Critical Consciousness Graduate School Aspirations Leadership Identity LGBTQIA+ Identity* Mental Health & Wellbeing* Racial-Ethnic-Indigenous Identity*** Social Agency Social Justice Orientation		
Oppressive Experiences*** Discrimination Harassment Microaggressions Racialized & Gendered Experiences***		
Validating Experiences Cultural Validation*** Gender and Sexuality Validation* Linguistic Validation* Same Race/Ethnicity Interactions*** Sense of Belonging*		

Note: *New dimension.
** Moved from another dimension of the original framework.
***Relabeled from the original framework.

1994). The framework depicts the immediate environment as the interpersonal relationships and engagement between individuals that operationalize the outcomes and experiences at HSIs. Scholars continued to document the impact of attending HSIs at the individual level by exploring academic outcomes (Park et al., 2018; Perez, 2018), liberatory outcomes (Garcia & Cuellar, 2018; Garibay, 2022), and validating experiences (Cristobal et al., 2021; Velez et al., 2024), justifying their continued inclusion in the framework.

Our review also justified the addition of indicators of serving as a way to extend the framework. We added *economic or social mobility*—an academic outcome—to include the ways HSIs enhance the mobility of Latine students and the positive effects it has on their families and local communities. This addition is justified by the growing number of reports that show that HSIs are in fact engines of upward mobility (Aguilar-Smith, 2024; Perdomo et al., 2024). We also added *LGBTQIA+ identity* as a liberatory outcome and *gender and sexuality* as a validating experience, yet much of the research reveals that HSIs lack an adequate commitment to LGBTQIA+ communities, suggesting HSIs must focus more specifically on queer identities in their servingness efforts (Duran & Valley, 2024; Ortiz, 2024). *Linguistic validation* was also added as a validating experience with a growing focus on multilingualism in HSIs (Carter, 2018; Deeb-Sossa et al., 2021).

The meso level: structures for serving

The framework depicts the structures for serving as the meso-level organizational functions that influence the experiences and outcomes of Latine students at HSIs (Bronfenbrenner, 1994). Scholars continued to document the importance of *HSI grants* (Aguilar-Smith, 2021), *curriculum and pedagogy* (Cramblet Alvarez et al., 2023), and *representational diversity* (Vargas, 2018; previously called “compositional diversity”). New structures also emerged, as noted in (Table 2), extending the multidimensionality of servingness as tangible and observable.

We relabeled *mentoring and support groups* (previously called a “validating experience”) as a structure for serving, acknowledging that peer-to-peer mentorship and faculty mentorship are vital for fostering solidarity among minoritized students and cultivating their success (Comeaux et al., 2021). Relatedly, *student-led groups and organizations* emerged as a structure for serving previously left off the framework, with research showing that organizations are places where students establish support networks, speak Spanish, gain cultural validation, defy expectations, and confront racist institutional structures (Cano-Matute et al., 2024; Lujan & McNaughtan, 2024). We added *historical spaces of servingness*—cultural centers, TRIO and CAMP programs, ethnic studies—to the framework acknowledging that Chicano/a activists advocated for these spaces, which were often the first support structures for Latine students at HSIs, establishing a legacy of cultural validation and student

success (Cano-Matute, 2024; Garcia & Okhidoi, 2015). Ironically, these historical spaces have not been the focus of HSI research and require more attention. Other dimensions added to the framework include *outreach and recruitment* (Deeb-Sossa et al., 2021), *art and murals* (Garcia & Zaragoza, 2020; Meza, 2023), *library services* (Lujan & McNaughtan, 2024), *basic needs programs* (Zottarelli et al., 2022), and *mental health services* (Thornhill et al., 2022).

The macro level: peripheral and external influences; systems of oppression

The macrosystem is the outermost layer of ecological systems theory that represents the broader societal and cultural forces that influence how the micro and meso systems operate (Bronfenbrenner, 1994). The Servingness 2.0 Framework acknowledges the external dynamics that influence movement toward an HSI identity. The original framework included *federal and state legislation* and *advocacy groups* as external influences, which remain, but the updated framework adds *professional associations*, *private foundations*, *policy intermediaries*, and *private foundations* (Aguilar-Smith, 2021; Doran & Aguilar-Smith, 2025; Gasman et al., 2023; Núñez et al., 2021). Despite the growing body of research on the external influences (Aguilar-Smith, 2021; Aguilar-Smith & Villarreal, 2025), more scholarship is needed to expose these powerful forces on servingness.

Garcia and Morgan (2025) proposed an additional layer called “*peripheral influences*,” which lies between the internal and external dimensions. They argued that governing boards sit as decision-makers for the institution, understand and influence policy, but without directly enacting change within the structures. This dimension includes groups of individuals collaborating with the institution to influence servingness, including institutional *governing boards* (formerly listed as an “external influence”), *alumni*, *families*, and *community organizations* (Garcia, 2023). There is a dearth of research focusing on these peripheral influences, demanding more attention to further our understanding of servingness.

Garcia et al. (2019) included white supremacy, “which cuts across and influences each element of the framework” (p. 773). In other words, all dimensions of servingness are affected by racism. Since 2017, there has been an emergence of research that brings in intersectional systems of oppression, prompting the change to “*systems of oppression*” in the renewed framework to account for other forms of oppression (Garcia & Cuellar, 2023). Studies have highlighted how patriarchy, *heterosexism*, *genderism*, *anti-Blackness*, and *anti-Indigeneity* have manifested as oppressive forces within HSIs, arguing that these experiences are reflective of systems of oppression at play that must be accounted for when considering the best ways to serve Latine students (Duran & Valley, 2024; Kovats Sánchez, 2021; Pirtle et al., 2021; B. E. Vega et al., 2022).

Servingness processes

While the original servingness framework suggests that institutional structures influence outcomes, it does not consider how servingness is enacted to advance institutional transformation. The Servingness 2.0 Framework brings in movement, tasks, and activities—*servingness processes*—the actions change agents take to transform the campus to intentionally serve Latine students (Garcia, 2026). The servingness processes are directly connected to each dimension of the framework. As revealed by our analysis, change agents often focus on transforming the structures for serving (Núñez et al., 2021; Villarreal, 2022). *Leadership and decision-making practices* (previously a “structure for serving”) are now considered a servingness process, with research documenting the ways both positional leaders and grassroots leaders are driving change at HSIs (Garcia & Ramirez, 2018; Quinteros & Covarrubias, 2023). *Engagement with the Latinx community* (previously a “structure for serving”) is also relabeled as a servingness process and continues to be documented as a key action that will move the campus toward servingness (McNaughtan & Lujan, 2023; Villarreal, 2022). These processes are the ways campuses challenge traditional models of serving by aiding the organizational shifts needed to enact servingness.

Barriers to serving

A final added dimension is the *barriers to serving*, which include the actions, structures, and practices that prevent the campus from embodying an HSI identity. The barriers are abundant and can manifest both within the internal and external structures, making it difficult to serve. Our analysis uncovered that the biggest barrier to serving is systems of oppression that manifest as negative experiences within the campus environment (Kovats Sánchez, 2021; Pirtle et al., 2021; B. E. Vega et al., 2022). Moreover, leadership and governance structures and the lack of representational diversity are notable barriers. Numerous articles have also shown that when HSI is in tension with the historic mission and identity of the campus, it creates barriers to serving (DeTurk & Briscoe, 2020; Garcia & Morgan, 2025). In order to advance servingness, campuses must address these barriers.

New dynamics of the framework

The renewed Servingness 2.0 Framework has changes worth noting. The *structures for serving* remain at the center of the visual depiction with two new intersecting dimensions—*identity-centered* and *climate and culture*. This suggests that structures for serving should be *identity-centered* (previously called “culturally-relevant”), acknowledging the intersectional identities and

lived experiences of students with the goal of enhancing their understanding of self and others. Originally, Garcia et al. (2019) argued that the curriculum and pedagogy should be culturally relevant; here we contend that all structures for serving should be identity-centered. This is important as HSI scholars have documented the ways campuses operate in race- and identity-neutral ways and, in some cases, have called out this egregious practice as Latine-ghosting (Aguilar-Smith, 2021; Flores & Leal, 2020).

The structures for serving ultimately affect the *organizational culture and campus climate*. Culture is defined as the accumulated learning that organizational members use to solve problems and reflects the taken-for-granted system of beliefs, values, norms, and assumptions that eventually drop out of awareness (Schein & Schein, 2016). Meanwhile, climate is defined as the multidimensional way that students, faculty, and staff experience both representational diversity and diversity intertwined across the curricular and cocurricular spaces on campus (Hurtado et al., 2012). In other words, educational structures like the mission, curriculum, support services, faculty diversity, policies, and overall practices of the campus lead to deeply ingrained and tacit dimensions of the culture that ultimately affect how people experience the climate. Culture and climate were not explicitly acknowledged in the previous iteration of the servingness framework, yet HSI research repeatedly documents the way all people in HSIs experience the climate (Comeaux et al., 2021; B. E. Vega et al., 2022). The Servingness 2.0 Framework presumes that if people on campus report experiences with discrimination, harassment, and microaggressions, they are direct reflections of the culture as embedded in the structures for serving, giving change agents a tangible way to address these experiences by altering the structures.

Figure 3 shows that the *structures for serving* have a direct influence on the *indicators of serving* and vice versa, as shown by double-sided arrows. The two-way arrows reveal the reciprocity between structures for serving and indicators of serving, suggesting that Latine students' experiences and outcomes are influenced by institutional structures, yet they can and should also encourage institutional accountability. For example, students who have validating experiences and graduate may become active alumni or employees of the institution with an increased commitment to creating positive experiences and outcomes for students of color. The two-way arrows *between* outcomes and experiences indicate that they influence each other. For example, experiencing cultural validation on campus may positively influence college completion while oppressive experiences may negatively impact STEM degree completion.

The *peripheral influences* are an added layer that HSIs must manage. The peripheral influences can affect the internal dimensions but should not be viewed as pressures. Figure 3 also includes systems of oppression (previously

labeled as “white supremacy”) and external influences that represent the pressures from outside of the organization that cause tension within the educational structures. This is visually depicted in the framework as two arrows forcibly contracting inward, thus influencing the decisions within the peripheral structures and structures for serving. These pressures also heavily influence the indicators of serving.

The renewed framework includes *servingness processes* and *barriers to serving*. These additions make the framework more dynamic, suggesting that what we do within the structures for serving as we manage the indicators and external pressures matters. In [Figure 3](#), the servingness processes are depicted as a solid line between the internal and external environment and with arrows pushing out toward the periphery to show that the processes are happening throughout the organization while resisting the external pressures. In the figure, the barriers to serving are depicted as the dotted lines located within both the internal and external structures, representing the adversity between the structures and the processes that prevent servingness from progressing forward. The barriers should not deter change agents from advancing servingness; instead, they serve as warning signs about dimensions that will prevent HSI actualization. Through the servingness processes, HSIs can change practices, mind-sets, and strategies while strategically identifying, addressing, and dismantling barriers.

Implications of the framework

The Servingness 2.0 Framework offers a dynamic way to envision postsecondary transformation and higher education futures. Ideally, the Servingness 2.0 Framework would have the greatest influence on the “external influences,” especially federal agencies in developing RFPs, but that is not the reality. The Department of Education has not incorporated servingness into RFPs, with Doran and Aguilar-Smith (2025) noting in their review of 400 Title V awardee proposal abstracts that most grants aligned closely with the Department’s competitive preference priorities (CPPs) which rarely focus on Latine students (except for the year 2019). Yet there is growing evidence that grantees are using the original servingness framework in their HSI grant proposals (Doran & Aguilar-Smith, 2025; Perdomo & Guajardo, 2024). As such, the Servingness 2.0 Framework has the greatest implication for grant-seekers, who we encourage to remain focused on servingness as a driving concept for their HSI work, especially when submitting grant proposals for race- and identity-neutral federal grant programs, which is the norm following the release of the infamous Department of Education’s February 2025 “Dear Colleague” letter where they argued that race-centric programs and scholarships are illegal and morally reprehensible.⁶ The framework presumes that altering and changing educational structures is an effective way to address inequitable outcomes and experiences, making it ideal

for the development of logic models. The framework may also be used by policy intermediaries to advocate for a sustained commitment to enrollment-based MSIs or by private foundations to create grant programs that address pressing educational issues through a systems perspective of change.

The framework remains most useful in practice, where it has the greatest implications as an assessment tool that stimulates critical reflection, thoughtful conversation, intentional action, and collective visioning (Franco et al., 2022; Lujan et al., 2024). In the current political climate where repressive legalis—the interpretation of “legal norms and other facets of the legal environment in a manner that shuts down a focus on other approaches” (Garces et al., 2021, p. 1059)—has pushed many HSIs to scale-back their efforts, the servingness framework is a foundation for organizational transformation that is radically inclusive because it focuses on the structural ways to serve students, which benefits all. The framework also has implications for research, and it can be used as a theoretical framework to guide studies, including the selection of variables, the development of protocols and surveys, and the unit of analysis. Notably, 20% of the articles we reviewed used the servingness framework as a theoretical lens.

The framework can and should be used across institutional types, acknowledging the extreme diversity of HSIs (i.e., two-year, four-year, public, private, religious, non-religious, R1, liberal arts, rural, urban, open access, highly rejective), yet we call on researchers to be more intentional about complicating the complexities of the HSI identity. Remarkably, there are numerous articles that have used the servingness framework to explore HSI community colleges (Cataño & González, 2021; Doran, 2023; Lujan et al., 2024) and HSI religious institutions (Garcia & Morgan, 2025; Garcia et al., 2021), yet there is still more research to be done to understand the applicability of the servingness framework across regions, states, and types, especially under the political climate for MSIs since 2025. While we saw an uptick in articles about faculty and staff oppressive experiences in HSIs, there is a dire need to understand their role in advancing servingness as well as the ways HSIs serve them. Moreover, there must be a greater focus on graduate students in HSIs, with few articles exploring their unique experiences and outcomes. Although it is grounded in the scholarship of HSIs, other enrollment-based MSIs may find the framework useful as they envision new futures for their students. AANAPISI scholars have begun using the servingness framework (Alcantar et al., 2020) and Harris III (2025, June 11) used it to explore Black servingness at California Black Serving Institutions. Dual- and multiple-designated MSIs may also use the framework as a tool for guiding organizational change, which is important considering one in five HSIs are eligible for other designations (Espinoza & Aguilar-Smith, 2025). Although it is more comprehensive, the Servingness 2.0 Framework has limitations mainly due to the dearth of research in several areas that we hope scholars will focus on more intentionally in the future. We also urge scholars to be more intentional when conducting studies about servingness and HSIs rather than using them as sites of convenience for

studying Latine students. The Servingness 2.0 Framework offers guidance for campuses and researchers to continue their efforts to adapt to and serve Latines as a core part of their mission.

Notes

1. https://issuu.com/salemstate/docs/the_ssu_roadmap_to_servingness_10_23_web
2. <https://hsi.arizona.edu/initiatives-programs/training-webinars/centering-servingness-webinar-series>
3. <https://www.ahsieconference.org/>
4. <https://www.insidehighered.com/news/government/politics-elections/2025/09/11/education-department-moves-end-msi-programs>
5. <https://freebeacon.com/trump-administration/exclusive-trump-administration-moves-to-end-350-million-grant-program-for-hispanic-serving-institutions/>
6. <https://www.ed.gov/media/document/dear-colleague-letter-sffa-v-harvard-109506.pdf>

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Gina Ann Garcia  <http://orcid.org/0000-0002-6706-9200>

References

- Abrica, E. J., García-Louis, C., & Gallaway, C. D. J. (2020). Antiracism in the Hispanic-serving community college (HSCC) context: Black male collegiate experiences through the lens of settler colonial logics. *Race Ethnicity and Education*, 23(1), 55–73. <https://doi.org/10.1080/13613324.2019.1631781>
- Aguilar-Smith, S. (2021). Seeking to serve or \$erve? Hispanic-serving institutions' race-evasive pursuit of racialized funding. *AERA Open*, 7. <https://doi.org/10.1177/23328584211057097>
- Aguilar-Smith, S. (2023). A critical qualitative study of inequities in Hispanic-serving institutions' grant-seeking competitiveness. *Educational Policy*, 37(6), 1637–1671. <https://doi.org/10.1177/08959048221120272>
- Aguilar-Smith, S. (2024). *Serving many in many ways: Hispanic-serving institutions as drivers of opportunity and socioeconomic mobility*. Third way. <https://www.thirdway.org/report/serving-many-in-many-ways-hispanic-serving-institutions-as-drivers-of-opportunity-and-socioeconomic-mobility>
- Aguilar-Smith, S., & Villarreal, C. D. (2025). The (re)production of racialized inequality among Hispanic-serving institutions: A study of forms of capital mobilized in the competitive grantscape. *The Review of Higher Education*, 49(1), 101–137. <https://doi.org/10.1353/rhe.2025.a969687>
- Alcantar, C. M., & Hernandez, E. (2020). “Here the professors are your guide, tus guías”: Latina/o student validating experiences with faculty at a Hispanic-serving community college. *Journal of Hispanic Higher Education*, 19(1), 3–18. <https://doi.org/10.1177/1538192718766234>

- 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>
- Amaro-Jiménez, C., Nandakumar, V., Hungerford-Kresser, H., Patterson, O., Martinez-Cosio, M., & Luken-Sutton, J. (2023). When it “feels like a giant living room”: Implementing peer education at an urban, research-1 hispanic serving institution. *Journal of Hispanic Higher Education*, 22(1), 108–121. <https://doi.org/10.1177/15381927211052654>
- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 3, pp. 1643–1647). Pergamon.
- Cano-Matute, A., Meza, A., Claassen Thrush, E., & Rodriguez, L. F. (2024). Validating Chicana/o/x and Latina/o/x students through university “entradas” at a Hispanic serving institution (HSI). *Journal of Hispanic Higher Education*. Online first. 24(4), 263–286. <https://doi.org/10.1177/15381927241271113>
- Carter, P. M. (2018). Hispanic-serving institutions and mass media engagement: Implications for sociolinguistic justice. *Journal of English Linguistics*, 46(3), 246–262. <https://doi.org/10.1177/0075424218783448>
- Cataño, Y., & González, A. (2021). Examining *servingness* at California community college Hispanic-serving institutions (HSIs) for LGBTQ+ Latinx students. *Journal of the Alliance for Hispanic Serving Institution Educators*, 1(1), 55–72.
- Cavazos, A. G., Trejo, C., Cavazos-Vela, J., Garza- Ochoa, S., Marin, Y., & Racelis, A. (2022). Teaching philosophy statements: The impact of a culturally relevant pedagogy faculty learning community at a Hispanic serving institution. *Journal of Latinos and Education*, 23(1), 438–453. <https://doi.org/10.1080/15348431.2022.2149530>
- Cedeño, D., & Schwarzer, D. (2022). Latina faculty developing a bilingual family studies class at a newly designated Hispanic serving institution: “These are safe spaces”. *Race Ethnicity and Education*, 28(5), 773–791. <https://doi.org/10.1080/13613324.2022.2115090>
- Comeaux, E., Grummert, S. E., & Cruz, N. A. (2021). Strategies of resistance among racially minoritized students at a Hispanic-serving institution: A critical race theory perspective. *Journal of Higher Education*, 92(3), 465–498. <https://doi.org/10.1080/00221546.2020.1851569>
- Cramblet Alvarez, L. D., Beeton, R. P., Saenz, C. N., & Schell, L. A. (B.). (2023). Redesigning the HSI curricular experience: Moving from Hispanic enrolling to Hispanic serving. *Journal of Latinos and Education*, 22(4), 1538–1547. <https://doi.org/10.1080/15348431.2021.1998900>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- 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), 58–79. <https://ecommons.luc.edu/jcs/esa/vol6/iss1/5>
- Cristobal, N., Johnston-Guerrero, M. P., & Garcia, G. A. (2021). Further contextualizing racial identity: Multiracial students at Hispanic-serving institutions. *Journal Committed to Social Change on Race and Ethnicity*, 7(2), 32–68. <https://doi.org/10.15763/issn.2642-2387.2021.7.2.32-68>
- Deeb-Sossa, N., Cuellar, M. G., Nuñez Martinez, M., Sanchez Nava, Y., & Guerrero, B. G. (2021). Examining recruitment practices for servingness during COVID-19: Perspectives from institutional agents at an emerging Hispanic-serving institution (HSI). *Education Sciences*, 11(9), 11. <https://doi.org/10.3390/educsci11090454>

- DeTurk, S., & Briscoe, F. (2020). From equity and enlightenment to entrepreneurialism: An HSI's pursuit of "tier-one" status in the neoliberal era. *The Review of Higher Education*, 43(4), 967–988. <https://doi.org/10.1353/rhe.2020.0027>
- 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>
- Doran, E., & Aguilar-Smith, S. (2025). Money isn't free: A systematic content analysis of Hispanic-serving community colleges title V awardees proposals. *AERA Open*, 11, 11. <https://doi.org/10.1177/23328584251321451>
- Duran, A., & Valley, S. N. (2024). Interrogating the interconnections between servingness and LGBTQ+ inclusion at a Hispanic-serving institution: An exploratory case study. *Journal of Latinos and Education*, 23(5), 1766–1780. <https://doi.org/10.1080/15348431.2024.2332753>
- Eger, E. K., Villagran, M. M., & Burney, M. (2024). LGBTQ+ peer advocates' health communication praxis for college student health outreach and intersectional needs. *Health Communication*, 39(13), 3084–3096. <https://doi.org/10.1080/10410236.2023.2301203>
- Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11). <https://doi.org/10.46743/2160-3715/2018.3560>
- Espinoza, K. J. C., & Aguilar-Smith, S. (2025). *Intersecting classifications: The landscape of dual- and multi-designated Hispanic-serving institutions*. American council on Education. <https://www.acenet.edu/Documents/Intersecting-Classifications-HSI-Landscape.pdf>
- Flores, A., & Leal, D. R. (2020). Beyond enrollment and graduation: Examining strategic plans from Hispanic-serving institutions in Texas. *Journal of Latinos and Education*, 22(2), 454–469. <https://doi.org/10.1080/15348431.2020.1791121>
- Foulis, E., & Gillen, K. (2024). Culturally sustaining pedagogy at Hispanic serving institutions: The case for centering heritage language learners' experiences in Spanish programs. *Journal of Latinos and Education*, 23(3), 1254–1265. <https://doi.org/10.1080/15348431.2023.2256852>
- Franco, M. A., & Muñiz, C. M. In Mitchell, A. A. & Dixon, K. M. (2022). Centering servingness: Framework-informed assessment of Hispanic-serving institutions. In A. A. Mitchell & K. M. Dixon (Eds.), *New directions for Student services: Student affairs assessment: Nuanced practice to leverage equity* (pp. 97–109). Wiley. <https://doi.org/10.1002/ss.20432>
- Garces, L. M., Johnson, B. D., Ambriz, E., & Bradley, D. (2021). Repressive legalism: How postsecondary administrators' responses to on-campus hate speech undermine a focus on inclusion. *American Educational Research Journal*, 58(5), 1032–1069. <https://doi.org/10.3102/00028312211027586>
- Garcia, G. A. (2017). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-serving institutions. *American Educational Research Journal*, 54(1_suppl), 111S–134S. <https://doi.org/10.3102/0002831216669779>
- 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.
- Garcia, G. A. (2023). *Transforming Hispanic-serving institutions for equity & justice*. Johns Hopkins University Press.
- Garcia, G. A. (2026). *The HSI movement: Strategies driving change at Hispanic serving institutions*. Johns Hopkins University Press.
- Garcia, G. A., & Cuellar, M. (2018). Exploring curricular and cocurricular effects on civic engagement at emerging Hispanic-serving institutions. *Teachers College Record* (1970), 120(4), 1–36. <https://doi.org/10.1177/016146811812000404>
- Garcia, G. A., & Cuellar, M. G. (2023). Advancing "intersectional servingness" in research, practice, and policy with Hispanic-serving institutions. *AERA Open*, 9. <https://doi.org/10.1177/23328584221148421>

- Garcia, G. A., DeCostanza, J., Jr., & Romo, J. (2021). Theorizing a Catholic Hispanic-serving institution (C-HSI) identity through Latinx theological lenses of lo cotidiano and traditioning. *Journal of Catholic Education*, 24(2), 20–42. <https://doi.org/10.15365/joce.2402022021>
- Garcia, G. A., Koren, E. R., & Cuellar, M. G. (2020). Assessing color-neutral racial attitudes of faculty at Hispanic-serving institutions (HSIs). *AERA Open*, 6(3), 1–14. <https://doi.org/10.1177/2332858420944906>
- Garcia, G. A., & Morgan, D. L. (2025). Mission-based vs. enrollment-based institutions: Segmented governance at a Catholic Hispanic serving institution (HSI). *The Review of Higher Education*. Online first. 49(1), 1–32. <https://doi.org/10.1353/rhe.2025.a969684>
- Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions (HSIs): A synthesis of the research. *Review of Educational Research*, 89(5), 745–784. <https://doi.org/10.3102/0034654319864591>
- 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://doi.org/10.1007/s10755-015-9318-7>
- Garcia, G. A., & Ramirez, J. J. (2018). Institutional agency at a Hispanic serving institution (HSI): 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 (AMAE) Journal*, 14(3), 10–29. <https://doi.org/10.24974/amae.14.3.388>
- Garibay, J. C. (2022). Latinx STEM students’ values toward conducting research for social change: Examining STEM educational experiences, HSIs, and moderating effects. *Journal of Latinos and Education*, 23(1), 384–402. <https://doi.org/10.1080/15348431.2022.2144863>
- Gasman, M., Samayoa, A. C., Benyehudah, K., & Fowlkes, A. (2023). Hispanic serving institutions and philanthropic support: A retrospective overview, 2006–2018. *Journal of Hispanic Higher Education*, 22(4), 395–431. <https://doi.org/10.1177/15381927221126616>
- Harris, F., III, Curry, K., & Wood, J. L. (2025, June 11). *Defining “servingness” at black-serving institutions*. The EDUdger. <https://www.theeduledger.com/from-the-magazine/article/15747360/defining-servingness-at-black-serving-institutions>
- Hesse, C. A., & Jewett, L. M. (2022). Intersections of identity, culture, and curriculum on the threshold of a Latinx transforming EdD program at a Hispanic serving institution. *Impacting Education*, 7(2), 51–60. <https://doi.org/10.5195/ie.2022.212>
- Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J. C. Smart & M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research* (pp. 41–122). Springer.
- Kovats Sánchez, G. (2021). “If we don’t do it, nobody is going to talk about it”: Indigenous students disrupting latinidad at Hispanic-serving institutions. *AERA Open*, 7(1), 1–13. <https://doi.org/10.1177/23328584211059194>
- Krsmanovic, M. (2023). Becoming a hispanic-serving institution: A case study of faculty perspectives on teaching philosophies and pedagogical stance. *Journal of Latinos and Education*, 22(3), 1005–1019. <https://doi.org/10.1080/15348431.2021.1899923>
- Lenette, C. (2022). *Participatory action research: Ethics and decolonization*. Oxford University Press.
- Liera, R., Villarreal, C. D., & Ortega, G. (2024). A composite counterstory of latinx faculty navigating and resisting a culture of niceness. *Journal of Hispanic Higher Education*, 23(2), 104–120. <https://doi.org/10.1177/15381927231215982>

- Lopez, J., Bazner, K., & Lechuga, V. M. (2024). English only? Exploring the challenges native Spanish-speaking English learners face. *Journal of Latinos and Education*, 24(3), 510–526. <https://doi.org/10.1080/15348431.2024.2390540>
- López, R. M., Honey, M. L., Rendon, S., & Pérez-Gill, S. (2022). The uncertain path toward college: How intersectionality shaped the experiences of Latinas enrolled at a Hispanic serving institution. *AERA Open*, 8(1), 1–15. <https://doi.org/10.1177/23328584221101552>
- Lucas, K. L., Roberts, S. A., & Lloydhauser, M. (2024). The importance of a title V center for “people like me”. *Journal of Latinos and Education*, 23(5), 1662–1678. <https://doi.org/10.1080/15348431.2024.2309665>
- Lujan, J., & McNaughtan, J. (2024). Moscas en la leche: A critical evaluation of Hispanic-serving institution campus spaces through photovoice methodology. *Journal of Higher Education*, 96(2), 1–26. <https://doi.org/10.1080/00221546.2024.2355077>
- Lujan, J., McNaughtan, J., & Williams, B. (2024). “Not simply the act of enrolling”: Defining servingness at Hispanic-serving community colleges. *New Directions for Community Colleges*, 2024(205), 115–129. <https://doi.org/10.1002/cc.20617>
- Marin, P., & Aguilar-Smith, S. (2023). The evolving portrayal of Hispanic-serving institutions? A systematic review of more than 20 years of research. *Journal of Hispanic Higher Education*, 22(4), 446–459. <https://doi.org/10.1177/15381927221137691>
- 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*, 48(8), 491–505. <https://doi.org/10.1080/10668926.2023.2189179>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4). Jossey-Bass.
- Meza, A. (2023). Pintando a Hispanic serving institution: The influence of muralism on Chicana/Latina student experience at the University of California HSI campuses. *Journal of Student Affairs*, 19, 8–25. <https://steinhardt.nyu.edu/sites/default/files/2023-05/JoSA-Volume19-FINAL.pdf>
- Morey, B. N., Garcia, S., Lin, K., Canchola, A. J., Alexeeff, S. E., Kurtovich, E. M., Uong, S., Aoki, R-L. F., Guan, A., Torres, J. M., Shariff-Marco, S., Yao, S., Kushi, L. H., Gomez, S. L. & Kroenke, C. (2024). A validation study for measuring Asian- and Hispanic-serving socio-cultural institutions in neighborhoods using business listing data and potential implications for health. *Social Science and Medicine*, 356, 117143. <https://doi.org/10.1016/j.socscimed.2024.117143>
- Nguyen, M. H., Ramirez, J. J., & Laderman, S. (2023). What counts as a Minority-serving institution? Toward the utilization of a standardized and uniform definition and typology. *Educational Researcher*, 52(3), 174–179. <https://doi.org/10.3102/0013189X221105861>
- 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). <https://doi.org/10.1080/25729861.2020.1842582>
- Ortega, G., Aguilar-Smith, S., & Lizalde, G. (2023). Barriers to power: Exploring the troubled trajectories of Latinx executive leaders at Hispanic-serving institutions. *Innovative Higher Education*. Online 49(2), 299–317. <https://doi.org/10.1007/s10755-023-09649-6>
- Ortiz, G. C. (2024). Queering racialized designations: Centering queer and trans Latine students at an emerging Hispanic serving institution (eHSI). *Journal of LGBT Youth*, 21(2), 250–264. <https://doi.org/10.1080/19361653.2024.2309509>
- Park, T. J., Flores, S. M., & Ryan, C. J. (2018). Labor market returns for graduates of Hispanic-serving institutions. *Research in Higher Education*, 59(1), 29–53. <https://doi.org/10.1007/s11162-017-9457-z>

- Patrick, A., Andrews, M., Riegle-Crumb, C., Kendall, M. R., Bachman, J., & Subbian, V. (2023). Sense of belonging in engineering and identity centrality among undergraduate students at hispanic-serving institutions. *Journal of Engineering Education*, 112(2), 316–336. <https://doi.org/10.1002/jee.20510>
- Perdomo, R., & Guajardo, R. (2024). *Caring or capitalizing: How HSIs leverage title V funds*. Samuel DeWitt Proctor Institute for Leadership, Equity. <https://proctor.gse.rutgers.edu/content/caring-or-capitalizinghow-hsis-leverage-title-v-funds>
- Perdomo, R., Nathenson, R., Gasman, M., Johnson, M., Franklin, D., & Lo, P. (2024). Generational jumps? How HSIs promote upward mobility. Rutgers Center for Minority Serving Institutions.
- Perez, L. (2018). To what extent are title V grants and educational expenditures associated with educational attainment of latinxs at Hispanic-serving institutions? *Journal of Hispanic Higher Education*, 19(4), 323–334. <https://doi.org/10.1177/1538192718801792>
- 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>
- Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Wiley-Blackwell.
- Pirtle, W. N., Brock, B., Aldonza, N., Leke, K., & Edge, D. (2021). “I didn’t even know what anti-Blackness was until I got here:” the unmet needs of black students at Hispanic-serving institutions. *Urban Education*. Online first 59(1), 330–357. <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*, 17(6), 843–855. <https://doi.org/10.1037/dhe0000471>
- Ro, H. K., Aguilar-Smith, S., Anderson, S. Y., Rodriguez, T., Ramon, E. J., & Javier, D. (2024). Attending to STEM education in servingness at Hispanic-serving institutions: A systematic review of more than a decade of scholarship. *International Journal of STEM Duction*, 11 (33). <https://doi.org/10.1186/s40594-024-00489-0>
- Rodriguez-Strawn, D., & Apodaca, E. C. (2024). Sobreviviente: Examining the effects of spirit murdering on the BODYMINDSPIRIT of Latinas attending a Hispanic-serving institution. *Journal of Latinos and Education*, 23(4), 1448–1460. <https://doi.org/10.1080/15348431.2023.2274850>
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4). SAGE.
- Schein, E. H., & Schein, P. (2016). *Organizational culture and leadership* (5). Wiley.
- Scott, B. L., Muñoz, S. M., & Scott, S. B. (2024). How whiteness operates at a Hispanic serving institution: A qualitative case study of faculty, staff, and administrators. *Journal of Diversity in Higher Education*, 17(4), 563–574. <https://doi.org/10.1037/dhe0000438>
- 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>
- Taylor, Z. W., Ortega, G., & Hernández, S. H. (2024). Hispanic-serving artificial intelligence: Do Hispanic-serving institutions use chatbots and can they speak Spanish? *Teachers College Record*, 126(3), 30–53. <https://doi.org/10.1177/01614681241252298>
- Tennessee Attorney General. (2025). *Opinion No 25-06. Hispanic-Serving Institutions*. <https://www.tn.gov/content/dam/tn/attorneygeneral/documents/pr/2025/2025-6-hsi.pdf>
- Thornhill, C. W., Milian, P. M., & Castillo, L. G. (2022). Educational persistence in Latinx STEM students: Examining positive mental health at HSI and PWI. *Journal of Hispanic Higher Education*, 22(4), 477–489. <https://doi.org/10.1177/15381927221139921>
- Valdez, P. L. (2015). An overview of Hispanic-serving institutions’ legislation: Legislation policy formation between 1979 and 1992. In J. P. Mendez, I. F. A. Bonner, J. Méndez-

- Negrete, & R. T. Palmer (Eds.), *Hispanic-serving institutions in American higher education: Their origin, and present and future challenges* (pp. 5–29). Stylus.
- Vargas, N. (2018). Racial expropriation in higher education: Are whiter Hispanic serving institutions more likely to receive Minority serving institution funds? *Socius: Sociological Research for a Dynamic World*, 4, 4. <https://doi.org/10.1177/2378023118794077>
- Vargas, N., Villa-Palomino, J., & Davis, E. (2019). Latinx faculty representation and resource allocation at Hispanic serving institutions. *Race Ethnicity and Education*, 23(1), 39–54. <https://doi.org/10.1080/13613324.2019.1679749>
- Vega, B. E., Liera, R., & Boveda, M. (2022). Hispanic-serving institutions as racialized organizations: Elevating intersectional consciousness to reframe the “H” in HSI. *AERA Open*, 8(1), 1–13. <https://doi.org/10.1177/23328584221095074>
- Vega, G. P., Duran, A., McGill, C. M., & Rocco, T. S. (2024). 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*, 17(4), 493. <https://doi.org/10.1037/dhe0000434>
- Velez, G., Black, J., López, S., & D’Anna-Hernandez, K. (2024). From predominantly white to Hispanic-serving: Latinx student experiences on a campus in transition. *Journal of Hispanic Higher Education*, 23(2), 73–87. <https://doi.org/10.1177/15381927231161801>
- Venegas, E. M., Koonce, J. B., Lancaster, L., Bazan, J., & Garza, A. (2021). Diversifying the “HSI bubble”: Black and Asian women faculty at Hispanic-serving institutions. *Race Ethnicity and Education*, 27(5), 620–639. <https://doi.org/10.1080/13613324.2021.1924139>
- Villarreal, C. D. (2022). Servingness in the borderlands: A study of faculty hiring at a Hispanic-serving institution on the border. *AERA Open*, 8(1). <https://doi.org/10.1177/23328584221099597>
- Villarreal Sosa, L., Garcia, G. A., & Bucher, J. (2023). Decolonizing faculty governance in Hispanic-serving institutions. *Journal of Hispanic Higher Education*, 22(3), 325–341. <https://doi.org/10.1177/15381927221126781>
- Zaragoza, M., & Garcia, G. A. (2023). Latina faculty at a Catholic Hispanic-serving institution: Critical counter-stories about racialized & gendered experiences and servingness. *Journal of Higher Education*, 95(4), 473–495. <https://doi.org/10.1080/00221546.2023.2217740>
- Zottarelli, L. K., Moreno, A., Miranda, A., Xu, X., & Sunil, T. S. (2022). Basic needs initiatives at Texas community college Hispanic-serving institutions: Changes in service offerings during the covid-19 pandemic. *Community College Journal of Research and Practice*, 46(1–2), 138–144. <https://doi.org/10.1080/10668926.2021.1973611>
- Zottarelli, L. K., Sunil, T., Xu, X., & Chowdhury, S. (2024). Examining anti-poverty programs to address student’s unmet basic needs at Texas Hispanic-serving institutions over the course of the COVID-19 pandemic. *Trends in Higher Education*, 3(1), 34–49. <https://doi.org/10.3390/higheredu3010003>