

CINTHYA SALAZAR, PH.D.
CURRICULUM VITAE

Assistant Professor, Department of Education
University of California, Los Angeles
csalazar@seis.ucla.edu

EDUCATION

- 2020** **Ph.D. – University of Maryland**, College Park, MD
Higher Education, Student Affairs, & International Education Policy
- Professional Concentration: Racial/Ethnic Diversity in Higher Education
- Dissertation Title: *Collective Resistance in Higher Education: A Participatory Action Study With & For Undocumented College Students in Virginia*
- Dissertation Chair: Michelle M. Espino, Ph.D.
- 2012** **M.S. – Florida International University**, Miami, FL
Higher Education Administration
- 2008** **B.S. – Florida International University**, Miami, FL
Mass Communications and Journalism
- 2005** **A.A. – Miami Dade Community College**, Miami, FL
Mass Communications

ACADEMIC APPOINTMENTS

- 2024** **Assistant Professor – University of California, Los Angeles**
Department of Education, School of Education & Information Studies
- 2020** **Assistant Professor – Texas A&M University**, College Station, TX
Higher Education Administration, School of Education and Human Development
- Affiliated Professor – Texas A&M University**, College Station, TX
Latino/a and Mexican American Studies, College of Arts & Sciences

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

- Aug 2017 to Jun 2020 **University of Maryland**, College Park, MD
Graduate Research Assistant, College of Education
- Jan 2017 to Dec 2017 **University of Maryland**, College Park, MD
Training Specialist, *Office of Diversity and Inclusion*

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- May 2016 to Aug 2017 **University of Maryland**, College Park, MD
Graduate Program Coordinator, *Women in Engineering*
- Aug 2015 to May 2016 **University of Maryland**, College Park, MD
Graduate Research Fellow, College of Education
- Jul 2012 to Aug 2015 **Georgetown University**, Washington, DC
Director, *Community Scholars Program*
Assistant Director, *Center for Multicultural Equity and Access*
- Aug 2011 to Jun 2012 **Florida International University**, Miami, FL
Graduate Assistant, *Women's Center*
- Aug 2010 to Jul 2011 **Florida International University**, Miami, FL
Graduate Assistant, *Career Services Office*
- Sep 2006 to Apr 2007 **Miami Dade Community College**, Miami, FL
Program Coordinator, *Continuing Education*
- Sep 2004 to Sep 2006 **Miami Dade Community College**, Miami, FL
Assistant Coordinator, *Kids and Teens Program*
- Feb 2004 to Aug 2004 **Miami Dade Community College**, Miami, FL
Site Coach Tutor, *Adult Education*

PUBLICATIONS

(^) designates the author with intellectual leadership on co-authored papers

(*) identifies co-authors I mentored as graduate and/or undergraduate students

Refereed Journal Articles Published

18. ^Salazar, C., *Nader, C., *Castillo, C., *Morales Rojas, P., & *Alderete Puig, P. (accepted). Undocumented community college students: Understanding how social support facilitates their college persistence. *Community College Review*.
17. ^Salazar, C., *Barahona, C., & *Yepez-Coello, F. (in press). Where do I go from here? Examining the transition of undocumented students graduating from college. *The Journal of Higher Education*. <https://doi.org/10.1080/00221546.2023.2270105>
16. Dizon, J. P. M., Salazar, C., Kim, Y. K., & ^Park, J. J. (in press). Experiences of discrimination among STEM majors: The role of faculty on student outcomes. *Journal of Student Affairs Research and Practice*. <https://doi.org/10.1080/19496591.2022.2144742>
15. ^Salazar, C., *Giles, K. S., *Ackerman, J. R., (in press). Empowered and educated: How an immigration service-learning course influenced students' paths toward critical consciousness.

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International Journal of Qualitative Studies in Education. <https://doi.org/10.1080/09518398.2023.2181447>

14. ^**Salazar, C.**, *Alderete Puig, P., *Morales Rojas, P., *Zúñiga, A. J. (in press). Undocufriendly ≠ undocuserving: Undocumented students' perceptions of institutional support. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000459>
13. ^**Salazar, C.**, Liwanag, A. M., Zheng, J., & Park, J. J. (in press). Marginality and mattering: Inequality in STEM majors' relationships with higher education practitioners. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000440>
12. ^Park, J. J., Zheng, J., Lue, K. E., **Salazar, C.**, Liwanag, A. M., Parikh, R. M., & Anderson, J. L. (in press). Looking beyond college: STEM college seniors on entering the workforce and the impact of race and gender. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000433>
11. **Salazar, C.** (2024). "I knew it was gonna be hard, but I always knew I had support from my parents": The role of family on undocumented students' college aspirations and persistence. *Journal of College Student Retention: Research, Theory & Practice*, 25(4), 703-725. <https://doi.org/10.1177/15210251211018826>
10. ^*Peña, E. & **Salazar, C.** (2023). El tapiz de identidades: Counterstories of Latinx working-learner re-entry students at a community college. *New Directions in Adult and Continuing Education*, 2023(179), 27-2-39. <https://doi.org/10.1002/ace.20500>
9. ^**Salazar, C.**, *Barahona, C., *Romero Viruel, A., *Velasco Zuñiga, J., *Palma, B., *Meza, K. J., & *Moreno, R. (2023). Research collectives with, for, and by undocumented scholars: Creating counterspaces for revelation, validation, resistance, empowerment, and liberation in higher education. *Journal of Hispanic Higher Education*, 22(2), 161-174. <https://doi.org/10.1177/15381927221111869>
8. **Salazar, C.** (2022). Participatory action research with & for undocumented college students: Ethical challenges and methodological opportunities. *Qualitative Research*, 22(3), 369-386. <https://doi.org/10.1177/1468794120985689>
7. ^Park, J. J., Kim, Y. K., **Salazar, C.**, & Eagan, M. K. (2022). Discrimination and student-faculty interaction in STEM: Probing the mechanisms influencing inequality. *Journal of Diversity in Higher Education*, 15(2), 218–229. <https://doi.org/10.1037/dhe0000224>
6. **Salazar, C.** (2021). We are friends? Navigating relationships with undocumented college students as co-researchers in participatory action research. *International Journal of Qualitative Studies in Education*, 34(8), 715-732. <https://doi.org/10.1080/09518398.2021.1956622>
5. ^Park, J. J., **Salazar, C.**, Parikh, R. M., Zheng, J., Liwanag, A. M., & Dunewood, L. A. (2021). Connections matter: Accessing information about education and careers in STEM. *Journal of*

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Women and Minorities in Science and Engineering, 27(6), 85-113. <https://doi.org/10.1615/JWomenMinorScienEng.2021033856>

4. ^Park, J. J., Kim, Y. K., Lue, K. E., Zheng, J. Parikh, R. M., **Salazar, C.**, & Liwanag, A. M. (2021). Who are you studying with? The role of diverse friendships in STEM and corresponding inequalities. *Research in Higher Education*, 62(8), 1146–1167. <https://doi.org/10.1007/s11162-021-09638-8>
3. ^Sánchez, B., **Salazar, C.**, & Guerra, J. (2021). “I feel like I have to be the whitest version of myself”: Experiences of early-career Latina higher education administrators. *Journal of Diversity in Higher Education*, 14(4), 592–602. <https://doi.org/10.1037/dhe0000267>
2. ^**Salazar, C.**, Park, J. J., & Parikh, R. M. (2020). STEM student-faculty relationships: The influence of race and gender on access to career-related opportunities. *Journal of Women and Minorities in Science and Engineering*, 26(5), 413-446. [10.1615/JWomenMinorScienEng.2020031959](https://doi.org/10.1615/JWomenMinorScienEng.2020031959)
1. ^Park, J. J., Kim, Y. K., **Salazar, C.**, & Hayes, S. (2020). Student-faculty interaction and discrimination from faculty in STEM: The link to retention. *Research in Higher Education*, 61(3), 330-356. <https://doi.org/10.1007/s11162-019-09564-w>

Refereed Journal Articles in Revise and Resubmit Process

^Sánchez, B., **Salazar, C.**, & Guerra, J. (revise and resubmit). Establishing mentoring relationships as early-career Latina student support services professionals. *Journal of Latinos and Education*.

Refereed Journal Articles Under Review

^**Salazar, C.**, *Velasco Zuñiga, J., *Romero Viruel, A., & *Nader, C. (under review). Promoting culturally engaging campus environments for undocumented students: The role of institutional agents. *The Review of Higher Education*.

Manuscripts in Preparation

*Nader, C., **Salazar, C.**, *Romandia, O., *Almeida Cordova, Y., *Gloria Martinez, L. G., & *Briseño Ortiz, K. J. (in progress). Examining interlocking systems of oppression hindering undocumented Latinx community college students.

*Giles, K. S., *Nader, C., *Linder, D., & ^**Salazar, C.** (in progress). What’s race got to do with service learning? A case study.

^**Salazar, C.**, Caycho Mantilla, L., *Romandia, O., *Modrow, T., *Pacheco, A., *Corral, J., & *Miranda Tapia, O. (in progress). An analysis of the inequities faced by undocumented students in higher education and student affairs graduate programs.

Book Chapters

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3. **Salazar, C.** (under review). Sharing power in participatory action research with undocumented college students. In Mohajeri, O., Ocean, M., & Breeden, R. (Ed.), *Critical Participatory Action Research in Higher Education*. Routledge.
2. ^**Salazar, C.**, *Nader, C., Russell, F., & Choi, T. (under review). Undocumented immigrants' movement and activism toward educational justice in the United States. In Mehta, N., Wosniak, J., & Nevel, D. (Ed.), *Encyclopedia of Social Justice and Education*. Bloomsbury Publishing.
1. ^Chang, A., Mendes, J., & **Salazar, C.** (2019). Qualitative methodological considerations for studying undocumented students in the United States. In Noblit, George W. (Ed.), *The Oxford Encyclopedia of Qualitative Research Methods in Education*. Oxford University Press. 10.1093/acrefore/9780190264093.013.585

Book Reviews

1. **Salazar, C.** (2018). Book review. [Review of the book *Teachers as Allies: Transformative Practices for Teaching DREAMers and Undocumented Students*]. *TESOLers for Social Responsibility*. <http://newsmanager.commpartners.com/tesolsris/issues/2018-07-26/6.html>

RESEARCH CONFERENCE PAPERS AND PRESENTATIONS

(^) designates the author with intellectual leadership on co-authored papers and presentations

(*) identifies co-authors I mentored as graduate and/or undergraduate students

Refereed Paper Presentations

17. ^**Salazar, C.**, *Barahona, C., & *Yopez-Coello, F. (2023, April). *Where do I go from here? Examining the transition of undocumented students graduating from college*. Research paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
16. ^**Salazar, C.**, *Romero Viruel, A., *Velasco Zuñiga, J., *Palma, B., *Meza, K. J., *Moreno, R., & *Barahona, C. (2023, March). *Culturally engaging campus environments for undocumented college students: A comparative case study*. Research paper presented at the annual meeting of the American Association of Hispanics in Higher Education, North Las Vegas, NV.
15. ^**Salazar, C.**, *Nader, C., *Castillo, C., *Morales Rojas, P., & *Alderete Puig, P. (2022, November). *Undocumented students at community college: Understanding how social support facilitates their college persistence*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
14. ^Sánchez, B., **Salazar, C.**, & Guerra, J. (2022, April). *Role of mentoring for Latina entry-level student affairs professionals*. Research paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
13. ^**Salazar, C.**, *Barahona, C., *Romero Viruel, A., *Velasco Zuñiga, J., *Palma, B., *Meza, K. J., *Moreno, R. (2022, March). *Research collectives with, for, and by undocumented scholars in higher education*. Research paper presented at the annual meeting of the American Association of Hispanics in Higher Education, Henderson, NV.

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12. ^**Salazar, C.**, *Ackerman, J., *Giles, K. (2021, November). *Getting empowered and educated: How an immigration service-learning course influences student's path toward critical consciousness*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, San Juan, PR.
11. ^**Salazar, C.**, Liwanag, A. M., Zheng, J., & Park, J. J. (2020, November). *Marginality and mattering in STEM: Examining the relationships students form with higher education administrators*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Virtual.
10. **Salazar, C.** (2019, November). *We are friends? Establishing, defining, and making sense of relationships among co-researchers in participatory action research*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Portland, OR.
9. ^**Salazar, C.**, Park, J. J., & Parikh, R. M. (2019, April). *Transforming student-faculty relationships into social capital in STEM: The influence of race and gender*. Research paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.
8. ^Park, J. J., **Salazar, C.**, Parikh, R. M., Liwanag, A. M., & Dunewood, L. A. (2019, April). *Strong and weak ties in STEM educational and occupational experiences*. Research paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.
7. ^Park, J. J., Kim, Y. K., **Salazar, C.**, & Eagan, M. K. (2018, November). *Discrimination and student-faculty interaction in STEM: Exploring the impact for students of different races*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
6. ^Sánchez, B., ^**Salazar, C.**, & Guerra, J. (2018, November). *Sense of belonging among early-career Latina higher education administrators*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
5. ^*Alvarez, C., *Mejía, C., & **Salazar, C.** (2018, July). *Toward an (un)documented scholarship*. Scholarly paper presented at the annual meeting of the Latina/o Studies Association, Washington, DC.
4. ^**Salazar, C.**, Miller, J., Cordero, V., & Celedón, N. (2017, November). *Introducing the Latinx temporal retention model: A new framework to increase Latinx students' success in college*. Scholarly paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
3. ^Park, J. J., Kim, Y. K., Hayes, S., & **Salazar, C.** (2017, November). *Student-faculty interaction and discrimination from faculty in STEM: The link to retention*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.

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2. ^Espino, M. M., **Salazar, C.**, & Morin, M. F. (2016, November) “*I’ve always wanted to be a Dean of Students*”: *Exploring the pathways to senior leadership for Latina/o student affairs administrators*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
1. **Salazar, C.**, Acevedo, W., & ^Musoba, G. D. (2012, March). *Similar student dreams, different political realities*. Research paper presented at the annual meeting of the American Association of Hispanics in Higher Education, Costa Mesa, CA.

Refereed Symposia, Workshops, and Roundtable Presentations

10. *Nader, C., **Salazar, C.**, *Romandia, O., *Almeida Cordova, Y., *Gloria Martinez, L. G., & *Briseño Ortiz, K. J. (2024, March). *Examining interlocking systems of oppression hindering undocumented Latinx community college students*. Workshop will be facilitated at the American Association of Hispanics in Higher Education, St. Louis, MO.
9. Salazar, C. (2024, February). Understanding the what, how, and why of participatory action research. Workshop will be facilitated as part of the Association for the Study of Higher Education research workshop series, Virtual.
8. ^**Salazar, C.**, *Velasco Zuñiga, J., *Romero Viruel, A., & *Nader, C. (2023, April). *Cultivating culturally engaging campus environments for undocumented students: The role of institutional agents*. Roundtable facilitated at the annual meeting of the American Educational Research Association, Chicago, IL.
7. **Salazar, C.** (2022, April). *Engaging undergraduate students in participatory action research: A lessons learned workshop*. Workshop facilitated at the American Educational Research Association, San Diego, CA.
6. ^**Salazar, C.**, Aguilar, C., Russell, F., Reyna Rivarola, A., Cisneros, J. (2021, November). *Interrogating the meaning of conducting research “with and for” undocumented immigrant students in higher education*. Symposium accepted to be presented at the annual meeting of the Association for the Study of Higher Education, San Juan, PR. [Withdrawn due to COVID-19]
5. ^**Salazar, C.**, *Alderete Puig, P., *Morales Rojas, P., & *Zúñiga, A. J. (2020, April). *Undocumented students in the Commonwealth of Virginia: Counterstories of college of persistence*. Roundtable accepted to be facilitated at the annual meeting of the American Educational Research Association, San Francisco, CA. [Cancelled due to COVID-19]
4. ^Park, J. J., **Salazar, C.**, Anderson, J. L., Liwanag, A. M., Parikh, R. M., Lue, K. E., & Zheng, J. (2020, April). *Looking beyond college: STEM college seniors on their post-graduation plans*. Roundtable accepted to be facilitated at the annual meeting of the American Educational Research Association, San Francisco, CA. [Cancelled due to COVID-19]
3. ^**Salazar, C.**, Kiyama, J. M., Covarrubias, A., Mariscal, J., & Sarubbi, M. (2018, November). *Participatory action research and community-based research as “woke” methodologies in*

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higher education scholarship. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.

2. Smith, P., Kurban, E., **Salazar, C.**, & Amelink, C. (2017, June). *Cultivating communities of support and success through mentorship and leadership*. Workshop facilitated at the annual meeting of the Women in Engineering Proactive Network, Westminster, CO.
1. ^**Salazar, C.**, Espino, M. M., & Morin, M. F. (2016, November). *Addressing the Latina/o leadership gap in student affairs through culturally responsive professional development interventions*. Roundtable presented at the annual meeting of the Association for the Study of Higher Education. Columbus, OH.

Refereed Poster Presentations

2. ^Park, J. J., Kim, Y. K., Parikh, R. M., Lue, K. E., Liwanag, A. M., **Salazar, C.**, & Zheng, J. (2019, November). *Who are you studying with? Racial and gender inequality in STEM study groups*. Poster presented at the annual meeting of the Association for the Study of Higher Education, Portland, OR.
1. ^Park, J. J., Kim, Y. K., & **Salazar, C.** (2018, August). *Impact of student-faculty interaction: Variation by race, gender, and social class*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Invited Research Presentations

6. Orozco Almeida, J., Caycho Mantilla, L., *Romandia, O., *Modrow, T., *Pacheco, A., *Corral, J., *Miranda Tapia, O., & **Salazar, C.** (2023, November). *Undocumented students in higher education/student affairs graduate programs: Implications for research, policy, and practice*. Panel facilitated at the annual meeting of the Association for the Study of Higher Education, Minneapolis, MN.
5. *Morales Rojas, P., Alimi, A., Velez, D. C., Montiel, G., ^Almonte, C., ^Abbas, I., **Salazar, C.**, Hall, K. A., & Santa-Ramirez, S. (2022, November). *In our own voices: Disrupting the dehumanization of undocumented students by centering UndocuJoy*. Panel facilitated at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
4. ^Hall, K. A., ^Santa-Ramirez, S., ^Almonte, C. B., **Salazar, C.**, Vigil, D., Nienhuser, H. K., & Lambert Snodgrass, L. (2021, November). *Intersecting crises impacting undocu/DACAmented students and campuses (mis)addressing their needs: Racial, economic, and health effects during COVID-19*. Panel facilitated at the annual meeting of the Association for the Study of Higher Education, San Juan, PR.
3. **Salazar, C.** (2020, November). *Collective resistance in higher education: A participatory action study with & for undocumented college students in Virginia*. Dissertation of the year session at the annual meeting for the Association for the Study of Higher Education, Virtual.
<https://www.youtube.com/watch?v=x0NTXXwOpTE&t=19s>

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2. ^Hall, K. A., ^Salazar, C., ^Santa-Ramirez, ^Vigil, D., S., & Muñoz, S. M. (2020, November). *Moving beyond exclusionary policies: Legal violence and its effects on undocumented college students*. Panel session at the annual meeting for the Association for the Study of Higher Education, Virtual.
1. ^Vigil, D., ^Salazar, C., Pérez Huber, L., Muñoz, S. M., Delgado Bernal, D., & Vélez, V., (2019, November). *A plática on humanizing research methodologies with undocumented and immigrant communities*. Presidential session at the annual meeting for the Association for the Study of Higher Education, Portland, OR.

INVITED TALKS AND KEYNOTES

10. Speaker. (2023, July). *Serving undocumented college students to foster their educational success*. Initiative for Race Research and Justice, Vanderbilt University, JumpStart Conference, Virtual.
9. Keynote. (2023, March). *Transcending undocufriendly campus environments to promote undocumented students' success in higher education*. American Association of Hispanics in Higher Education, Student Success Summit, North Las Vegas, NV.
8. Panelist. (2022, November). *Ten years of DACA, and still no solution: Humanizing state policies and research for undocumented student access and success*. Association for the Study of Higher Education, Council for Ethnic Participation, Las Vegas, NV.
7. Speaker. (2022, March). *Participatory action research with & for undocumented students: Creating spaces for transformation in higher education*. University of Connecticut's Neag School of Education, Center for Education Policy Analysis, Research, and Evaluation, Storrs, CT. <https://uconn-cmr.webex.com/recording-service/sites/uconn-cmr/recording/9d5f286a8dca103abbf500505681f78a/playback>
6. Speaker. (2021, November). *Undocufriendly ≠ Undocuserving: Undocumented students' perceptions of institutional support*. Texas A&M University's Office for Diversity, College Station, TX.
5. Speaker. (2021, February). *College of Education and Human Development's Voices of Impact*. Texas A&M University, College Station, TX. <https://www.youtube.com/watch?v=eE39v0-AjTA&t=9s>
4. Speaker. (2020, October). *PAR with & for undocumented college students in the United States*. Fresh Voices Society of University College London, Virtual. <https://www.youtube.com/watch?v=vLRw-foOJis>
3. Speaker. (2017, November). *They tried to bury us; they didn't know we were seeds*. Northern Virginia Community College, Annandale, VA.
2. Panelist. (2017, November). *Immigrant experiences in the U.S*. Northern Virginia Community College, Annandale, VA.

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1. Speaker. (2016, April). *Undocumented students: Dilemmas, challenges, and resources*. University of Maryland, College Park, MD.

PROFESSIONAL CONFERENCE PRESENTATIONS

(^) designates the author with intellectual leadership on co-authored presentations

(*) identifies co-authors I mentored as graduate and/or undergraduate students

16. *Nader, C., ^Salazar, C., *Almeida Cordova, Y., *Briseño Ortiz, K. J., & *Gloria Martinez, L. G. (2023, October). *Undocumented students: Disrupting inequities to promote success*. Session presented at the Texas statewide conference on student success, College Station, TX.
15. *Giles, K. S., *Nader, C., *Linder, D., & ^Salazar, C. (2023, March). *What's race got to do with service learning? A case study*. Research in process session presented at the annual conference of the American College Personnel Association, New Orleans, LA.
14. *Nader, C., *Barahona, C., & ^Salazar, C. (2022, October). *Serving undocumented students in Texas: Practices grounded in research*. Session presented at the inaugural Texas statewide conference on student success, College Station, TX.
13. Salazar, C. (2019, March). *Increasing Latinx student success in higher education: Connecting theory to practice*. Session presented at the annual conference of the National Association of Student Personnel Administrators, Los Angeles, CA.
12. ^Pelaez, B. P., *Finzi-Smith, A., Guerra, J., Onorato, S., Salazar, C., & Brewster, S. (2019, March). *The power of womxn: Cycles of mentorship*. Session presented at the annual conference of the National Association of Student Personnel Administrators, Los Angeles, CA.
11. ^Salazar, C., Bohórquez, L., Lerma Jones, Y., Magaña, A., Matera, M., & So, M. (2018, March). *Institutionalizing support services with and for undocumented students: Lessons learned and effective strategies*. Session presented at the annual conference of the National Association of Student Personnel Administrators, Philadelphia, PA.
10. ^Sánchez, B., Salazar, C., & Guerra, B. (2017, December). *The power, pain, and pride behind the voices of Latina student affairs professionals*. Session presented at the Multicultural Institute of the National Association of Student Personnel Administrators, New Orleans, LA.
9. ^Salazar, C., Lerma Jones, Y., Bohórquez, L., & Mascareñas, K. (2017, June). *Unafraid educators working with & for undocumented students*. Session presented at the Region II annual conference of the National Association of Student Personnel Administrators, Pittsburg, PA.
8. ^Salazar, C., Morin, M. F., Sánchez, B., Navarro Benavides, V., & Lerma Jones, Y. (2017, March). *Si se puede! Latinas pursuing doctoral degrees*. Session presented at the annual conference of the National Association of Student Personnel Administrators, San Antonio, TX.
7. ^Sánchez, B., Salazar, C., & Guerra, J. (2017, March). *Shouldering the load: The racialized and gendered experiences of new Latina student affairs professionals*. Session presented at the

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annual conference of the National Association of Student Personnel Administrators, San Antonio, TX.

6. ^McGuire, D., Morin, M. F., **Salazar, C.**, English, S., Kurban, E., & Snider, J. (2017, March). *90 miles: An overview of the Cuban higher education system*. Session presented at the annual conference of the National Association of Student Personnel Administrators, San Antonio, TX.
5. ^**Salazar, C.**, Lerma Jones, Y., & Goodman, M. A. (2017, February). *Language matters: Inclusive terms for programs, departments, and classrooms*. Session presented at the Maryland Student Affairs conference, College Park, MD.
4. ^**Salazar, C.**, & Lerma Jones, Y. (2016, June). *DACAmented but not fully integrated*. Session presented at the Closing the Achievement Gap conference of the National Association of Student Personnel Administrators, College Park, MD.
3. ^Guerra, J., Sánchez, B., & **Salazar, C.** (2016, March). *Keeping true to ourselves: The experiences of new Latina professionals*. Session presented at the annual conference of the National Association of Student Personnel Administrators, Indianapolis, IN.
2. ^**Salazar, C.**, & Lerma Jones, Y. (2016, February). *Identity development of undocumented and DACAmented students*. Session presented at the Maryland Student Affairs conference, College Park, MD.
1. ^**Salazar, C.**, & *Jaimes Pérez, Z. (2015, June). *Creating Pathways for undocumented students in higher education*. Session presented at the Region II annual conference of the National Association of Student Personnel Administrators, Washington, DC.

PUBLIC SCHOLARSHIP

(^) designates the author with intellectual leadership on co-authored documents

(*) identifies co-authors I mentored as graduate and/or undergraduate students

- *Hernandez Quiros, M., & ^**Salazar, C.** (2022). *College guide for undocumented high school students in Texas*. https://www.dropbox.com/s/8rk50wkhr0pslbe/ENG%20Undocu%20Students%20in%20TX%20College%20Guide_04-15-2022.pdf?dl=0
- *Hernandez Quiros, M., & ^**Salazar, C.** (2022). *Guía universitaria para estudiantes indocumentados de preparatoria en Texas*. https://www.dropbox.com/s/t5b1p4qbyq9cifx/SPANISH%20Undocu%20Students%20in%20TX%20College%20Guide_04-15-2022.pdf?dl=0
- ^Nienhuser, H. K., Reyna Rivarola, A. R., **Salazar, C.** (2020). *Association for the Study of Higher Education (ASHE) response to the Supreme Court of the United States decision on the Deferred Action for Childhood Arrivals (DACA) program and position statement on undocumented college students*. Las Vegas, NV: Association for the Study of Higher Education. <https://www.ashe.ws/content.asp?contentid=425>
- Salazar, C.** (2020). *Undocumented students' access, persistence, and success in higher education*. Virtual: Association for the Study of Higher Education (ASHE). <https://www.ashe.ws/>

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videochallenge2#Cinthya%20Salazar,%20Undocumented%20students'%20access,%20persistence,%20and%20success%20in%20higher%20education

^**Salazar, C.,** Cabrera, G., Gomes, Y., & Bohórquez, L. (2018). *More actions, fewer statements: Recommendations to support undocumented college students*. Washington, DC: National Association of Student Personnel Administrators (NASPA). <https://www.naspa.org/images/uploads/events/2018-naspa-final.pdf>

^Muñoz, S. M., & **Salazar, C.** (2017). *Institutional practices to support undocumented college students*. Washington, DC: National Association of Student Personnel Administrators (NASPA). <https://www.naspa.org/images/uploads/events/2017-naspa-final.pdf#page=61>

Salazar, C. (2015). *When a student leaves*. Washington, DC: National Association of Student Personnel Administrators (NASPA). <https://www.naspa.org/about/blog/when-a-student-leaves>

GRANTS AND RESEARCH FUNDING

Funded

2021 Undergraduate Student Research Initiative Grant (\$2,625)

College of Education & Human Development – Texas A&M University

Project: UndocuAggies matter: Cultivating inclusive and validating campus environments to foster their college success

Role: Principal Investigator

Dates: September 2021 through May 2022

2021 Diversity Matters Seed Grant Program (\$6,000)

Office for Diversity – Texas A&M University

Project: UndocuAggies matter: Cultivating inclusive and validating campus environments to foster their college success

Role: Principal Investigator

Dates: January 2021 through January 2023

2020 T3 Triads for Transformation (\$32,000)

President's Excellence Fund – Texas A&M University

Project: Where do I go from here? Examining the transition of graduating undocumented college students

Role: Principal Investigator

Associates: Nancy Plankey-Videla and Glenda Musoba

Dates: December 2020 through December 2022

2020 Channing Briggs Small Research Grant (\$5,000)

NASPA Foundation – National Association of Student Personnel Administrators

Project: A multiple case study analysis of campus environments affecting the college persistence of undocumented students

Role: Principal Investigator

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Dates: November 2020 through December 2022

2019 SPARC Research Grant (\$1,000)

College of Education – University of Maryland

Project: Collective resistance in higher education: A participatory action study with & for undocumented college students in Virginia

Role: Principal Investigator

Dates: January 2019 through December 2019

2019 Qualitative Research Interest Group Dissertation Seed Grant (\$600)

Consortium of Race, Gender, and Ethnicity – University of Maryland

Project: Collective resistance in higher education: A participatory action study with & for undocumented college students in Virginia

Role: Principal Investigator

Dates: January 2019 through December 2019

2018 Marylu McEwen Research Grant (\$455)

Student Affairs Concentration – University of Maryland

Project: Collective resistance in higher education: A participatory action study with & for undocumented college students in Virginia

Role: Principal Investigator

Dates: November 2018 through May 2019

Unfunded

2023 HSI-Hispanic Serving Institutions (\$2,959,586)

Division of Undergraduate Education – National Science Foundation

Project: HSI-HUB: Propagating Research-Intensive Communities Centering Servingness

Role: Co-Principal Investigator

Associates: Christopher Quick (Principal Investigator), Ishara Casellas Connors (Co-Principal Investigator), Emily Hunt (Co-Principal Investigator), Yossef Elabd (Co-Principal Investigator)

2019 Paul P. Fidler Research Grant (\$5,000)

National Resource Center for The First-Year Experience – University of South Carolina

Project: Now what? Undocumented Students Moving Through the College Graduation Process

Role: Principal Investigator

2018 Paul P. Fidler Research Grant (\$5,000)

National Resource Center for The First-Year Experience – University of South Carolina

Project: Collective Resistance in Higher Education: A Participatory Action Study With & For Undocumented College Students in Virginia

AWARDS AND HONORS

2023 Parrott Award of Support

Student Affairs Administration in Higher Education – Texas A&M University

CINTHYA SALAZAR, PH.D.

- 2023 Early Career Scholar Award**
American Association of Hispanics in Higher Education
- 2022 Best Scholarly Paper Award**
American Association of Hispanics in Higher Education
- 2022 Dissertation of the Year Action Research Special Interest Group (SIG)**
American Educational Research Association
- 2021 Departmental Achievement Award for Research**
Educational Administration & Human Resource Development – Texas A&M University
- 2020 Bobby Wright Dissertation of the Year Award**
Association for the Study of Higher Education
- 2020 Graduate Commencement Speaker**
College of Education – University of Maryland
- 2020 Carolina Rojas-Bahr Latinx Graduate Student Award**
Multicultural Involvement & Community Advocacy – University of Maryland
- 2019 Dean’s Merit Award (\$2,500)**
College of Education – University of Maryland
- 2019 Mena/Valdez Outstanding Doctoral Student Award**
Latinx Knowledge Community – National Association of Student Personnel Administrators
- 2018 Dean’s Merit Award (\$2,500)**
College of Education – University of Maryland
- 2015 Ignatian Care Student Affairs Award**
Division of Student Affairs – Georgetown University
- 2015 Commitment to Diversity Staff Award**
Center for Multicultural Equity & Access – Georgetown University

FELLOWSHIPS

- 2023 Ford Foundation Postdoctoral Fellowship (\$50,000)**
Ford Foundation
- 2022 Glasscock Faculty Research Fellowship (\$5,000)**
Melbern G. Glasscock Center for Humanities Research – Texas A&M University
- 2021 Faculty Fellowship Program**

CINTHYA SALAZAR, PH.D.

American Association of Hispanics in Higher Education

2021 Glasscock Faculty Research Fellowship (\$5,000)

Melbern G. Glasscock Center for Humanities Research – Texas A&M University

2019 Ford Foundation Dissertation Fellowship (\$25,000)

Ford Foundation

2019 Intersectional Qualitative Research Methods Institute for Advanced Doctoral Students Fellowship

University of Texas at Austin

2018 Institute for Community Engaged Research Fellowship

Association for the Study of Higher Education

2015 First-year Doctoral Student Fellowship (\$20,000)

Student Affairs Concentration – University of Maryland

TEACHING EXPERIENCE

University of California, Los Angeles

Quarter	Course Code	Course Name and Units	Enrollment
<i>Fall 2024</i>	EDUC 201	Immigrant Student Experiences in K-12 and Higher Education (1-4)	

Texas A&M University

Semester	Course Code	Course Name and Credits	Enrollment
<i>Spring 2024</i>	EDAD 684	Graduate Practicum (3)	1
<i>Fall 2023</i>	EDAD 685	Directed Graduate Studies (3)	2
<i>Summer 2023</i>	EDAD 685	Independent Graduate Research (3)	2
<i>Spring 2022</i>	EDAD 603	Advanced Student Development Theory (3)	9
	EDAD 689	Immigrant Student Experiences in K-12 and Higher Education (3)	19
	EDAD 685	Directed Graduate Studies (3)	2
	EDAD 684	Graduate Practicum (3)	1
<i>Fall 2022</i>	EDAD 669	The College Student (3)	13
	EDAD 685	Independent Graduate Research (3)	3
<i>Summer 2022</i>	EDAD 685	Independent Graduate Research (3)	1
<i>Spring 2022</i>	EDAD 603	Advanced Student Development Theory (3)	14
	EHRD 655	Qualitative Research Methods (3)	9
	EDAD 685	Independent Graduate Research (3)	1
	EHRD 491	Independent Undergraduate Research (3)	1
<i>Fall 2021</i>	EDAD 669	The College Student (3)	12

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	EDAD 685	Independent Graduate Research (3)	1
	EHRD 491	Independent Undergraduate Research (3)	2
<i>Summer 2021</i>	EDAD 689	Immigrant Student Experiences in K-12 and Higher Education (3)	12
	EDAD 685	Independent Graduate Research (3)	1
<i>Spring 2021</i>	EHRD 655	Qualitative Research Methods (3)	21
<i>Fall 2020</i>	EDAD 669	The College Student (3)	12

University of Maryland

Semester	Course Code	Course Name and Credits	Enrollment
<i>Winter 2020</i>	MLAW 298V	Immigration Law and Disorder at the Border (1)	12
<i>Spring 2019</i>	EDCP 773	Designing Qualitative Research in Student Affairs Contexts (3)	9
<i>Fall 2018</i>	EDCP 798/799	Master's Research Design and Proposal Writing Seminar (3)	11
<i>Spring 2017</i>	EDCP 771	The College Student (3)	8
	ENES 216	Flexus Community Leadership Seminar IV (1)	33
<i>Fall 2016</i>	ENES 215	Flexus Community Leadership Seminar III (1)	41
	ENES 115	Flexus Community Leadership Seminar I (1)	48

GUEST LECTURES

Spring 2024	<i>Participatory Action Research</i> (TLP 788L). University of Maryland. Topic: Participatory Action Research Dissertations.
	<i>Advanced Qualitative Research</i> (ESRM 6543). The University of Arkansas. Topic: Participatory Action Research.
Fall 2022	<i>Doctoral Student Socialization in Higher Education</i> (EDAD 689). Texas A&M University. Topic: Defining Your Scholarly Voice.
Spring 2022	<i>Introduction to Research</i> (EDA 8473). Mississippi State University. Topic: Participatory Action Research.
	<i>Participatory Action Research</i> (TLP 788L). University of Maryland. Topic: Participatory Action Research Dissertations.
Fall 2021	<i>Research, Assessment, and Evaluation in Higher Education</i> (HIED 602). Montclair State University. Topic: Participatory Action Research.
	<i>Doctoral Student Socialization in Higher Education</i> (EDAD 689). Texas A&M University. Topic: Conference and Research Presentations.

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Summer 2021 *Latino Psychology* (CPSY 637). Texas A&M University. Topic: Mental Health Stressors Among Undocumented College Students.

Spring 2021 *Community College and University Administration* (EDLD 6304). Texas A&M Corpus Christi. Topic: Undocumented Students' Experiences.

Fall 2020 *Professional Seminar in Higher and Adult Education* (EDHI 650). University of Maryland. Topic: Voices from the PhD.

Doctoral Student Socialization in Higher Education (EDAD 689). Texas A&M University. Topic: Ways of Knowing.

Doctoral Student Socialization in Higher Education (EDAD 689). Texas A&M University. Topic: Conference and Research Presentations.

College Access and Choice (EDHI 665). University of Maryland. Topic: Postsecondary Access and Success of Undocumented Students.

STUDENT ADVISING AND COMMITTEES

Texas A&M University – Doctoral Level

Student Name	Degree	Role	Graduating Semester
9. <i>Marissa Castillo</i>	Ph.D. in Higher Education Administration	Committee Member	Spring 2027 (expected)
8. <i>Kassidy Giles</i>	Ph.D. in Higher Education Administration	Committee Member	Spring 2027 (expected)
7. <i>Wualú Altamira</i>	Ph.D. in School Psychology	Committee Member	Summer 2025 (expected)
6. <i>Symone McCollum</i>	Ph.D. in Higher Education Administration	Committee Member	Summer 2025 (expected)
5. <i>Cristina Nader</i>	Ph.D. in Higher Education Administration	Committee Member	Summer 2025 (expected)
4. <i>Monteigne Long</i>	Ph.D. in Higher Education Administration	Committee Member	Fall 2024 (expected)
3. <i>Cindy Barahona</i>	Ph.D. in Sociology	Committee Member	Fall 2024 (expected)
2. <i>Polet Milian</i>	Ph.D. in Counseling Psychology	Committee Member	Spring 2024 (graduated)
1. <i>Elizabeth Peña</i>	Ph.D. in Adult Education	Co-Chair	Summer 2023 (graduated)

Master's Level – Texas A&M University

CINTHYA SALAZAR, PH.D.

Student Name	Degree	Role	Graduating Semester
<i>16. Julian Samarripas</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2024 (graduated)
<i>15. Sydney Harris</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2024 (graduated)
<i>14. Kolby Edwards</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2024 (graduated)
<i>13. Paula M. Ochoa</i>	M.S. in Sociology	Committee Member	Spring 2024 (graduated)
<i>12. Jacqueline Mendez</i>	M.S. in Sociology	Committee Member	Fall 2023 (graduated)
<i>11. Karly Anderson</i>	M.S. in Agricultural Leadership	Committee Member	Summer 2023 (graduated)
<i>10. Cecilia Castillo</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2023 (graduated)
<i>9. Dillon Linder</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2023 (graduated)
<i>8. Timoteo Modrow</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2023 (graduated)
<i>7. Courtney King</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2023 (graduated)
<i>6. Kassidy Giles</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2022 (graduated)
<i>5. Jeanea Dunbar</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2022 (graduated)
<i>4. Abraham van Helmond</i>	M.S. in Student Affairs Administration in Higher Education	Chair	Spring 2022 (graduated)
<i>3. Joshua Mack</i>	M.S. in Student Affairs Administration in Higher Education	Committee Member	Spring 2022 (graduated)
<i>2. Madison Pounds</i>	M.S. in Student Affairs Administration in Higher Education	Committee Member	Spring 2022 (graduated)
<i>1. Krystal Vail</i>	M.S. in Higher Education Administration	Chair	Fall 2021 (graduated)

Various Universities – Doctoral Level

Student Name	Degree & University	Role	Graduating Semester
<i>1. Karina Castro-Pavón</i>	Ph.D. in Higher Education, Loyola University Chicago	Committee Member	Spring 2024 (graduated)

SERVICE TO THE PROFESSION

Association for the Study of Higher Education (ASHE) – National Research Organization

CINTHYA SALAZAR, PH.D.

- Jan. 2021 to Present *Co-chair.* Presidential Commission on Undocumented Immigrants.
- Nov. 2021 to Nov. 2022 *Member.* Local and Community Engagement committee.
- 2020, 2021, 2024 *Program reviewer.* Annual meeting.
- Jan. 2018 to Dec. 2020 *Selected member.* Presidential Commission on Undocumented Immigrants.

American Educational Research Association (AERA) – National Research Organization

- Apr. 2023 to Present *Co-chair.* Division J Conference Section 2a (College Student Access, Trajectories, and Transitions).

National Association of Student Personnel Administrators (NASPA) – National Professional Organization

- Mar. 2020 to Present *Region III representative.* Undocumented Immigrants & Allies Knowledge Community.
- Mar. 2018 to Feb. 2020 *Multicultural Institute liaison.* Undocumented Immigrants & Allies Knowledge Community.
- Mar. 2016 to Feb. 2018 *Research co-chair.* Undocumented Immigrants & Allies Knowledge Community.
- 2011 *Program reviewer.* Annual conference.

The DREAM.US – National Scholarship Organization

- 2019 *Scholarship reviewer.* National scholarship competition.

United We Dream (UWD) – National Advocacy Organization

- Aug. 2015 to Jul. 2016 *Advisory Council member.* Education initiatives. United We Dream.

Texas A&M University – University-level

- Aug. 2021 to Present *Faculty advisor.* Council for Minority Student Affairs student organization.
- 2023 *Reviewer.* Melburn G. Glasscock Center for Humanities Research. Faculty Research Fellowship.
- Aug. 2022 to May 2023 *Member.* Latinx Cultural Center subcommittee. Hispanic Serving Institution committee.

CINTHYA SALAZAR, PH.D.

Jan. 2021 to May 2022 *Faculty mentor.* DeBakey Executive Research Leadership Program. Aggie Research Program.

Texas A&M University – Departmental-level

Aug. 2021 to May 2022 *Member.* Graduate Assistant expectations committee. Department of Educational Administration & Human Resource Development.

Texas A&M University – Program-level

2021, 2022, 2023 *Admissions committee member.* Higher Education Administration program.

The DREAM Project – Local Mentoring and Scholarship Program

Aug. 2018 to May 2020 *Community volunteer.* Higher education initiatives.

Ad Hoc Reviewer

Summer 2023 *Journal of Diversity in Higher Education.*
Journal of Higher Education.

Fall 2022 *Journal of Diversity in Higher Education.*

Spring 2022 *Latino Studies.*

Spring 2021 *Journal of Diversity in Higher Education.*
American Educational Research Journal.

Fall 2020 *Journal of Diversity in Higher Education.*
Journal for Women and Minorities in Science and Engineering.
Meridians Journal: Feminism, Race, Transnationalism.

LANGUAGES

Spanish (proficiency in reading, speaking, and writing).

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIP

American Association of Hispanics in Higher Education (2021 to Present).

Latina/o/x Studies Association (2018 to 2020).

Association for College Personnel Administrators (2018 to Present).

American Educational Research Association (2016 to Present).

Association for the Study of Higher Education (2015 to Present).

National Association of Student Personnel Administrators (2010 to Present).