

CINTHYA SALAZAR, PhD
CURRICULUM VITAE

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

EDUCATION

2020 University of Maryland, College Park

Ph.D. – 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, PhD

2012 Florida International University

M.S. – Higher Education Administration

2008 Florida International University

B.S. – Mass Communications and Journalism

2005 Miami Dade Community College

A.A. – Mass Communications

AWARDS AND HONORS

2025 Founders' Award

Undocumented Immigrants & Allies Knowledge Community – NASPA

2024 Early Career Award

Association for the Study of Higher Education (ASHE)

2023 Ford Foundation Postdoctoral Fellowship Award

Ford Foundation

2023 Parrott Award of Support

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

2023 Early Career Scholar Award

American Association of Hispanics in Higher Education (AAHHE)

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- 2022 Best Scholarly Paper Award**
American Association of Hispanics in Higher Education (AAHHE)
- 2022 Dissertation of the Year Action Research Special Interest Group (SIG)**
American Educational Research Association (AERA)
- 2021 Departmental Achievement Award for Research**
Educational Administration & Human Resource Development – Texas A&M University,
College Station
- 2020 Bobby Wright Dissertation of the Year Award**
Association for the Study of Higher Education (ASHE)
- 2020 Graduate Commencement Speaker**
College of Education – University of Maryland, College Park
- 2020 Carolina Rojas-Bahr Latinx Graduate Student Award**
Multicultural Involvement & Community Advocacy – University of Maryland, College Park
- 2019 Ford Foundation Dissertation Fellowship Award**
Ford Foundation
- 2019 Dean's Merit Award**
College of Education – University of Maryland, College Park
- 2019 Mena/Valdez Outstanding Doctoral Student Award**
Latinx Knowledge Community – NASPA
- 2018 Dean's Merit Award**
College of Education – University of Maryland, College Park
- 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

ACADEMIC APPOINTMENTS

- 2024 University of California, Los Angeles**
Assistant Professor – Department of Education, School of Education & Information Studies

Faculty Affiliate – Chicano Studies Research Center

Faculty Affiliate – Latino Policy & Politics Institute

CINTHYA SALAZAR, PhD

2020 Texas A&M University, College Station

Assistant Professor – Higher Education Administration Program, School of Education & Human Development

Faculty Affiliate – Latino/a and Mexican American Studies

PUBLICATIONS

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

Refereed Journal Articles in Scholarly and Professional Journals

20. **Salazar, C.**, *Nader, C., *Castillo, C., *Morales Rojas, P., & *Alderete Puig, P. (2025). Undocumented community college students: Understanding how social support facilitates their college persistence. *Community College Review*, (53)4, 478-501. <https://doi.org/10.1177/00915521251340067>
19. **Salazar, C.**, *Nader, C., *Velasco Zuñiga, J., & *Romero Viruel, A. (2025). Promoting culturally engaging campus environments for undocumented students: The role of institutional agents. *Innovative Higher Education*, 2025(50), 1247-1280. <https://doi.org/10.1007/s10755-024-09775-9>
18. Sánchez, B., **Salazar, C.**, & Guerra, J. (2025). Establishing mentoring relationships as early-career Latina student support services professionals. *Journal of Latinos and Education*, 24(3), 646-661. <https://doi.org/10.1080/15348431.2024.2413519>
17. **Salazar, C.**, *Barahona, C., & *Yepez-Coello, F. (2024). Where do I go from here? Examining the transition of undocumented students graduating from college. *The Journal of Higher Education*, 95(6), 747–777. <https://doi.org/10.1080/00221546.2023.2270105>
16. **Salazar, C.**, *Alderete Puig, P., *Morales Rojas, P., *Zúñiga, A. J. (2024). Undocufriendly ≠ undocuserving: Undocumented students’ perceptions of institutional support. *Journal of Diversity in Higher Education*, 17(5), 734–747. <https://doi.org/10.1037/dhe0000459>
15. **Salazar, C.**, Liwanag, A. M., Zheng, J., & Park, J. J. (2024). Marginality and mattering: Inequality in STEM majors’ relationships with higher education practitioners. *Journal of Diversity in Higher Education*, 17(4), 575–587. <https://doi.org/10.1037/dhe0000440>
14. Park, J. J., Zheng, J., Lue, K. E., **Salazar, C.**, Liwanag, A. M., Parikh, R. M., & Anderson, J. L. (2024). Looking beyond college: STEM college seniors on entering the workforce and the impact of race and gender. *Journal of Diversity in Higher Education*, 17(4), 527–540. <https://doi.org/10.1037/dhe0000433>
13. **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>

12. Matias Dizon, J. P., **Salazar, C.**, Kim, Y. K., & Park, J. J. (2023). Experiences of discrimination among STEM majors: The role of faculty on student outcomes. *Journal of Student Affairs Research and Practice*, 60(5), 653–670. <https://doi.org/10.1080/19496591.2022.2144742>
11. **Salazar, C.**, *Giles, K. S., *Ackerman, J. R., (2023). Empowered and educated: How an immigration service-learning course influenced students' paths toward critical consciousness. *International Journal of Qualitative Studies in Education*, 37(6), 1666–1686. <https://doi.org/10.1080/09518398.2023.2181447>
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 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>

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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. <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>

Book and Encyclopedia Chapters

3. **Salazar, C.**, *Nader, C., Russell, F., & Choi, T. (accepted). Undocumented immigrants' movement and activism toward educational justice in the United States. In Mehta, N., Wosniak, J., & Nevel, D. (Eds.), *Encyclopedia of Social Justice and Education*. Bloomsbury Publishing.
2. **Salazar, C.** (2025). Sharing power in participatory action research with undocumented college students. In Mohajeri, O., Ocean, M., & Breeden, R. (Eds.), *Critical participatory action research in higher education: For us by us* (1st ed., 61-74). Routledge.
1. Chang, A., Mendes, J., & **Salazar, C.** (2019). Qualitative methodological considerations for studying undocumented students in the United States. In Noblit, G. W. (Ed.), *Oxford research encyclopedia of education* (pp. 1-26). 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>

Manuscripts Under Review

Salazar, C., *Wang, S. L., *Andrade Martinez, F., & *Castro Gomez, D. A. (revised and resubmitted). Undocumented students' experiences to, through, and beyond higher education: A framework for future research. *Higher Education: Handbook of Theory and Research*.

Manuscripts in Preparation

Salazar, C., & *Barahona, C. (in progress). Legal violence and the experiences of undocumented students graduating from college.

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

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

PUBLIC SCHOLARSHIP AND REPORTS

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

8. **Salazar, C.** (2024). *Hub for other status students at Texas A&M University*. <https://global.tamu.edu/iss/other-students/hub>
7. *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
6. *Hernandez Quiros, M., & **Salazar, C.** (2022). *Guía universitaria para estudiantes indocumentados de preparatoria en Texas*. https://www.dropbox.com/s/t5b1p4qbyq9cfx/SPANISH%20Undocu%20Students%20in%20TX%20College%20Guide_04-15-2022.pdf?dl=0
5. Nienhusser, 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.
4. **Salazar, C.** (2020). *Undocumented students' access, persistence, and success in higher education*. Virtual: Association for the Study of Higher Education (ASHE). https://www.youtube.com/watch?v=Mdf_lCA0khc
3. **Salazar, C.**, Cabrera, G., Gomes, Y., & Bohórquez, L. (2018). *More actions, fewer statements: Recommendations to support undocumented college students*. Washington, DC: National Student Affairs Administrators in Higher Education (NASPA). <https://www.naspa.org/images/uploads/events/2018-naspa-final.pdf>
2. Muñoz, S. M., & **Salazar, C.** (2017). *Institutional practices to support undocumented college students*. Washington, DC: Student Affairs Administrators in Higher Education (NASPA). <https://www.naspa.org/images/uploads/events/2017-naspa-final.pdf#page=61>
1. **Salazar, C.** (2015). *When a student leaves*. Washington, DC: Student Affairs Administrators in Higher Education (NASPA). <https://www.naspa.org/about/blog/when-a-student-leaves>

GRANTS AND RESEARCH FUNDING

Under Review

2025 Andrew Carnegie Research Fellowship (\$200,000)
Carnegie Corporation of New York

CINTHYA SALAZAR, PhD

Project: Living Immigration Discourse: From Deserving Undocumented Children to Undeserving Undocumented Adults

Role: Principal Investigator

Dates: July 2026 – June 2028

2025 Inclusive Excellence Project Funding Opportunity (\$20,000)

Office of Equity, Diversity, and Inclusion – University of California, Los Angeles

Project: UndocuScholarship Writing Collective

Role: Project Facilitator

Dates: July 2025 – June 2026

Funded

2025 Latino Applied Policy Research Award (\$25,000)

Latino Policy & Politics Institute – University of California, Los Angeles

Project: The College Graduation Experiences of Undocumented Students in the United States: Strategies to Support Their Transition to Post-Graduation Life

Role: Principal Investigator

Dates: July 2025 – June 2026

2025 University-Community (UC) Links Exploratory Grant (\$20,000)

University of California System

Project: BRIDGE (Boldly Reaching Immigrant Dreams through Guidance and Education)

Role: Principal Investigator

Dates: July 2025 – June 2026

2025 UndocuBruins Fellowship Award (financial support for two fellows, about \$15,000)

Undocumented Student Programs – University of California, Los Angeles

Project: BRIDGE (Boldly Reaching Immigrant Dreams Through Guidance and Education)

Role: Principal Investigator

Associates: Jason Nunzio Dorio

Dates: September 2025 – June 2026

2025 Research Allowance Program (\$5,000)

Academic Senate's Council on Research – University of California, Los Angeles

Project: Where do I go from here? Examining the Transition of Undocumented Students Graduating from College

Role: Principal Investigator

Dates: July 2025 – June 2026

2024 Latinx Studies Seed Grant (\$30,000)

Vice Chancellor for Research and Creative Activities – University of California, Los Angeles

Project: Improving Educational Experiences for Undocumented Students at UCLA

Role: Co-Principal Investigator

Associates: Leisy Abrego and Rodrigo Dominguez-Villegas

Dates: September 2024 – July 2025

CINTHYA SALAZAR, PhD

2023 Ford Foundation Postdoctoral Fellowship Funding (\$50,000)

Ford Foundation

Project: Where do I go from here? Examining the Transition of Undocumented Students

Graduating from College

Role: Principal Investigator

Dates: September 2023 – May 2024

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 – 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 – 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 – December 2022

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

NASPA Foundation – Student Affairs Administrators in Higher Education

Project: A Multiple Case Study Analysis of Campus Environments Affecting the College Persistence of Undocumented Students

Role: Principal Investigator

Dates: November 2020 – December 2022

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

Ford Foundation

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

Role: Principal Investigator

Dates: September 2019 – May 2020

2019 SPARC Research Grant (\$1,000)

College of Education – University of Maryland

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

Role: Principal Investigator

Dates: January 2019 – 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 – 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 – May 2019

Not Funded

2025 Large Research Grant on Education (\$496, 551)

Spencer Foundation

Project: UndocuGrads: Examining the Experiences of Undocumented Graduate Students in the United States

Role: Principal Investigator

2024 Andrew Carnegie Research Fellowship (\$200,000)

Carnegie Corporation of New York

Project: Living Immigration Discourse: From Deserving Undocumented Children to Undeserving Undocumented Adults

Role: Principal Investigator

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 UndocuScholars Collaborative Research Grant (\$10,000)

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UndocuScholars Project – University of California, Los Angeles

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

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

Role: Principal Investigator

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, College Station

2021 Faculty Fellowship Program

American Association of Hispanics in Higher Education (AAHHE)

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

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

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

Ford Foundation

2019 Intersectional Qualitative Research Methods Institute for Advanced Doctoral Students Fellowship

University of Texas, Austin

2018 Institute for Community Engaged Research Fellowship

Association for the Study of Higher Education (ASHE)

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

Student Affairs Concentration – University of Maryland, College Park

RESEARCH CONFERENCE PAPERS AND PRESENTATIONS

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

Refereed Paper Presentations

CINTHYA SALAZAR, PhD

18. **Salazar, C., & *Barahona, C.** (2024, November). *Legal violence and the experiences of undocumented students graduating from college*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, Minneapolis, MN.
17. **Salazar, C., *Barahona, C., & *Yepez-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.
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.

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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.
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

11. Mohajeri, O., Breeden, R., Ocean, M., **Salazar, C.**, & Willis, J. F. (2025, April). *Critical participatory action research for us, by us in U.S. postsecondary education*. Symposium facilitated at the annual meeting of the American Educational Research Association, Denver, CO.
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 facilitated at the American Association of Hispanics in Higher Education, St. Louis, MO.

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9. **Salazar, C.** (2024, February). Understanding the what, how, and why of participatory action research. Workshop 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 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

CINTHYA SALAZAR, PhD

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., Nienhusser, 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>
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

CINTHYA SALAZAR, PhD

11. **Keynote.** (2025, March). *Undocufriendly ≠ undocuserving: Meeting the needs of undocumented college students during times of turmoil*. Higher Education and Student Affairs in the Central Valley Conference, California State University, Fresno, CA.
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, Virtual.
<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, Virtual. <https://www.youtube.com/watch?v=eE39v0-AjTA>
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.
1. **Speaker.** (2016, April). *Undocumented students: Dilemmas, challenges, and resources*. University of Maryland, College Park, MD.

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION ADMINISTRATION

2017 – 2020 Graduate Research Assistant – College of Education
University of Maryland, College Park

2017 Training Specialist – Office of Diversity and Inclusion

CINTHYA SALAZAR, PhD

University of Maryland, College Park

- 2016 – 2017** **Graduate Program Coordinator – *Women in Engineering***
University of Maryland, College Park
- 2015 – 2016** **Graduate Research Fellow – *College of Education***
University of Maryland, College Park
- 2012 – 2015** **Director – *Community Scholars Program***
Assistant Director – *Center for Multicultural Equity and Access*
Georgetown University
- 2011 – 2012** **Graduate Assistant – *Women’s Center***
Florida International University
- 2010 – 2011** **Graduate Assistant – *Career Services Office***
Florida International University
- 2006 – 2007** **Program Coordinator – *Continuing Education***
Miami Dade Community College
- 2004 – 2006** **Assistant Coordinator – *Kids and Teens Program***
Miami Dade Community College
- 2004** **Site Coach Tutor – *Adult Education***
Miami Dade Community College

PROFESSIONAL CONFERENCE 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.

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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, Pittsburgh, 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 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.

CINTHYA SALAZAR, PhD

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.

TEACHING EXPERIENCE

University of California, Los Angeles

Theories of Campus Environments and Student Engagement
Graduate Course (*Spring 2025*)

History of Higher Education
Undergraduate Course (*Winter 2025*)

Immigrant Student Experiences in K-12 and Higher Education
Graduate Course (*Fall 2024*)

Texas A&M University, College Station

Advanced Student Development Theory
Graduate Course (*Spring 2022, Spring 2023*)

Qualitative Research Methods
Graduate Course (*Spring 2021, Spring 2022*)

Immigrant Student Experiences in K-12 and Higher Education
Graduate Course (*Summer 2021, Spring 2023*)

The College Student
Graduate Course (*Fall 2020, Fall 2021, Fall 2022*)

University of Maryland, College Park

Immigration Law and Disorder at the Border
Undergraduate Service Learning Course (*Winter 2020*)

Designing Qualitative Research in Student Affairs Contexts
Graduate Course (*Spring 2019*)

Master's Research Design and Proposal Writing Seminar
Graduate Course (*Fall 2018*)

The College Student
Graduate Course (*Spring 2017*)

Flexus Community Leadership Seminar

CINTHYA SALAZAR, PhD

Undergraduate Course (*Fall 2016, Spring 2017*)

GUEST LECTURES

- 2025** *Children, Immigration, and Education* (EDUC 145). University of California, Los Angeles.
Topic: Civic Activism and Engagement Among Immigrant Students.
- 2024** *Research Practicum* (EDUC 299A). University of California, Los Angeles.
Topic: Critical Perspectives in Research.
- Participatory Action Research* (TLP 788L). University of Maryland, College Park.
Topic: Participatory Action Research Dissertations.
- Advanced Qualitative Research* (ESRM 6543). The University of Arkansas.
Topic: Participatory Action Research.
- 2022** *Doctoral Student Socialization in Higher Education* (EDAD 689). Texas A&M University, College Station.
Topic: Defining Your Scholarly Voice.
- Introduction to Research* (EDA 8473). Mississippi State University.
Topic: Participatory Action Research.
- Participatory Action Research* (TLP 788L). University of Maryland, College Park.
Topic: Participatory Action Research Dissertations.
- 2021** *Research, Assessment, and Evaluation in Higher Education* (HIED 602). Montclair State University.
Topic: Participatory Action Research.
- Doctoral Student Socialization in Higher Education* (EDAD 689). Texas A&M University, College Station.
Topic: Conference and Research Presentations.
- 2021** *Latino Psychology* (CPSY 637). Texas A&M University, College Station.
Topic: Mental Health Stressors Among Undocumented College Students.
- Community College and University Administration* (EDLD 6304). Texas A&M University, Corpus Christi.
Topic: Undocumented Students' Experiences.
- 2020** *Professional Seminar in Higher and Adult Education* (EDHI 650). University of Maryland, College Park.
Topic: Student of Color Voices During the Doctoral Journey.

CINTHYA SALAZAR, PhD

Doctoral Student Socialization in Higher Education (EDAD 689). Texas A&M University, College Station.

Topic: Ways of Knowing.

Doctoral Student Socialization in Higher Education (EDAD 689). Texas A&M University, College Station.

Topic: Conference and Research Presentations.

College Access and Choice (EDHI 665). University of Maryland, College Park.

Topic: Postsecondary Access and Success of Undocumented Students.

STUDENT ADVISING AND COMMITTEES

University of California, Los Angeles – Dissertation Chair/Co-Chair

2026 *Paola Pérez*, Ed.D. in Educational Leadership (anticipated)

Jessica Camacho, Ed.D. in Educational Leadership (anticipated)

University of California, Los Angeles – Dissertation Committee Member

2027 *Marcelo Almora Rios*, Ph.D. in Higher Education and Organizational Change (anticipated)

Micaela Bronstein, Ph.D. in Urban Schooling (anticipated)

Latana Thaviseth, Ph.D. in Higher Education and Organizational Change (anticipated)

Zeyna Faucette, Ph.D. in Higher Education and Organizational Change (anticipated)

2026 *Lena Siyue Wang*, Ph.D. in Social Studies and Comparative Education (anticipated)

Yazmin Yamel Gonzalez, Ed.D. in Educational Leadership (anticipated)

London Williams, Ph.D. in Higher Education and Organizational Change (anticipated)

Karla Aguilar Marquez, Ph.D. in Higher Education and Organizational Change (anticipated)

University of California, Los Angeles – Undergraduate Thesis Advisor

2026 *Laura Espinoza*, B.A. in English (anticipated)

2025 *Isaias Cruz*, B.A. in Sociology

Various Universities – Dissertation Committee Member

CINTHYA SALAZAR, PhD

2027 *Sonia Garcia Avelar*, Ph.D. in Higher Education, University of California, Riverside (anticipated)

2026 *Liliana Iglesias*, Ed.D. Educational Leadership, California State University, East Bay (anticipated)

Oscar Miranda Tapia, Ph.D. in Higher Education Opportunity, Equity, and Justice, North Carolina State University (anticipated)

2024 *Karina Castro-Pavón*, Ph.D. in Higher Education, Loyola University Chicago

Texas A&M University, College Station – Dissertation Chair/Co-Chair

2023 *Elizabeth Peña*, Ph.D. in Adult Education – Developmental English Professor at Lone Star College, Houston, TX

Texas A&M University, College Station – Dissertation Committee Member

2027 *Kassidy Giles*, Ph.D. in Higher Education Administration (anticipated)

Wualú Altamira, Ph.D. in School Psychology (anticipated)

2026 *Cristina Nader*, Ph.D. in Higher Education Administration (anticipated)

2025 *Symone McCollum*, Ph.D. in Higher Education Administration

Cindy Barahona, Ph.D. in Sociology

2024 *Polet Milian*, Ph.D. in Counseling Psychology

Texas A&M University, College Station – Master’s Thesis/Capstone Chair

2024 *Julian Samarripas*, M.S. in Student Affairs Administration in Higher Education

Sydney Harris, M.S. in Student Affairs Administration in Higher Education

Kolby Edwards, M.S. in Student Affairs Administration in Higher Education

2023 *Cecilia Castillo*, M.S. in Student Affairs Administration in Higher Education

Dillon Linder, M.S. in Student Affairs Administration in Higher Education

Timoteo Modrow, M.S. in Student Affairs Administration in Higher Education

Courtney King, M.S. in Student Affairs Administration in Higher Education

CINTHYA SALAZAR, PhD

2022 *Kassidy Giles*, M.S. in Student Affairs Administration in Higher Education

Abraham van Helmond, M.S. in Student Affairs Administration in Higher

Jeanea Dunbar, M.S. in Student Affairs Administration in Higher Education

2021 *Krystal Vail*, M.S. in Higher Education Administration

Texas A&M University, College Station – Master’s Thesis/Capstone Committee Member

2024 *Paula M. Ochoa*, M.S. in Sociology

2023 *Jacqueline Mendez*, M.S. in Sociology

Karly Anderson, M.S. in Agricultural Leadership

2022 *Joshua Mack*, M.S. in Student Affairs Administration in Higher Education

Madison Pounds, M.S. in Student Affairs Administration in Higher Education

SERVICE TO THE PROFESSION

National Research Organizations

2021 – 2024 *Association for the Study of Higher Education (ASHE)*. Role: Co-chair for the Presidential Commission on Undocumented Immigrants.

2023 – 2024 *American Educational Research Association (AERA)*. Role: Co-chair for Division J Conference Section 2a (College Student Access, Trajectories, and Transitions).

2021 – 2022 *Association for the Study of Higher Education (ASHE)*. Role: Member of the Local and Community Engagement committee.

2020 – Now *Association for the Study of Higher Education (ASHE)*. Role: Program reviewer for the annual conference.

2018 – 2020 *Association for the Study of Higher Education (ASHE)*. Role: Selected member for the Presidential Commission on Undocumented Immigrants.

Journal Editorial Service Reviewer

Journal of Diversity in Higher Education

Journal of Higher Education

Review of Higher Education

Latino Studies Journal

American Educational Research Journal

CINTHYA SALAZAR, PhD

Journal for Women and Minorities in Science and Engineering
Meridians Journal: Feminism, Race, Transnationalism
Educational Evaluation and Policy Analysis Journal

National Higher Education Professional Organizations

- 2020 – Now *Student Affairs Administrators in Higher Education (NASPA)*. Role: Regional representative for the Undocumented Immigrants & Allies Knowledge Community.
- 2018 – 2020 *Student Affairs Administrators in Higher Education (NASPA)*. Role: Multicultural Institute liaison for the Undocumented Immigrants & Allies Knowledge Community.
- 2016 – 2018 *Student Affairs Administrators in Higher Education (NASPA)*. Role: Research co-chair for the Undocumented Immigrants & Allies Knowledge Community.
- 2011 *Student Affairs Administrators in Higher Education (NASPA)*. Role: Program reviewer for the annual conference.

National Advocacy Organizations

- 2019 *The DREAM.US*. Role: Reviewer for national scholarship competition.
- 2018 – 2020 *The DREAM Project of the Commonwealth of Virginia*. Role: Community volunteer and facilitator for higher education initiatives.
- 2015 – 2016 *United We Dream (UWD)*. Role: Advisory council member for education initiatives.

University of California, Los Angeles

- 2025 – Now *UCLA Center for Community Schooling (campus-wide)*. Role: Member of the Research & Accountability Committee.
- 2024 – Now *Chicano Research Studies Center (campus-wide)*. Role: Member of the Faculty Advisory Committee.
- 2024 – Now *McNair Research Scholars Program (campus-wide)*. Role: Mentor for undergraduate students.
- 2024 – Now *Department of Education*. Role: Member of the Academic Personnel Committee.
- 2024 – 2025 *Latinx Success Center (campus-wide)*. Role: Search committee member for the Executive Director position.

Texas A&M University, College Station

- 2021 – 2024 *Council for Minority Student Affairs (campus-wide)*. Role: Faculty advisor.

CINTHYA SALAZAR, PhD

- 2023 *Melbern G. Glasscock Center for Humanities Research*. Role: Reviewer for the faculty research fellowship program.
- 2022 – 2023 *Office of Diversity, Equity, and Inclusion (campus-wide)*. Role: Member of Hispanic Serving Institution committee.
- 2021 – 2022 *Department of Educational Administration & Human Resource Development*. Role: Member of the graduate assistant expectations committee.
- 2021 – 2022 *DeBakey Executive Research Leadership Program (campus-wide)*. Role: Mentor for the Aggie undergraduate research program.

LANGUAGES

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

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIP

- 2021 – Now *American Association of Hispanics in Higher Education (AAHHE)*
- 2018 – Now *Association for College Personnel Administrators (ACPA)*
- 2018 to 2020 *Latina/o/x Studies Association*
- 2016 – Now *American Educational Research Association (AERA)*
- 2015 – Now *Association for the Study of Higher Education (ASHE)*
- 2010 – Now *Student Affairs Administrators in Higher Education (NASPA)*