

CURRICULUM VITAE

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Professional Websites Maintained:

<https://www.speakoutnow.org/speaker/nolan-cabrera>
https://works.bepress.com/nolan_l_cabrera/
https://www.researchgate.net/profile/Nolan_Cabrera
<https://arizona.academia.edu/NolanCabrera>
<https://www.coe.arizona.edu/content/cabrera-nolan-l>

ACADEMIC POSITIONS

ASSOCIATE PROFESSOR, TENURED

July, 2016–present

Center for the Study of Higher Education
Department of Educational Policy Studies & Practice
College of Education, University of Arizona

ASSISTANT PROFESSOR

August, 2011–June, 2016

Center for the Study of Higher Education
Department of Educational Policy Studies & Practice
College of Education, University of Arizona

OTHER FACULTY AFFILIATIONS

Mexican American Studies

November, 2015–present

University of Arizona

Social, Cultural, and Critical Theory

October, 2016–present

Graduate Interdisciplinary Program
Executive Committee Member (2017)
University of Arizona

American Indian Studies

January, 2017–present

Graduate Interdisciplinary Program
University of Arizona

Human Rights Practice

January, 2018–present

University of Arizona

Project M.A.L.E.S. *April, 2015–present*
University of Texas, Austin

FELLOWSHIPS
Hispanic Serving Institution Fellow *Dec, 2018–Aug, 2019*
Office of the Provost
University of Arizona

Research Fellow *January, 2019–present*
Latinx Education Research Center
Santa Clara University

Faculty Fellow *August, 2016–July, 2017*
Adalberto & Ana Guerrero Student Center
University of Arizona

Postdoctoral Fellow *2014–2015*
National Academy of Education/
Spencer Foundation

COURSES TAUGHT

<i>Race and Education</i>	(HED333)
<i>Higher Education in the United States</i>	(HED601)
<i>The College Student</i>	(HED608)
<i>Theories of Inequality, Oppression, and Stratification</i>	(HED628)
<i>Whiteness and Education</i>	(HED629)
<i>Introduction to Critical Race Theory</i>	(HED633)
<i>Critical Race Theory, The Cutting Edge</i>	(HED696c-002)

EDUCATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Ph.D.

Higher Education & Organizational Change

Graduate School of Education & Information Studies, 2009

Dissertation: Invisible racism: Male, hegemonic Whiteness in higher education

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Master of Arts

Higher Education & Organizational Change

Graduate School of Education & Information Studies, 2006

STANFORD UNIVERSITY

Bachelor of Arts – Departmental Honors

Comparative Studies in Race and Ethnicity: Education Focus, 2002

Honors Thesis: The Salinas Study: Farmworkers, economic poisons, and risk perception

PUBLICATIONS (*student coauthor)

BOOKS

Cabrera, N. L. (2019). *White guys on campus: Racism, White immunity, and the myth of 'post-racial' higher education*. New Brunswick, NJ: Rutgers University Press.

TEDx Talk: <https://www.youtube.com/watch?v=JtLpAfB-DEc>

American Educational Research Association, Division J: Outstanding Publication Award (2019)

ARTICLES IN PEER REVIEWED JOURNALS

Cabrera, N. L. (in press). Ethnic Studies in an age of expansion: An introduction. *Equity & Excellence in Education*. (Symposium issue, *Ethnic Studies in an age of expansion*, Nolan L. Cabrera guest editor)

Cabrera, N. L. (2019). Critical Race Theory v. Deficit models (A response to Amanda Lewis, Margaret Hagerman, and Tyrone Forman's *The Sociology of Race & Racism*). *Equity & Excellence in Education*.

DOI: [10.1080/10665684.2019.1630342](https://doi.org/10.1080/10665684.2019.1630342)

(Special issue, *Race-ing Across the Disciplines*, Zeus Leonardo guest editor)

*Jupp, J. C., Leckie, A., **Cabrera, N. L.**, & Utt, J. (2019). Race-evasive White teacher identity studies, 1990-2015: What can we learn from twenty-five years of research? *Teachers College Record*, 121(1), 1-58. Online:

<https://www.tcrecord.org/Content.asp?ContentId=22509>

Cabrera, N. L. (2018). Where is the racial theory in Critical Race Theory?: A constructive criticism of the Critics. *The Review of Higher Education*, 42(1), 209-233.

***Cabrera, N. L.**, & Corces-Zimmerman, C. (2017). An unexamined life: White male racial ignorance and the agony of education for Students of Color. *Equity & Excellence in Education*, 50(3), 300-315.

***Cabrera, N. L.**, Matias, C. E., & Montoya, R. (2017). Slacktivism or activism?:

- The potential and pitfalls of social media in contemporary student activism. *Journal of Diversity in Higher Education*, 10(4), 400-415. DOI: 10.1037/dhe0000061
- *Hill-Zuganelli, D., **Cabrera, N. L.**, & Milem, J. M. (2017). Arizona uncertainty: Need-based financial aid, arbitrary barriers, and declining diversity in college access. *Journal of Student Financial Aid*, 47(2), 1-22.
- *Tachine, A., **Cabrera, N. L.**, & Yellow Bird, E. (2017). Home away from home: Native American students' sense of belonging during their first year in college. *Journal of Higher Education*, 88(5), 785-807. DOI: 10.1080/00221546.2016.1257322
- Cabrera, N. L.** (2017). White immunity: Working through the pedagogical pitfalls of privilege. *Journal Committed to Social Change on Race and Ethnicity*, 3(1), 74-86.
TEDx Talk: <https://www.youtube.com/watch?v=JtLpAfB-DEc>
- *Corces-Zimmerman, C., Utt, J. R., & **Cabrera, N. L.** (2017). YPAR, Critical Whiteness, and generative possibilities. *Democracy and Education*, 25(1), 1-6.
- *Victory, K., **Cabrera, N. L.**, Larson, D., Reynolds, K., Latura, J., Thomson, C., & Beamer, P. (2017). Comparison of fluoride levels in tap and bottled water and reported use of fluoride supplementation in a U.S.-Mexico border community. *Frontiers*, 5(87), 1-8. DOI: 10.3389/fpubh.2017.00087
- ***Cabrera, N. L.**, & Holliday, M. R. (2017). Racial politics and racial identity: A case study of Arizona, 2010-2011. *Hispanic Journal of Behavioral Sciences*, 39(2), 131-149. DOI: 10.1177/0739986317700417
- *Murray, T. A., Schultz, S., & **Cabrera, N. L.** (2016). Choice versus transition: The college choice process for students with disabilities. *Journal of the First-Year Experience and Students in Transition*, 28(2), 115-135.
- *Tachine, A. R., Yellow Bird, E., & **Cabrera, N. L.** (2016). *Sharing Circles: An Indigenous methodological approach for researching with groups of Indigenous peoples. International Review of Qualitative Research*, 9(3), 277-295. (special issue: *Indigenous Knowledge as a mode of Inquiry*)
- ***Cabrera, N. L.**, Watson, J., & Franklin, J. D. (2016). Racial arrested development: A Critical Whiteness analysis of the campus ecology. *Journal of College Student Development*, 57(2), 119-134.
- Cabrera, N. L.** (2016). When racism and masculinity collide: Some methodological considerations from a man of color studying Whiteness. *Whiteness and Education*, 1(1), 15-25. DOI: 10.1080/13613324.2015.1122662

- *Mendez, J. J., & **Cabrera, N. L.** (2015). Targets but not victims: Latina/o students and Arizona's racial politics. *Journal of Hispanic Higher Education*, 14(4), 377-391. DOI: 10.1177/1538192715575371
- Cabrera, N. L.**, Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118. DOI: 10.3102/0002831214553705
Winner Social Policy Award for "Best Article," Society of Research on Adolescence (SRA, 2016)
- Cabrera, N. L.** (2014). "But I'm oppressed too": White male college students framing racial emotions as facts and recreating racism. *International Journal of Qualitative Studies in Education*, 27(6), 768-784.
- Cabrera, N. L.** (2014). Beyond Black and White: How White male college students see their Asian American peers. *Equity & Excellence in Education*, 47(2), 133-151.
- Cabrera, N. L.** (2014). But we're not laughing: White male college students' racial joking and what this says about "post-racial" discourse. *Journal of College Student Development*, 55(1), 1-15.
- Cabrera, N. L.** (2014). Exposing Whiteness in higher education: White male college students minimizing racism, claiming victimization, and recreating White supremacy. *Race Ethnicity and Education*. 17(1), 30-55. DOI: 10.1080/13613324.2012.725040
- ***Cabrera, N. L.**, Miner, D. D., & Milem, J. F. (2013). Can a summer bridge program impact first-year persistence and performance?: A case study of the New Start Summer Program. *Research in Higher Education* 54(5), 481-498. DOI: 10.1007/s11162-013-9286-7
- ***Cabrera, N. L.**, Meza, E. L., Romero, A. J., & Rodriguez, R. (2013). "If there is no struggle, there is no progress": Transformative youth resistance and the School of Ethnic Studies. *The Urban Review*, 45(1), 7-22.
- Cabrera, N. L.** (2012). A state-mandated epistemology of ignorance: Arizona's HB2281 and Mexican American/Raza Studies. *Journal of Curriculum and Pedagogy*, 9(2), 132-135.
- ***Cabrera, N. L.**, Lopez, P. D., Sáenz, V. B. (2012). *Ganas*: From the individual to the community, and the potential for improving college going in the "Land That Texas Forgot". *Journal of Latinos and Education*, 11(4), 232-246. DOI: 10.1080/15348431.2012.715499

- Cabrera, N. L.** (2012). Working through Whiteness: White male college students challenging racism. *The Review of Higher Education*, 35(3), 375-401.
- *Santos, J. L., **Cabrera, N. L.**, & Fosnacht, K. J. (2010). Is “race-neutral” really race-neutral?: Adverse impact towards underrepresented minorities in the UC System. *Journal of Higher Education*, 81(6), 675-701.
- Cabrera, N. L.**, & Leckie, J. O. (2009). Pesticide risk communication, risk perception, and self-protective behaviors among farmworkers in California’s Salinas Valley. *Hispanic Journal of Behavioral Sciences*, 31(2), 258-272.
- *Hurtado, S., **Cabrera, N. L.**, Lin, M. H., Arellano, L., & Espinosa, L. L. (2009). Diversifying science: Underrepresented student experiences in structured research programs. *Research in Higher Education*, 50(2), 189-214.
- Cabrera, N. L.**, & Cabrera, G. A. (2008). Counterbalance assessment: The Chorizo Test. *Phi Delta Kappan*, 89(9), 677-678.
- Hurtado, S., Eagan, M. K., **Cabrera, N. L.**, Lin, M. H., Park, J., & Lopez, M. (2008). Training future scientists: Predicting first-year minority student participation in health science research. *Research in Higher Education*, 49(2), 126-152.
- Hurtado, S., Chang, J. C., Sáenz, V. B., Espinosa, L. L., **Cabrera, N. L.**, & Cerna, O. S. (2007). Predicting transition and adjustment to college: Minority biomedical and behavioral science students’ first year of college. *Research in Higher Education*, 48(7), 841-887.
- Cabrera, N. L.**, & Padilla, A. M. (2004). Entering and succeeding in the “Culture of College”: The story of two Mexican heritage students. *Hispanic Journal of Behavioral Sciences*, 26(2), 152-170.
- Cabrera, N.** & Leckie, J. O. (2002). An analysis of risk perception with respect to pesticide exposure within the farmworker community of the Salinas valley. *Epidemiology*, 13(4), S254-S254.

SCHOLARLY MONOGRAPHS

- ***Cabrera, N. L.**, Franklin, J. D., & Watson, J. S. (2017). *Whiteness in higher education: The invisible missing link in diversity and racial analyses*. Association for the Study of Higher Education monograph series. San Francisco, CA: Jossey-Bass.
- Hurtado, S., Sáenz, V. B, Santos, J. L., & **Cabrera, N. L.** (2008). *Advancing in*

higher education: A portrait of Latino college students entering four year institutions, 1975-2006. Los Angeles, CA: Higher Education Research Institute, UCLA.

BOOK CHAPTERS & SCHOLARLY REPORTS

Cabrera, N. L. (in press). Fear of a brown planet: Racial politics and Latina/o educational policy. In V. B. Saéñz, L. Ponjuan, and L. Chavez (Eds.), *Latino higher education policy*. South Bend, IN: University of Notre Dame Press.

*Corces-Zimmerman, C., & **Cabrera, N. L.** (in press). Whiteness and higher education. *SAGE Encyclopedia of Higher Education*. Thousand Oaks, CA: SAGE Publications, Inc.

Cabrera, N. L. (2019). *General education diversity requirements: What the literature says about the offering and structure of these classes*. Tucson, AZ: University of Arizona. (brief submitted to the Office of the Provost as part of the University of Arizona Hispanic Serving Institution Fellows Program)

***Cabrera, N. L.**, & Corces-Zimmerman, C. (2019). Beyond privilege: Whiteness as the center of racial marginalization. In P. Brug, Z. S., Ritter, and K. R. Roth (Eds.), *Marginality in the urban center: Costs and challenges of continued Whiteness in the Americas (and beyond)* (pp. 13-29). New York, NY: Palgrave Macmillan.

Cabrera, N. L. (2017). “The only racism left is that against White people”: The complex realities of the campus racial climate for Latina/o students. In A. G. de los Santos, Jr., L. J. Rendón, G. F. Keller, A. Acereda, E. Bensimón, and R. J. Tannenbaum (Eds.), *Hispanic college students moving forward: Policies, planning, and progress in promoting access* (pp. 275-290). Tempe, AZ: Bilingual Review Press.

Full Text: 2018 American Association of Hispanics in Higher Education (AAHHE) Book of the Year award winner

*Tachine, A. R., **Cabrera, N. L.**, Francis-Begay, K., Yellow Bird, E., & Rhoades, G. (2016). *College choice and transition experiences of first-year Native American students at the University of Arizona: A mixed-method approach*. Tucson, AZ: Report to Arizona Board of Regents and University of Arizona administration.

***Cabrera, N. L.**, Rashwan-Soto, F. D., Valencia, B. G. (2016). An intersectionality analysis of Latino men in higher education and their help-seeking behaviors. In V. B. Saéñz, L. Ponjuán, & J. L. Figueroa, (Eds.), *Ensuring the success of Latino males in higher education: A national imperative* (pp. 75-92). Sterling, VA: Stylus Publishing.

Research brief of chapter published by UT Austin's Project M.A.L.E.S.:
<http://diversity.utexas.edu/projectmales/wp-content/uploads/2015/10/Cabrera-Issue-3.pdf>

Spanierman, L. B., & **Cabrera, N. L.** (2015). The emotions of white racism and antiracism. In V. Watson, D. Howard-Wagner, and L. B. Spanierman (Eds.), *Unveiling Whiteness in the 21st century: Global manifestations, transdisciplinary interventions* (pp. 9-28). Lanham, MD: Lexington Books.

Cabrera, N. L., & Hurtado, S. (2015). The ivory tower is still White: Chicano/Latino college students on race, ethnic organizations, and campus racial segregation. In R. E. Zambrana and S. Hurtado (Eds.), *The magic key: The educational journey of Mexican Americans from K-12 to college and beyond* (pp. 145-167). Austin, TX: University of Texas Press.

Cabrera, N. L. (2014). Lies, damn lies, and statistics: The impact of Mexican American Studies classes. In J. Cammarota and A. F. Romero (Eds.), *Raza Studies: The public option for Educational Revolution* (pp. 40-51). Tucson, AZ: University of Arizona Press.

*Beamer, P., Reynolds, K., **Cabrera, N. L.**, & Victory, K. (2012). *Risk perception, drinking water source and quality in a low-income Latino community along the US-Mexico Border*. Tucson, AZ: Report to Mariposa Community Health Center.

Cabrera, N. L., Milem, J. F., & Marx, R. W. (2012). *An empirical analysis of the effects of Mexican American Studies participation on student achievement within Tucson Unified School District*. Tucson, AZ: Report to Special Master Dr. Willis D. Hawley on the Tucson Unified School District Desegregation Case.

Cabrera, N. L. (2012). *Empirical analysis of Tucson Unified School District's Mexican American Studies Department, 2010 graduating cohort*. Tucson, AZ: Report to Special Master Dr. Willis D. Hawley on the Tucson Unified School District Desegregation Case.

Milem, J. F., & **Cabrera, N. L.** (2012). Organizational context for promoting diversity in higher education. In J. A. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1635-1637). Thousand Oaks, CA: Sage Publications.

*O'Leary, A. O., Romero, A. J., **Cabrera, N. L.**, & Rascon, M. (2012). Assault on ethnic studies. In O. Santa Anna and C. González de Bustamante (Eds.), *Arizona firestorm: Global realities, national media and provincial politics* (pp. 97-120). Lanham, MD: Rowman & Littlefield.

Cabrera, N. L. (2011). Using a sequential exploratory mixed-method design to examine racial hyperprivilege in higher education. In K. A. Griffin and S. D. Museus (Eds.), *Using mixed-methods approaches to study intersectionality in*

higher education (pp. 77-91). *New Directions for Institutional Research*, no.151. San Francisco, CA: Jossey-Bass.

Sáenz, V. B., Yamamura, E., **Cabrera, N. L.**, Lopez, P., Martinez, M., Aguilar, A., Najera, T., Muñoz, I., & Richardson, C. (2008). *Understanding the perception of college readiness in the Rio Grande Valley of Texas*. Edinburg, TX: Texas Valley Communities Foundation.

Leckie, J. O., Naylor, K. A., Canales, R. A., Ferguson, A. C., **Cabrera, N. L.**, Hurtado, A. L., Lee, K., Lin, A. Y., Ramirez, J.D., & Viera, V. M. (2000). *Quantifying children's microlevel activity data from existing videotapes*. Research Triangle Park, NC: National Exposure Research Laboratory, US Environmental Protection Agency.

INVITED RESEARCH

Cabrera, N. L. (2006). Entering and succeeding the “Culture of College”: The story of two Mexican heritage students. *PoliMemos*. University of Texas, San Antonio: San Antonio, TX. Online: <http://utsa.edu/PoliMemos/>

BOOK REVIEWS & ESSAYS

Arroyo, A. & **Cabrera, N. L.** (2019, August 20). La lacónica política racial de la patrulla fronteriza en la Universidad de Arizona (“Murder Patrol”?: The terse racial politics of Border Patrol on campus). *Nexos*. Online: <https://educacion.nexos.com.mx/?p=1876>

*Yellowbird, E., & **Cabrera, N. L.** (2019). Sandra D. Styres (Review): *Pathways for Remembering and Recognizing Indigenous Thought in Education*. *The Review of Higher Education*, 42(special issue), E-16-E-18. Online: <http://muse.jhu.edu/article/727423>

Cabrera, N. L. (2019, April 26). It's all part of the plan: What the mainstream missed in the ‘Varsity Blues’ coverage. *Contexts: Sociology for the Public*. Online: <https://contexts.org/blog/varsity-blues-and-lawsuits-too/#cabrera>

Cabrera, N. L. (2018, December 4). Reinforcing racism: Color-blind curricula in higher education. *Equity Alliance Blog*. Online: <http://www.niusileadscape.org/bl/reinforcing-racism-color-blind-curricula-in-higher-education-by-dr-nolan-cabrera/>

Cabrera, N. L. (2018, June 5). How ethnic studies can reduce racial achievement gaps. *Scholars Strategy Network*. Online: <https://scholars.org/brief/how-ethnic-studies-can-reduce-racial-achievement-gaps>
Scholars Strategy Network, “New Scholar Spotlight” (2018, June 7): <https://scholars.org/news/new-scholar-spotlight-nolan-cabrera>

- No Jargon*, Scholars Strategy Network Podcast “A Life-Changing Course” (2019, April 11):
<https://scholars.org/podcast/life-changing-course?fbclid=IwAR1LSLlh10FnLHGHN9ZDXFTozmhV-ZfpA5d3PPHTs-0Ebdx2JTKglhz5Fnk>
- Cabrera, N. L.**, Pitti, S., & Valenzuela, A. (2017, September 12). The numbers won't speak for themselves. *Inside Higher Ed*. Online:
<https://www.insidehighered.com/views/2017/09/12/legal-case-about-mexican-american-studies-demonstrates-why-scholars-must-be>
- *Navarro Benavides, V., & **Cabrera, N. L.** (2017). Review *Transforming Educational Pathways for Chicana/o Students*. *Teachers College Record*. Online: <http://www.tcrecord.org/Content.asp?ContentId=21956>
- Cabrera, N. L.** (2016). The educational potential of ethnic studies. *Imagine Research, Fall*, 6-7. Online: <http://imagine.coe.arizona.edu/i/739767-fall-2016/9>
- Cabrera, N. L.** (2016). Review: *The Tyranny of Meritocracy: Democratizing Higher Education in America* by Lani Guinier. *Journal of Higher Education*, 87(4), 600-603.
- Cabrera, N. L.** (2016, April 7). EdWeek is WRONG about this. *Cloaking Inequality*. Online: <https://cloakinginequity.com/2016/04/07/edweek-is-wrong-about-this/>
- Cabrera, N. L.** (2015, March 18). What the Oklahoma frat video tells us about America. *Al Jazeera America*. Online:
<http://america.aljazeera.com/opinions/2015/3/what-the-oklahoma-frat-video-tells-us-about-america.html>
- Cabrera, N. L.** (2015, January 6). Who's afraid of music?" Arizona racial politics gets insane (again!). *Cloaking Inequality*. Online:
<http://cloakinginequity.com/2015/01/06/whos-afraid-of-music-arizona-racial-politics-gets-insane-again-via-iamkrsone-ratm/>
- Milem, J. F., & **Cabrera, N. L.** (2014, December 10). Bias on ethnic studies? Look in the mirror. *Arizona Republic*. Online:
<http://www.azcentral.com/story/opinion/op-ed/2014/12/10/bias-ethnic-studies-look-mirror/20211295/>
- Cabrera, N. L.** (2014, November 7). Latino teachers: Seek overthrow of the U.S. government or to improve academic achievement? *Cloaking Inequality*. Online:
<http://cloakinginequity.com/2014/11/07/latino-teachers-seek-overthrow-of-the-u-s-government-or-to-improve-academic-achievement/>

- Cabrera, N. L.** (2012). An alumna's perspective: Empiricism and Mexican American Studies in Tucson. *HEOC Connection, 1*, 12-13.
- ***Cabrera, N. L.**, Meza, E. L., Rodriguez, R. (2011). The fight for ethnic studies in Tucson. *North American Congress on Latin America's Report on the Americas, 44*(6), 20-24.
- Cabrera, N. L.** (2011). Review: *Working from within: Chicana and Chicano activist educators in whitestream schools* by Luis Urrieta, Jr. *Journal of Multilingual and Multicultural Development, 32*(6), 595-597.
- Cabrera, N. L.** (2011). The fight for ethnic studies in Tucson: Reflections on April 26. *Noticias de NACCS, 40*(2), 8-10.
- Cabrera, N. L.** (2011, July 7). Flashpoint over struggle to preserve Mexican-American Studies in Arizona ("Last Word"). *Diverse Issues in Higher Education, 28*(11), 37. Online: http://mydigimag.rrd.com/display_article.php?id=772208
- Cabrera, N. L.**, & Cabrera, G. A. (2011). The Chorizo Test. In B. W. Tuckman and D. M. Monetti, *Educational psychology* (p. 546). Belmont, CA: Wadsworth. (partial reprint from *Phi Delta Kappan*).
- Cabrera, N. L.**, & Cabrera, G. A. (2011). Counterbalance assessment: The Chorizo Test. *Educational Horizons, 89*(3), 14-15. (reprint from *Phi Delta Kappan*).
- Cabrera, N. L.**, & Camangian, P. (2009). Worst served, worst hit: The inversion of justice that is the education of public education of low-income and minority students in the wake of the California budgetary crisis. *Regeneración: The Association of Raza Educators Quarterly, 1*(1), 5-7. Online: http://www.razaeducators.org/archives/ARE_Regeneracion_Vol1Issue1.pdf
- Cabrera, N. L.**, & Cabrera, G. A. (2008). The Chorizo Test. *The Learning System, 4*(1), 4-5. (reprint from *Phi Delta Kappan*). Online: <http://www.nsdc.org/news/issueDetails.cfm?issueID=248>
- Cabrera, N. L.** (2008). Review: *The trouble with diversity: How we learned to love identity and ignore inequality* by Walter Benn Michaels. *InterActions: UCLA Journal of Education and Information Studies, 4*(1), Article 9. Online: <http://repositories.cdlib.org/gseis/interactions/vol4/iss1/art9>
- Cabrera, N. L.** (2007). Immigrant education, social justice, and the Civil Rights Project: An interview with Dr. Patricia Gándara and Dr. Gary Orfield. *InterActions: UCLA journal of education and information studies, 3*(2), Article 3. Online: <http://repositories.cdlib.org/gseis/interactions/vol3/iss2/art3>

MANUSCRIPTS IN PREPARATION AND UNDER REVIEW (*student coauthor)

***Cabrera, N. L.**, Utt, J. R., & Corces-Zimmerman, C. (in press). From complicity to commitment: *Critically* engaging White students on college campuses toward anti-racism. In S. J. Quaye, S. R. Harper, & S. L. Pendakur (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York, NY: Routledge.

Cabrera, N. L. (resubmitted). Racism: The other ‘r’ word and university programming. In C. E. Matias (Ed.), *Surviving Becky(s)*.

*Corces-Zimmerman, C., Thomas, D., Collins, E. A., & **Cabrera, N. L.** (resubmitted). Ontological expansiveness. Encyclopedia entry in Z. A. Casey (Ed.), *Critical Understandings in Whiteness Studies*. PA Leiden, The Netherlands: Brill.

*Collins, E. A., Thomas, D., Corces-Zimmerman, C., & **Cabrera, N. L.** (resubmitted). Whiteness in higher education. Encyclopedia entry in Z. A. Casey (Ed.), *Critical Understandings in Whiteness Studies*. PA Leiden, The Netherlands: Brill.

*Corces-Zimmerman, C., Thomas, D., & **Cabrera, N. L.** (under review). Historic scaffolds of Whiteness in higher education. In K. Roth & Z Ritter (Eds.), *A peculiar institution: Whiteness, power and resistance to change in US higher education*. New York, NY: Palgrave Macmillan.

Cabrera, N. L., & Chang, R. S. (under review). Stats, social justice, and the limits of interest convergence: The story of Tucson Unified’s Mexican American Studies litigation. *The Association of Mexican American Educators Journal* (special issue on *Latina/o/x Students, Communities and the Courts: Advocacy, Equality and Equity in Public Education*)

***Cabrera, N. L.**, Hill-Zuganelli, D., & Corces-Zimmerman, C. (in preparation). “If Lil’ Wayne can say it, why can’t I?”: White male undergraduate using the n-word. (target journal, *Harvard Educational Review*)

Tachine, A., & **Cabrera, N. L.** (in preparation). “I’ll be right behind you”: Native American families and college affordability. (target journal, *Harvard Educational Review*)

*Yellowbird, E., Tachine, A. R., & **Cabrera, N. L.** (in preparation). A collective journey toward hope: College choice process for Native American students. (target journal, *Journal of American Indian Education*)

*Valencia, B. V., & **Cabrera, N. L.** (in preparation). The campus racial climate,

- microaggressions, and counterspaces for Latina/o undergraduates. (target journal, *Hispanic Journal of Behavioral Sciences*)
- ***Cabrera, N. L.**, Bates, A. K., & Hernandez, E. (in preparation). Part of the solution, part of the problem: The college campus ecology of Whiteness. (target journal, *Whiteness and Education*)
- *Rashwan-Soto, F. D., & **Cabrera, N. L.** (in preparation). The privilege paradox: Latino masculinity and educational underachievement in higher education. (target journal, *Journal of Hispanics in Higher Education*)
- *Victory, K., **Cabrera, N. L.**, Larson, D., Latura, J., Reynolds, K., & Beamer, P. Risk and risk perception related to drinking bottled water. (target journal, *Risk Analysis*)
- *Victory, K., Reynolds, K., **Cabrera, N. L.**, Larson, D., Latura, J., Burgess, J. L., & Beamer, P. Comparison of chemical and microbial contaminants in tap, bottled and vended water in a U.S.-Mexico border community. (target journal, *Environmental Science & Technology*)

GRANTS & FELLOWSHIPS

- Co-owner with Dr. Regina Deil-Amen: University of Arizona, Strategic Plan (Pillar 1; 2019 – 2024), *Research on Men of Color and Campus Climate*, \$270,000 annually/\$1.35 million total
- PI – *Semillas del Pueblo*: Developing MÁS Teachers, Building Community, Grant from Weil, Gotshal & Manges LLP (2019 – 2021), \$400,000
- University of Arizona, Office of Diversity and Inclusive Excellence (ODIEX, 2018), \$4,000 – *What does it really mean to be an HSI?* (grant funding secured for Dr. Gina Garcia’s keynote address and campus visit/consultation)
- University of Arizona, Office of Diversity and Inclusive Excellence (ODIEX, 2018), \$1,000 – *Faculty of Color networking and support programming*
- Provost Author Support program (2018), \$875
- Spencer/National Academy of Education, Postdoctoral Fellow (2014-2015): \$55,000
- Semi-Finalist: Spencer/National Academy of Education, Postdoctoral Fellowship, 2013
- Co-Investigator, “Risk perception, drinking water source and quality in a low-income Latino community along the US- Mexico Border,” Water, Environmental and Energy Solutions (WEES) grant, 2011: \$39,158
- Selected Participant, ASHE Institute on Equity and Critical Policy Analysis, 2010
- Alternate: American Association of Hispanics in Higher Education, Inc., Graduate Fellows Program (2009)

- Astin Dissertation Award, Higher Education & Organizational Change, UCLA, 2008-2009: \$3,000
- Honorable Mention: Ford Foundation Diversity Fellowships Doctoral Fellowships Program, 2008-2009
- Finalist: Spencer Foundation Dissertation Year Fellowship, 2008-2009
- Honorable Mention: Ford Foundation Diversity Fellowships Predoctoral Fellowships Program, 2007
- UCLA Graduate Division Fellowship recipient, 2005-2006 academic year: \$16,000
- Stanford University Undergraduate Research Opportunities Major Grant (2001-2002): \$3,000
- Stanford University Department of Civil & Environmental Engineering Research Grant (2001-2002): \$2,500
- Stanford University Undergraduate Research Opportunities Small Grant (1999-2000): \$500

HONORS AND AWARDS

- *Diverse Issues in Higher Education*, Emerging Scholar (2019)
[https://lscpagepro.mydigitalpublication.com/publication/?i=522351&ver=html5&p=1&utm_campaign=DIV1810%20DAILY%20NEWSLETTER%20OCT1&utm_medium=email&utm_source=Eloqua#{"issue_id":"560487","page":0}](https://lscpagepro.mydigitalpublication.com/publication/?i=522351&ver=html5&p=1&utm_campaign=DIV1810%20DAILY%20NEWSLETTER%20OCT1&utm_medium=email&utm_source=Eloqua#{)
- American Educational Research Association, Division J: Outstanding Publication Award (2018), *White guys on campus: Racism, White immunity, and the myth of "post-racial" higher education*
- Outstanding Reviewer *American Educational Research Journal* (2018)
- Society for Research on Adolescence, Social Policy Award for "Best Article" (2016) – Article: *Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson.*
- Tucson 40 Under 40 (2015, sponsor: Tucson Hispanic Chamber of Commerce)
- Nominee, University of Arizona College of Education Outstanding Faculty Teaching Mentoring award (2013-2014)
- Erasmus Circle Fellow, University of Arizona College of Education (2013)
- American College Personnel Association (ACPA) Emerging Scholar (2013-2014)
- American Association of Hispanics in Higher Education (AAHHE), Inc., Faculty Fellow (2012)
- Nominee, University of Arizona College of Education Outstanding Faculty Teaching Mentoring award (2011-2012)
- High Academic Honors, El Centro Chicano, Stanford University – 2002
- Hispanic Scholarship Fund, Scholarship Recipient – 2000, 2001, & 2002
- Barrio Assistance Tutor of the Year – 2000 & 2002
- Academic Honors, El Centro Chicano, Stanford University – 1999, 2000, & 2001

WORK EXPERIENCE

POSTDOCTORAL FELLOW

*Department of Educational Policy Studies and Practice
College of Education, The University of Arizona
June, 2009 – June, 2011*

GRADUATE STUDENT RESEARCHER

*Higher Education Research Institute (HERI)
Graduate School of Education & Information Studies, UCLA
September, 2005 – June, 2008*

BOYS & GIRLS CLUBS OF THE PENINSULA, Menlo Park, CA

*Unit Director – Center For a New Generation
September, 2003 – May, 2005*

Supervised the creation and implementation of after school and summer academic and arts programming for 160 K – 8th grade low-income, minority students. This entailed managing 30 employees, 18 volunteers, and a \$360,000 budget.

*Program Coordinator – Center For A New Generation
June, 2002 – August, 2003*

Developed and implemented language arts, mathematics, and college awareness curricula for 7th & 8th graders. Head of discipline for the entire program. Planned and oversaw all field trips, spirit days, and meals/snacks.

*Math & Science Teacher – Center For A New Generation
September, 2000 – May, 2002*

Developed and implemented curriculum for 4th – 8th graders in an afterschool environment, and supervised homework sessions.

UNDERGRADUATE STUDENT RESEARCHER

*Exposure Research Group (ERG)
Stanford University
June, 1999 – June, 2002*

BELL STREET GYM, East Palo Alto, CA

*Reading Teacher
June, 2000 – August, 2000*

Developed and implemented a reading curriculum for 4th – 6th graders during a summer class session.

REVIEWER ACTIVITIES

Editorial Boards

- *Equity & Excellence in Education, 2017 – 2019*

- *Race Ethnicity & Education*, 2015 – 2019
- *American Educational Research Journal*, 2017 – 2019
- *Journal of College Student Development*, 2014 – 2017

Ad Hoc Reviewing

- Reviewer, National Academy of Education/Spencer dissertation fellowship applications, 2017, 2018, 2019
- Reviewer, *Educational Researcher*, 2018, 2019
- Reviewer, *Journal of Higher Education*, 2013 – 2014, 2018, 2019
- Reviewer, *Research in Higher Education*, 2019
- Reviewer, *Journal of Diversity in Higher Education*, 2011 – 2016, 2019
- Reviewer, *American Educational Research Journal*, 2015, 2018
- Reviewer, *Teachers College Record, Yearbook*, 2018
- Reviewer, *Sociology of Education*, 2018
- Reviewer, *Oxford University Press*, 2018 (book proposal)
- Reviewer, *Whiteness and Education*, 2018
- Reviewer, *Review of Higher Education*, 2012 – 2018
- Reviewer, *Hispanic Journal of Behavioral Sciences*, 2016
- Reviewer, *Teachers College Record*, 2015
- Reviewer, *AERA Open*, 2015
- Reviewer, *International Journal of Qualitative Studies in Education*, 2015
- Reviewer, *Review of Educational Research*, 2012 – 2014, 2016
- Reviewer, *Race Ethnicity and Education*, 2012 – 2014
- Reviewer, *Sage Open*, 2014
- Reviewer, *Educational Researcher*, 2013
- Reviewer, *Mexican Law Review*, 2013
- Reviewer, *Sociological Forum*, 2012
- Reviewer, *Equity & Excellence in Education*, 2010
- Reviewer, *Journal of Contemporary Research in Higher Education*, 2010
- Reviewer, *InterActions: UCLA Journal of Education and Information Studies*, 2007 – 2008

Associations

- Proposal Reviewer, Association for the Study of Higher Education (ASHE), 2010–2016
- Proposal Reviewer, American Educational Research Association (AERA), 2009–2016, 2018

SERVICE

National

- Whiteness consultant, *Blinding Whiteness* documentary (working title), Director: Cal Skaggs (Lumiere Productions), 2018
- Scholar Strategy Network, demographic data collection consultant, 2018
- University of Southern California, Equity Institutes – Member, Curriculum Development Team, 2018
 - Rec 714: *Reducing Stereotype Threat and Microaggressions in the Classroom*
 - Rec 728: *Responding to Feedback on Being Perceived as Racist without Becoming Defensive*
- Expert panel participant, DIVERSITY Rubric assessment, Bayh College of Education, Indiana State University, 2017
- Scholar participant, Research, Integration, Strategies, and Evaluation (RISE) for Boys and Men of Color – fall, 2017 meeting, University of Southern California
- Advisory committee, R.A.C.E. Conference, CU, Denver, 2018 (2017-2018)
- Expert witness: *Arce v. Douglas* (Federal Case: Tucson Unified School District, Mexican American Studies and Arizona’s HB2281/A.R.S. § 15-112), 2016-2017
- Los Angeles School District, Applicant Reviewer, Director of Independent Analysis, 2017
- Redefining Masculinity – Advisory Committee, Joyful Heart Foundation, 2016-2017
- Scholar participant, Research, Integration, Strategies, and Evaluation (RISE) for Boys and Men of Color – summer, 2016 meeting, University of Pennsylvania
- White House Sponsored: *My Brother’s Keeper – Higher Education and Minority Males*, committee member – working meeting of scholars, 2016
- Featured speaker – AERA, REAPA (Research on the Education of Asian and Pacific Americans) Sig, Webinar on Doctoral Student Writing/Publishing (2016)
- Lewis & Clark College – Tucson Alternative Spring Break Presenter (2016)
- ASHE Council on Ethnic Participation (CEP), Mentor to graduate students, 2012 (3 protégés), 2013 (2 protégés), 2014 (2 protégés), 2015 (2 protégés, 2 roundtables), 2016 (2 protégés, 1 roundtable)
- Discussant, Association for the Study of Higher Education (ASHE), 2009 – 2015
- Association for the Study of Higher Education, “Conversations With Scholars” (led 2 roundtables)
- College of Education representative, Gates Millennium Scholars Conference – Graduate School Institute (2015; Portland, OR)
- Statistical consultant, *Precious Knowledge* (PBS version), 2012
- American Educational Research Association, 2012 Conference Committee (Division J, Section 6)
- Member, Minority Males in STEM Initiative – Association of Public Land-grant Universities (APLU), 2010 – 2012

University-Specific

- Organizer and presenter, *Campus Conversations*: Spring, 2019
- General Education Committee, University of Arizona, 2018 – 2019
- College of Education, Academic Programs Committee (APC), 2018 – 2019
- College of Education, Strategic Planning Committee – Improving/Increasing Access, 2018
- Third year review committee member, Dr. Kevin Henry (2018)
- College of Education, Trans Cluster hire SPFI committee, Chair: Dr. Z Nicolazzo (2018)
- College of Education, SPFI hire committee: Dr. Arshad Ali (2018, offer declined)
- University of Arizona, President's Diversity Task Force (campus-wide initiative), Head of Faculty & Staff Diversity subcommittee (2016-2017)
- University of Arizona, College of Education Dean search committee member (2016-2017)
- University of Arizona, Educational Policy Studies & Practice, search committee chair, tenure track faculty line (2016-2017)
- Guerrero Center, Director – Search committee member (2016)
- UA Faculty Listening Tour (3 cultural centers, CHSA, NASA, and APASA), 2015
- UA College of Education – Committee on Undergraduate Scholarship Guidelines, 2015 – 2016
- Judge – University of Arizona Excellence Awards, 2015
- Local Program Committee member, National Association of Multicultural Education (NAME) annual conference, 2014 (Tucson, AZ)
- Faculty Advisor, ScholarshipsA-Z, University of Arizona, 2014 – 2015
- Proposal Reviewer – Graduate Incentives for Growth Awards (GIGA), University of Arizona, 2013
- Arizona Assurance Scholars, participant mentor, 2009 – 2014
- Member, University of Arizona Student Affairs Assessment Coordinating Council, 2009 – 2014
- Faculty Advisor, Latina/o Graduate Student Association (LGSA), 2010 – 2012
- McNair Scholars Program, participant mentor, Summer 2009, 2011, 2012
- Summer Research Institute, participant mentor, Summer 2011, 2013
- University of Arizona Representative: *Self-Assessment Instrument on Access and Success in Higher Education*, International Association of Universities (IAU), 2010-2011
- Member, University of Arizona Collaborative for Community Outreach and Extension, 2009 – 2010
- University of Arizona, GEAR UP/College of Education liaison, 2009 – 2011

Local

- Tucson Unified School District, Mexican American Students Services Department, Consultant for program reorganization, 2018, 2019
- Brazilian Jiu Jitsu volunteer coach, Higher Ground: A Resource Center (2017 – 2018 academic year, 2018 summer)
- Whiteness consultant, Borderlands Theater, 2017 (“Building the Wall” production)
- United Non-Discriminatory Individuals in Defense of Our Studies (UNIDOS) training regarding Whiteness and Education, 2016
- Educational consultant, Borderlinks (<http://www.borderlinks.org/>), 2012
- Statistical consultant to the Special Master, Dr. Willis Hawley, on the Tucson Unified School District’s Desegregation Case, 2012
- Volunteer, Passport to High School, 2011, 2012, 2013
- Statistical consultant, Department of Mexican American Studies, Tucson Unified School District, 2010 – 2012
- Co-Coordinator, College Knowledge for Counselors initiative (a collaboration among Tucson GEAR UP, UA Early Academic Outreach, and the UA College of Education), 2010 – 2011
- University of Arizona outreach, Pistor Middle School (Tucson, AZ), 2009
- *Raza Graduate Student Association (RGSA) de UCLA*, member: 2005 – 2008
Campus Coordinator, 2006 – 2007
- Graduate Students of Color (GSOC), member: 2005 – 2008
- *Raza Day* organizer and presenter (1999 – 2003), annual Stanford-based conference for San Francisco Bay Area Chicana/o high school students to motivate and assist them on their path to college
- *Project Motivation de Stanford* (1999 – 2002), to educate low-income minority students about the college admissions process
- *Los Hermanos de Stanford* (1999 – 2002), Saturday mentoring/tutoring of East Palo Alto Chicano 6th graders
- *Barrio Assistance* (1998 – 2002), one-on-one tutor

Media Interviews and Coverage: National

Kaufman, S. (2019, June 16). Male supremacy. *CBS Radio News (New York)*. Online: <https://www.cbsnews.com/news/stephan-kaufman/>

Scholars Strategy Network. (2019, April 11). A life-changing course. *No Jargon* (podcast). Online: <https://scholars.org/podcast/life-changing-course?fbclid=IwAR1LSLlh10FnLHGHN9ZDXFTozmhV-ZfpA5d3PPHTs-0Ebdx2JTKglhz5Fnk>

Managan, K. (2019, April 4). Arizona faculty members want charges against Border-Patrol protesters dropped. *Chronicle of Higher Education*. Online: <https://www.chronicle.com/article/Arizona-Faculty-Members-Want/246061>

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- Bernstein, D. (2019, January 24). Broadcasting from Tucson: Professor Nolan Cabrera. *Flashpoints* (94.1 KPFA). Online: <https://kpfa.org/episode/flashpoints-january-24-2019/>
- Hudson, W. (2019, January 24). An interdisciplinary scholar. *Diverse Issues in Higher Education*. Online [https://lscpagepro.mydigitalpublication.com/publication/?i=522351&ver=html5&p=1&utm_campaign=DIV1810%20DAILY%20NEWSLETTER%20OCT1&utm_medium=email&utm_source=Eloqua#{\"issue_id\":\"560487\",\"page\":0}](https://lscpagepro.mydigitalpublication.com/publication/?i=522351&ver=html5&p=1&utm_campaign=DIV1810%20DAILY%20NEWSLETTER%20OCT1&utm_medium=email&utm_source=Eloqua#{\)
- Lorkis, M. (2018, November 29). Nolan Cabrera: HEOC alumnus studies race on college campuses. *Ampersand*. Online: <https://ampersand.gseis.ucla.edu/nolan-cabrera-heoc-alumnus-studies-race-on-college-campuses/>
- Shapiro, B. (2018, August 9). No one should get a pass on racism. *Jewish Journal*. Online: <http://jewishjournal.com/columnist/237090/no-one-get-pass-racism/>
- Albom, M. (2018, August 3). The Sarah Jeong controversy. *WJR, News Talk 760*. Online: <http://www.wjr.com/mitchalbom/>
- Rosenberg, E., & Logan, E. B. (2018, August 3). An Asian American woman's tweets ignite a debate: Is it ok to make fun of white people online? *Washington Post*. Online: https://www.washingtonpost.com/news/the-intersect/wp/2018/08/03/an-asian-american-womans-tweets-ignite-a-debate-is-it-okay-to-make-fun-of-white-people-online/?utm_term=.4e90adbb42fb
- Swink, S. (2018, July 30). Trump administration to deregulate higher education standards. *The College Post*. Online: <https://collegepostnews.com/trump-administration-education-standards/>
- Labor, S. (2018, July 10). Nolan L. Cabrera “Cultivating public scholarship and a radical ethic of love as a Faculty of Color”. *Resilient Campus* (podcast). Online: <http://resilientcampus.com/nolan-l-cabrera-cultivating-public-scholarship-and-a-radical-ethic-of-love-as-faculty-of-color/>
- Smith, A. A. (2018, July 9). The benefits of ethnic studies courses. *Inside Higher Ed*. Online: <https://www.insidehighered.com/news/2018/07/09/san-francisco-state-finds-evidence-ethnic-studies-students-do-better>
- Quintana, C. (2018, June 3). What do ‘White guys’ think about race? This professor is trying to find out. *The Chronicle of Higher Education*. Online: <https://www.chronicle.com/article/What-Do-White-Guys-Think/243555>
- Saenz, R. (2018, June 1). The power to rename: The Mexican American case. *Racism Review*. Online: <http://www.racismreview.com/blog/2018/06/01/the-power-to-rename-the-mexican-american-case/>

Morandi, C. (2018, May 6). #Activism. *Old Cove Road* (podcast). Online: <https://www.buzzsprout.com/125542/698263>

Larsen, J. C. (2018, April 24). Syracuse University expels fraternity over controversial video. *Central Time* (Wisconsin Public Radio). Online: <https://www.wpr.org/syracuse-university-expels-fraternity-over-controversial-video>

Kutz, J. (2018, March 6). In Arizona, a push for school choice targets Latino voters. *High Country News*. Online: <https://www.hcn.org/articles/education-in-arizona-a-push-for-school-choice-targets-latino-voters>
Reprinted:

- *The Durango Herald*: <https://durangoherald.com/articles/215319>

June, A. W. (2018, January 25). Faculty leader at U. of Arizona is chided for his defense of departing provost. *The Chronicle of Higher Education*. Online: https://www-chronicle-com.ezproxy3.library.arizona.edu/article/Faculty-Leader-at-U-of/242345?cid=wcontentlist_hp_latest

Tang, T. (2017, December 28). Judge blocks Arizona ethnic studies ban he found was racist. *Associated Press*.
Reprinted (extensive, but not exhaustive list)

- *LA Times*. Online: <http://www.latimes.com/nation/la-na-mexican-american-studies-20171227-story.html>
- *US News and World Report*. Online: <https://www.usnews.com/news/best-states/arizona/articles/2017-12-28/judge-blocks-ban-on-ethnic-studies-in-tucson-school-district>
- *Yahoo!*. Online: <https://www.yahoo.com/news/judge-blocks-arizona-ethnic-studies-ban-found-racist-203622571.html>
- *WHIOTV*. Online: <https://www.yahoo.com/news/judge-blocks-arizona-ethnic-studies-ban-found-racist-203622571.html>
- *Daily Miner*. Online: <https://kdminer.com/news/2018/jan/01/judge-blocks-ethnic-studies-ban-he-found-was-racist/>
- *The Philadelphia Tribune*. Online: http://www.phillytrib.com/news/judge-cites-racism-in-blocking-ethnic-studies-ban-in-arizona/article_41e672a0-6163-5a42-ba82-b7a32c403671.html
- *WTHR*. Online: <https://www.wthr.com/article/judge-blocks-arizona-ethnic-studies-ban-he-found-was-racist>
- *WDBO*. Online: <http://www.news965.com/news/national/judge-blocks-arizona-ethnic-studies-ban-found-was-racist/qJZLrEOmj4zt2h7Hqp0WbO/>
- *New York Daily Record*. Online: <http://nydailyrecord.com/2017/12/29/judge-blocks-arizona-ethnic-studies-ban-he-found-was-racist/>

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- *Ultimas Noticias*. Online: <https://www.youtube.com/watch?v=S6dEnCTGAWA>
- *WPXI*. Online: <http://www.wpxi.com/news/judge-blocks-arizona-ethnic-studies-ban-he-found-was-racist/670453433>

Ferlazzo, L. (2017, December 17). Response: 'Ethnic studies courses benefit all students.' *Education Week*. Online: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/12/response_ethnic_studies_courses_benefit_all_students.html

Cook, B. (2017, November 15). Progressive stacking used to address inequality in classrooms. *The Ithican*. Online: <https://theithacan.org/news/progressive-stacking-used-to-address-inequality-in-classrooms/>

Hess, F., & Addison, G. (2017, October 27). The discriminatory technique is more common in classrooms than you think. *National Review*. Online: <http://www.nationalreview.com/article/453156/stephanie-mckellops-progressive-stacking-racial-discrimination-classrooms-under-guise>

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- *American Enterprise Institute*. Online: <http://www.aei.org/publication/anti-racist-i-will-always-call-on-my-black-women-students-first/>

Huber, D. (2017, October 21). U. Pennsylvania teaching assistant uses racist class discussion technique, calls her critics 'Nazis.' *The College Fix*. Online: <https://www.thecollegefix.com/post/38120/>

Craig, D. (2017, October 21). Penn TA says she calls on black women first; incites critics, supporters and Nazi trolls. *Philly Voice*. Online: <http://www.phillyvoice.com/penn-ta-says-she-calls-black-women-first-incites-critics-supporters-and-nazi-trolls/>

Fink, J. (2017, October 21). Penn TA defends giving black women priority in the classroom as a known teaching technique. *Independent Journal Review*. Online: <http://ijr.com/the-declaration/2017/10/1002683-penn-ta-defends-giving-black-women-priority-classroom-known-teaching-technique/>

Ubiñas, H. (2017, October 20). Penn teaching assistant says: I will always call on my Black women students first. *The Inquirer*. Online: http://www.philly.com/philly/columnists/helen_ubinas/university-of-pennsylvania-teaching-assistant-mckellop-progressive-stacking-20171020.html

Quintana, C., & Supiano, B. (2017, October 19). Grad student sounds alarm over Penn's response to online attacks. *The Chronicle of Higher Education*. Online: <http://www.chronicle.com/blogs/ticker/grad-student-sounds-alarms-over-penns-response-to-online-attacks/120693>

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- Corbin, A. (2017, September 25). The revolution will be tweeted: Social media unleashes the everyman. *Las Vegas Sun*. Online: <https://m.lasvegassun.com/news/2017/sep/25/the-revolution-will-be-tweeted/>
- Bernstein, D. (2017, August 31). In a victory over Arizona's 'state-sponsored racism,' ethnic studies program restored. *MPN News*. Online: <https://www.mintpressnews.com/arizona-racism-loses-ethnic-studies-restored/231459/>
- Bernstein, D. (2017, August 25). Flashpoints. *KPFA*. iTunes: <https://itunes.apple.com/us/podcast/flashpoints-august-25-2017/id79896091?i=1000391476099&mt=2>
- Shenoy, R. (2017, August 25). After a 10-year saga, Tucson teachers are validated when a judge calls state law racist. *PRI's The World (BBC)*. Online: <https://www.pri.org/stories/2017-08-25/after-10-year-saga-tucson-teachers-are-validated-when-judge-calls-state-law>
Global Nation on iTunes: <https://itunes.apple.com/us/podcast/after-10-year-saga-tucson-teachers-are-validated-when/id966719350?i=1000391472925&mt=2>
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- *WUNC*. Online: <http://wunc.org/post/after-10-year-saga-tucson-teachers-are-validated-when-judge-calls-state-law-racist#stream/0>
 - *WNYC*. Online: <http://www.wnyc.org/story/after-a-10year-saga-tucson-teachers-are-validated-when-a-judge-calls-state-law-racist/>
 - *KWBU*. Online: <http://kwbu.org/post/after-10-year-saga-tucson-teachers-are-validated-when-judge-calls-state-law-racist>
 - *WOSU Public Media*. Online: <http://radio.wosu.org/post/after-10-year-saga-tucson-teachers-are-validated-when-judge-calls-state-law-racist#stream/0>
 - *MMC News*. Online: <http://mmc-news.com/technology/after-a-10year-saga-tucson-teachers-are-validated-when-a-judge-calls-state-law-racist.html>
- Brodie, M. (2017, August 23). Federal judge finds racial animus behind law banning Tucson schools' Mexican American Studies program. *KJZZ*. Online: <http://theshow.kjzz.org/content/523422/federal-judge-finds-racial-animus-behind-law-banning-tucson-schools-mexican-american>
- Burks, T. (2017, August 23). Arizona ban on Mexican-American studies classes ruled unconstitutional. *Death and Taxes Magazine* (subsidiary of *Billboard*). Online: <https://www.deathandtaxesmag.com/342642/arizona-ban-on-mexican-american-studies-classes-ruled-unconstitutional/>
- Calacal, C. (2017, August 23). Conservative efforts to kill ethnic studies says ban on

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- ethnic studies is racist, politically motivated. *Alternet*. Online: <http://www.alternet.org/education/federal-judge-delivers-fatal-blow-arizonas-ethnic-studies-ban>
- Diaz, T. (2017, August 23). Opinion: Arizona's Mexican American Studies victory gives nation some hope for the future. *Latino USA (NPR)*. Online: <http://latinousa.org/2017/08/23/opinion-arizonas-mexican-american-studies-victory-gives-nation-hope-future/>
- Germanos, A. (2017, August 23). Educators celebrate as Arizona's racist ethnic studies ban ruled unconstitutional. *Common Dreams*. Online: <https://www.commondreams.org/news/2017/08/23/educators-celebrate-arizonas-racist-ethnic-studies-ban-ruled-unconstitutional#>
- Harris, T. (2017, August 23). Arizona ban on ethnic studies unconstitutional: U.S. judge. *Reuters*. Online: <https://www.reuters.com/article/us-arizona-education/arizona-ban-on-ethnic-studies-unconstitutional-u-s-judge-idUSKCN1B32DE>
- O'Dea, M. (2017, August 23). A federal judge declares an Arizona school district's ban on ethnic studies to be unconstitutional. *Uproxx*. Online: <http://uproxx.com/news/arizona-school-district-mexican-studies-ruling/>
- Ortiz, G. (2017, August 23). Federal judge rules Arizona's Mexican-American studies ban was 'motivated by racial animus.' *Daily Kos*. Online: <https://www.dailykos.com/stories/2017/8/23/1692635/-Federal-judge-rules-Arizona-s-Mexican-American-studies-ban-was-motivated-by-racial-animus>
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- Kennon, K. (2013, November 4). Cultural appropriation problematic. *Arizona Daily Wildcat*. Online: <http://www.wildcat.arizona.edu/article/2013/11/cultural-appropriation-problematic>
- Khan, N. (2012, November 27). Supporters see possibility of reviving district’s ethnic studies program. *Arizona Capitol Times*. Online:
<http://azcapitoltimes.com/news/2012/11/27/tucson-districts-ethnic-studies-program-may-be-revived-supporters-say/>
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DISSERTATION AND THESIS ADVISEES

PhD

Johanne Jensen-Ives, Center for the Study of Higher Education, College of Education (2019)

Dissertation: *Fund development and donor race: How colorblindness and a ‘sales mentality’ delimits expanding the donor base*

Role: Committee Member

Martin Sean Arce, Teaching Learning and Sociocultural Studies, College of Education (2019)

Dissertation: *They Tried to Bury Us, But They Didn't Know We Were Seeds* -
"Trataron de Enterrarnos, Pero no Sabían Que Éramos Semillas" -
*The Mexican American/Raza Studies Political and Legal Struggle:
A Content Analysis*
Role: Co-Chair

Rachel F. Gómez, Mexican American Studies, College of Social and Behavioral
Sciences (2018)

Dissertation: *Critical pedagogy, testimonio, and intersectionality: A dialectical
examination of Latinx critical consciousness achievement*
Role: Committee Member

Christine Mata, Higher Education & Organizational Change, Graduate School of
Education & Information Studies, UCLA (2018)

Dissertation: *White women in student affairs: Navigating race in a complex
work environment*
Role: Committee Member

Janette Mariscal, Center for the Study of Higher Education, College of Education
(2018)

Dissertation: *Un mejor futuro: The college sensemaking of Latino parents with
elementary school-aged children*
Role: Committee Member

Irene Robles-Lopez, Educational Leadership, College of Education (2017)

Dissertation: *Latino males in the borderlands: A case study analysis of
successful transfer from the community college to the university*
Role: Committee Member

Natalie Rose Youngbull, Center for the Study of Higher Education, College of
Education (2016)

Dissertation: *The experience of divergence: The (un)success of American Indian
Gates Millennium Scholars within institutions of higher education*
Role: Committee Member

Dee Hill-Zuganelli, Sociology (2016)

Dissertation: *Chicano Studies: Proliferation of the discipline and the formal
institutionalization of community engagement, 1965 to present.*
Role: Committee Member

Charles H.F. Davis, III, Center for the Study of Higher Education, College of
Education (2015)

Dissertation: *Dream defending, on-campus and beyond: A multi-sited
ethnography of contemporary student organizing practices, social
movement repertoire, and social movement organization*
Role: Committee Member

Sheila M. D. Sedig, Center for the Study of Higher Education, College of Education (2015)

Dissertation: *Public health perspectives of cultural competence*

Role: Committee Member

Danielle D. Miner, Center for the Study of Higher Education, College of Education (2015)

Dissertation: *“Too White to be Black and too Black to be White”: The consequences of a color blind orientation on Black/White biracial students’ college choice process and racial identity development.*

Role: Co-Chair

Brandon Marshall, Language, Reading and Culture, College of Education (2015)

Dissertation: *Victims of their talents: Analyzing the role of identity and social capital in shaping the lived experiences of Black, D-1 football players.*

Role: Committee Member

Thad Dugan, Educational Leadership, College of Education (2015)

Dissertation: *The Transformative Power of Socially Just Leadership: An Examination of Praxis in Self, School, and Community*

Role: Committee Member

Seth P. Aleshire, Educational Leadership, College of Education (2014)

Dissertation: *The spectrum of discourse: A case study utilizing Critical Race Theory and Critical Discourse Analysis*

Role: Committee Member

Kerton R. Victory, College of Public Health (2014)

Dissertation: *Risk perception, drinking water source and quality in a low-income Latino community along the U.S.-Mexico border*

Role: Committee Member

Tanisha Price-Johnson, Center for the Study of Higher Education, College of Education (2014)

Dissertation: *The Cinderella Syndrome: A case study of medical school admission decisions*

Role: Committee Member

Edd

Lisa de la Cruz-Caldera, Department of Higher Education and Leadership (2017)
(Azusa Pacific University)

Dissertation: *“Systems Not Built for Me”: A Case Study Exploring Undocumented College Student Experiences Influenced by Environmental Factors in the Trump Era*

Role: Committee Member

MA

White, H. H., Department of Educational Policy Studies & Practice, College of Education (2019)

Thesis: *A phenomenological study of the lived experiences of Asian American transracial/transnational adoptees engaging in activism and advocacy work.*

Role: Committee Member

Judith D. Salcido, Department of Language, Reading and Culture, College of Education (2014)

Thesis: *Funds of Knowledge for college: Examining multiple forms of capital leveraged towards higher education by alumni students from a rural, border community*

Role: Committee Member

Ronald E. McNair Scholars

Charlinda Haudley, 2012

Thesis: *New Start Summer Program and its relationship to first-year sense of belonging*

Fatemma D. Rashwan-Soto, 2011

Thesis: *The privilege paradox: Latino masculinity and educational “underachievement” in higher education*

Kamaila Sanders, 2009

Thesis: *The college choice process for first generation, low-income, Latino males*

Summer Research Institute Scholars

Ivan Valdovinos, 2014

Thesis: *The educational barriers and coping strategies of Latino male undergraduates at the University of Arizona*

Maryam M. Shakir, 2013

Thesis: *Rationalizing racism: Arizona representatives’ employment of euphemisms for an attack on Mexican American Studies*

Bryant G. Valencia, 2011

Thesis: *Campus racial climate and the Latina/o experience: Racial microaggressions and responses*

CONFERENCE PRESENTATIONS (REFEREED)

Butler, T., Bracket, L., Cabrera, N. L., & Benitez, M. (2019). ‘Crafting a White

- W(h)ine’: Interrogating the many varieties and tastes of ‘Northwest Nice.’ Panel presentation at the annual meeting of the National Conference on Race and Ethnicity: Portland, OR.
- Bui, N., Cabrera, N. L., Mojarro, V., Ahmed, A., & Huggins, E. (2019). Bridging the racial generational gap: Building inter-generational alliances on campus. Panel presentation at the annual meeting of the National Conference on Race and Ethnicity: Portland, OR.
- Cabrera, N. L. (2019). From individual prejudice to structured racism: Race, Whiteness, and critical sociology. Paper Presented at the annual meeting of the American Educational Research Association: Toronto, Canada. (**Division G Vice-Presidential session**)
- Apple, M., Tuck, E. Leonardo, Z., Ladson-Billings, G., & Cabrera, N. L. (2019). Contested citizenship: Knowledge, race, and politics within an educational context. Panel presentation at the annual meeting of the American Educational Research Association: Toronto, Canada. (**AERA Presidential panel**)
- Cabrera, N. L. (2019). Why don’t we see all the White kids sitting together in the cafeteria? Exploring the campus politics of real and perceived racial segregation. Paper presented at the annual meeting of the American Educational Research Association: Toronto, Canada. (**AERA Presidential session**)
- Cabrera, N. L., Tuit, F., & Salinas, C. (2018). Principles of practice: Building racial competency capacity through higher education graduate programs. Presentation at the annual meeting of the Association for the Study of Higher Education: Tampa, FL. (CAHEP-CEP joint session)
- Cabrera, N. L. (2018). White Immunity: Working through the pedagogical pitfalls of “privilege.” Invited presentation at the annual meeting of the National Conference on Race and Ethnicity: New Orleans, LA.
- Cabrera, N. L. (2018). They tried to bury us, they didn’t know we were seeds: The fight for Mexican American Studies in Arizona. Invited **Presidential** symposium presentation at the annual meeting of the American Educational Research Association: New York, NY.
- Cabrera, N. L. (2018). Public intellectuals and alternative modes of knowledge production. Invited **Presidential** speaker session at the annual meeting of the American Educational Research Association: New York, NY.
- Cabrera, N. L. (2018). Outlawing *raza*: The case of Arizona and Mexican American Studies. Invited **Vice Presidential** session (Division G) at the annual meeting of the American Educational Research Association: New York, NY.

- Cabrera, N. L. (2018). "The Playbook": Manufactured right-wing outrage against critical academics. Paper presented at the annual meeting of the American Educational Research Association: New York, NY.
- Cabrera, N. L., & Arce, M. S. (2018). They thought they could bury us, but they forgot we were seeds: The Mexican American Studies victory in Tucson. Presentation at the annual meeting of the American Association of Hispanics in Higher Education: Irvine, CA.
- Cabrera, N. L. (2017). Calling racism by its true name: White supremacy and higher education curricula. Paper presented at the annual meeting of the Association for the Study of Higher Education: Houston, TX.
- Vasquez Heilig, J., Allender, D., & Cabrera, N. L. (2017). Ethnic Studies for our kids now! Presentation at the annual meeting of the Network for Public Education: Oakland, CA.
- Cabrera, N. L., Hernandez, E., & Bates, A. K. (2017). Part of the problem, part of the solution: Whiteness and the campus ecology. Paper presented at the annual meeting of the American Educational Research Association: San Antonio, TX.
- Tachine, A., & Cabrera, N. L. (2017). FEM but where is the F?: Native American families and college affordability. Paper presented at the annual meeting of the American Educational Research Association: San Antonio, TX.
- Sulé, T., Maramba, D. C., Winkle-Wagner, R., McCallum, C., & Cabrera, N. L. (2017). Teaching diversity beyond the margins. Symposium presentation at the annual meeting of the American Educational Research Association: San Antonio, TX.
- Barnhardt, C., Cabrera, N. L., Espinosa, L., Garces, L., Griffin, K., Jayakumar, U., Nuñez, A.-M., Chessman, H., & Wayt, L. (2016). Responding to student activism on college campuses: Considering the role of research in creating inclusive communities. Invited **Presidential Session** at the annual meeting of the Association for the Study of Higher Education: Columbus, OH.
- Cabrera, N. L. (2016). Hegemonic masculinity: The missing link in the racial gender gap. Paper presented at the annual meeting of the Association for the Study of Higher Education: Columbus, OH.
- Cabrera, N. L. (2016). An unexamined life: White male college students on what it means to be White. Paper presented at the annual meeting of the Association for the Study of Higher Education: Columbus, OH.
- Cabrera, N. L., Museus, S. D., & Griffin, K. A. (2016). On the promise of

- intersectionality in higher education: Utilizing intersectional research in higher education to advance racial justice. Presentation at the annual meeting the National Conference on Race & Ethnicity: San Francisco, CA.
- Cabrera, N. L., McCormick, R. B. III, & Valencia, B. (2016). College: An opportunity to redefine man up. Presentation at *Prepárate: Educating Latinos for the Future of America*. Presented by the College Board: New York, NY.
- Cabrera, N. L. (2016). The socialization of victimization –or– How White men come to see themselves as the “true” targets of racism. Paper presented at the annual meeting of the American Educational Research Association: Washington, D.C.
- Vasquez Helig, J., Ravitch, D., Goldrick-Rab, S., Cabrera, N. L., & Hess, F. (2016). Career threats and opportunities: What is the role of social media in public scholarship? Invited **Presidential Session** at the annual meeting of the American Educational Research Association: Washington, D.C. Covered by *Inside Higher Ed*: <https://www.insidehighered.com/news/2016/04/12/how-academics-use-social-media-advance-public-scholarship#.Vwzco6v9dMs.twitter>
- Cabrera, N. L. (2016). Racial conflict on campus. Invited Division J roundtable discussion at the annual meeting of the American Educational Research Association: Washington, D.C.
- Moll, L. C., Cabrera, N. L., Lopez, L., Irvine, J. J., Sleeter, C. E., Gándara, P. C., & Hawley, B. (2016). The ethnic studies revival: Tucson and beyond. Invited **Presidential session** at the annual meeting of the American Educational Research Association: Washington, D.C.
- Cabrera, N. L. (2016). Being present/Knowing your role: Professors, student activism, and the example of Tucson MAS. Presentation in the invited Division J session *The arc of the moral universe: College Student activism and the #BlackLivesMatter movement*, at the annual meeting of the American Educational Research Association: Washington, D.C.
- Gámez, G., McDowell, M., Cabrera, N. L., Téllez, M., & Rodriguez, R. (2016). Claiming space: Building the Arizona Ethnic Studies Network. Panel presentation at the annual meeting of the National Association for Ethnic Studies: Tucson, AZ.
- Federico Brummer, M. C., Cabrera, N. L., Mejia, J., Gonzalez, R., Escamilla, A., & Lopez, L. (2016). Tucson Ethnic Studies: Continuing the roots of empowering education. Panel presentation at the annual meeting of the National Association for Ethnic Studies: Tucson, AZ.
- Cabrera, N. L. (2015). “If Lil’ Wayne can say it, why can’t I?”: White male

- undergraduate use of the n-word. Paper presented at the annual meeting of the Association for the Study of Higher Education: Denver, CO.
- Cabrera, N. L. (2015). "If Lil' Wayne can say it, why can't I?": White male undergraduate use of the n-word. Paper presented at the annual retreat of the National Academic of Education/Spencer fellows: Washington, D.C.
- Cabrera, N. L. (2015). It's racism stupid: Recentering race in the affirmative action debate. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL. (part of an invited AERA Presidential Session, *Toward collective action to reclaim public narratives for justice: Ameliorating an impoverished cultural discourse on affirmative action in higher education*).
- Cabrera, N. L., (2015). Ethnic Studies works? Prove it. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL.
- Cabrera, N. L. (2015). White immunity: Working through the pedagogical pitfalls of privilege. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL.
- Tachine, A., Yellow Bird, E., & Cabrera, N. L. (2015). Home away from home: Native American students' sense of belonging during their first year in college. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL. (invited presentation for the Indigenous Peoples of the Americans SIG)
- Cabrera, N. L. (2015). HB2281 happened: Then What? Symposium presentation (*Arizona Firestorm: Marking the 5th anniversary of the landmark anti-immigrant legislation (SB1070 and HB2281)*) at the annual meeting of the Rocky Mountain Council for Latin American Studies: Tucson, AZ.
- Cabrera, N. L. (2014). Trial by fire: Latina/o student leadership development and Arizona's repressive, racist politics. Symposium presentation ("Latino Educational Leadership in and across Postsecondary settings: For Latino Communities and Latina/o Leaders") at the annual meeting of the Association for the Study of Higher Education: Washington, D.C.
- Cabrera, N. L. (2014). Ethnic studies as *real* education: TUSD, Mexican American Studies, and empirical analysis. Symposium presentation ("Raza Studies: The Public Option for Revolutionary Education") at the annual meeting of the National Association of Multicultural Education: Tucson, AZ.
- Cabrera, N. L. (2014). "It's racism, stupid!": The campus racial climate and student

- learning. Symposium presentation ("What can science learn from social science?") at the annual meeting of the Society for the Advancement of Hispanics/Chicanos and Native Americans in Science: Los Angeles, CA.
- Cabrera, N. L. (2014). Getting in is just the first step: POC success at PWIs. Symposium presentation (“#NotYourToken, #NotYourMascot, #NotYourStereotype”) at the annual meeting of the National College Access Network: Phoenix, AZ.
- Hill Zaganelli, D., Cabrera, N. L., & Milem, J. F. (2014). New rules?: Mechanisms of gender, racial, and socioeconomic impact for an in-state financial aid program. Paper presented at the annual meeting of the American Sociological Association: San Francisco, CA.
- Cabrera, N. L. (2014). CRT and me: Empowerment and tensions in the Old Pueblo. Invited session presentation by the Division J Internationalization Task Force, “International perspectives on Critical Race Theory” (co-panelists: Shaun R. Harper, Jenny J. Lee, and Nicola Rollock). Annual meeting of the American Educational Research Association: Philadelphia, PA.
- Hill Zaganelli, D., Cabrera, N. L., & Milem, J. F. (2014). Arizona Uncertainty: How one need-based aid program’s newly adopted entry requirements undermine diversity and college access. Paper presented at the annual meeting of the American Educational Research Association: Philadelphia, PA.
- Tachine, A. R., Yellowbird, E., & Cabrera, N. L. (2014). A collective journey toward hope: College choice process for Native American students. Paper presented at the annual meeting of the American Educational Research Association: Philadelphia, PA.
- Holliday, M. R., & Cabrera, N. L. (2014). The honors college and first-generation college students: Assessing factors that enhance self-efficacy. Paper presented at the annual meeting of the American Educational Research Association: Philadelphia, PA.
- Cabrera, N. L. (2014). When racism and patriarchy collide: Methodological considerations from a Man of Color engaging Whiteness. Paper presented at the annual meeting of the American College Personnel Association: Indianapolis, IN.
- Victory, K., Cabrera, N. L., Larson, D., Latura, J., Reynolds, K., & Beamer, P. (2014). Risks and risk perceptions related to drinking bottled water. Paper presented at the Risk, Perception, and Response Conference: Harvard Center for Risk Analysis: Boston, MA.
- Victory, K., Cabrera, N. L., Larson, D., Latura, J., Reynolds, K., & Beamer, P.

- (2013). Risk perception of drinking water quality in a U.S.-Mexico border community. Poster presented at the annual meeting of the Society for Risk Analysis: Baltimore, MD
- Mendez, J. J., & Cabrera, N. L. (2013). Targets but not victims: Latina/o college students and Arizona's racial politics. Paper presented at the annual meeting of the Association for the Study of Higher Education: St. Louis, MO.
- Victory, K., Cabrera, N. L., Larson, D., Latura, J., Reynolds, K., & Beamer, P. (2013). Risk perception of drinking water quality in a U.S.-Mexico border community. Poster presented at the University of Arizona's Graduate and Professional Student Council Student Showcase: Tucson, AZ. (1st place, Public Health Sciences).
- Victory, K., Cabrera, N. L., Larson, D., Latura, J., Reynolds, K., & Beamer, P. (2013). Risk perception of drinking water quality in a U.S.-Mexico border community. Poster presented at the University of Arizona's Environmental Research Grad Blitz: Tucson, AZ. (2nd place, honorable mention)
- Cabrera, N. L. (2013). TUSD Mexican American Studies work. Paper presented at the annual meeting of the Western Historical Association: Tucson, AZ.
- Cabrera, N. L., Milem, J. F., Marx, R. W., & Jaquette, O. (2013). An Empirical analysis of the effects of Mexican American Studies participation on student achievement within Tucson Unified School District. Paper presented at the annual meeting of the American Educational Association: San Francisco, CA. (Division G invited Vice Presidential Session)
- Cabrera, N. L. (2013). The other 'r' word and university programming. Paper presented at the annual meeting of the American Educational Association: San Francisco, CA.
- Cabrera, N. L., & Holliday, M. R. (2013). Racial politics and racial identity: A case study of Arizona, 2010-2011. Paper presented at the annual meeting of the American Educational Association: San Francisco, CA.
- Milem, J. F., Cabrera, N. L., Baldasare, A., Kuper, M. F., & Schultz, S. (2013). Building critical praxis: A collaborative model for student and academic affairs. Symposium presentation at the annual meeting of the American College Personnel Association: Las Vegas, NV.
- Murray, T. A., Schultz, S., & Cabrera, N. L. (2013). Choice versus transition: The college choice process for students with disabilities. Paper presented at the annual meeting of the American College Personnel Association: Las Vegas, NV.
- Cabrera, N. L. (2012). Anger and avoidance: Some methodological considerations

- for men of color studying Whiteness. Paper presented at the annual meeting of the Association for the Study of Higher Education: Las Vegas, NV.
- Victory, K., Larson, D., Cabrera, N., Reynolds, K., & Beamer, P. (2012). Comparison of fluoride levels in tap and bottled water in a US-Mexico border community. Poster presented at the International Society of Exposure Science (ISES): Seattle, WA.
- Cabrera, N. L., Gonzalez Canche, M. S., & Milem, J. F. (2012). Modeling the indirect effects of the summer program participation. Paper presented at the annual meeting of the American Educational Research Association: Vancouver, British Columbia, Canada.
- Cabrera, N. L., Watson, J., & Franklin, J. D. (2012). Racial arrested development: Campus ecology, White entitlement, and social comfort in higher education. Paper presented at the annual meeting of the American Educational Research Association: Vancouver, British Columbia, Canada.
- Cabrera, N. L., & Valencia, B. G. (2012). Campus racial climate: Microaggressions, and counterspaces for Latina/o students. Paper presented at the annual meeting of NASPA - Student Affairs Administrators in Higher Education: Phoenix, AZ.
- Cabrera, N. L. (2011). Beyond Black and White: How White male college students see their Asian American peers. Paper presented at the annual meeting of the Association for the Study of Higher Education: Charlotte, NC.
- Cabrera, N. L. (2011). "But I'm oppressed too": White male college students framing racial emotions as facts and recreating racism. Paper presented at the annual meeting of the American Educational Research Association: New Orleans, LA.
- Rashwan-Soto, F. D., & Cabrera, N. L. (2011). The privilege paradox: Latino masculinity and educational underachievement in higher education. Paper presented at the annual meeting of the National Association of Chicana and Chicano Studies: Pasadena, CA.
- Cabrera, N. L. (2010). ...but we're not laughing: White male college students' racial joking and what this says about "post-racial" discourse. Paper presented at the annual meeting of the Association for the Study of Higher Education: Indianapolis, IN.
- Cabrera, N. L., Miner, D. D., Sutton, F. A., & Milem, J. F. (2010). Can a summer bridge program impact first-year persistence and performance?: A case study of the New Start Summer Program. Paper presented at the annual meeting of the Association for the Study of Higher Education: Indianapolis, IN.
- Cabrera, N. L., & Miner, D. D. (2010). Measuring the impact of New Start Summer

- Program participation. Symposium presentation at the annual meeting of the Association for the Study of Higher Education: Indianapolis, IN.
- Cabrera, N. L., & Sutton, F. A. (2010). No need to recreate the wheel: Using IR data as one component of student affairs assessment. Symposium presentation at the annual meeting of the Association for the Study of Higher Education: Indianapolis, IN.
- Cabrera, N. L. (2009). Working through Whiteness: White, male college students challenging racism. Paper presented at the annual meeting of the Association for the Study of Higher Education: Vancouver, British Columbia, Canada.
- Cabrera, N. L., & Lopez, P. D. (2009). *Ganas*: From the individual to the community, and the potential for improving college readiness in the “Land that Texas Forgot”. Paper presented at the annual meeting of the American Educational Research Association: San Diego, CA.
- Sáenz, V. B., Yamamura, E., Cabrera, N. L., Aguilar, A., Martinez, M., Najera, T., Lopez, P. D., Ozuna, T. (2009). Exploring innovative means of stakeholder collaboration to improve college readiness and access on the south Texas Border. Paper presented at the annual meeting of the American Association of Hispanics in Higher Education: San Antonio, TX.
- Cabrera, N. L., Aguilar, A., & Martinez, M. (2009). Promoting college readiness on the South Texas border: The impetus for a community movement. Paper presented at the annual meeting of the Texas Association of Chicanos in Higher Education: Austin, TX.
- Cabrera, N. L. (2008). Seeing through white-tinted glasses: White male college students on race, anger, and apathy. Paper presented at the annual meeting of the Association for the Study of Higher Education: Jacksonville, FL.
- Cabrera, N. L. (2008). Advancing in higher education: A portrait of Latino college students entering four year institutions, 1975-2006. Poster presented at the American Association of Colleges & Universities conference – Diversity, Learning, and Inclusive Excellence: Long Beach, CA.
- Hurtado, S., Cabrera, N. L., Espinosa, L. L., Lin, M. H., & Arellano, L. (2008). The science of diversifying science. Paper presented at the annual meeting of the Association for Institutional Research: Seattle, WA.
- Cabrera, N. L., Sáenz, V. B., & Santos, J. L. (2008). Latina/o college student forty year trends. Paper presented at the *Prepárate: Educating Latinos for the Future of America* conference hosted by the College Board: Chicago, IL.
- Cabrera, N. L. (2008). Farmworkers, economic poisons, and risk perception in

- California's Salinas Valley. Paper presented at The University of Arizona's Social Justice Symposium: Tucson, AZ.
- Cabrera, N. L., & Fosnacht, K. F. (2008). Adverse impact towards underrepresented minorities at the University of Texas-Austin and Texas A&M. Paper presented at the annual meeting of the American Educational Research Association: New York, NY.
- Cabrera, N. L., & Sáenz, V. B. (2008). Chicana/o college student first year retention. Paper presented at the annual meeting of the American Association of Hispanics in Higher Education, Inc.: Miami, FL.
- Cabrera, N. L. (2007). Invisible privilege: Male, hegemonic Whiteness and higher education. Paper presented at the annual meeting of the Association for the Study of Higher Education: Louisville, KY.
- Cabrera, N. L., & Hurtado, S. (2007). Studying and surviving: Latina/o students on race, ethnic organizations, and campus racial segregation. Paper presented at the annual meeting of the Association for the Study of Higher Education: Louisville, KY.
- Cabrera, N. L., & Sáenz, V. B. (2007). Getting in and staying in: Predictive factors in the transition and adjustment to college of first-year Chicana/o students. Paper presented at the *Prepárate: Educating Latinos for the Future of America* conference hosted by the College Board: Los Angeles, CA.
- Hurtado, S., Eagan, M. K., Cabrera, N. L., Lin, M. H., Park, J., & Lopez, M. (2007). Training future scientists: Predicting first-year minority student participation in health science research. Paper presented at the annual meeting of the Association for Institutional Research: Kansas City, MO.
- Fosnacht, K. F., & Cabrera, N. L. (2007). Racial stratification of the UC System: changing public university transition rates, pre-Prop 209 through California's budgetary crisis. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL.
- Cabrera, N. L. (2007). Creating community amidst hostility: Latina/o college students on race, resistance, and resiliency. Paper presented at the annual meeting of the National Association of Chicana and Chicano Studies: San Jose, CA.
- Hurtado, S., Chang, J. C., Sáenz, V. B., Espinosa, L. L., Cabrera, N. L., & Cerna, O. S. (2006). Predicting transition and adjustment to college: Minority biomedical and behavioral science students' first year of college. Poster presented at the Cooperative Institutional Research Project 40th Anniversary Symposium: Los Angeles, CA.

- Santos, J. L., Cabrera, N. L., & Fosnacht, K. J. (2006). Access and eligibility in a race-neutral policy environment: Adverse impact towards underrepresented minorities in the UC System. Paper presented at the *Equal opportunity in higher education: The past and future of Proposition 209* conference hosted by the Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity: Berkeley, CA.
- Cabrera, N. L., Sáenz, V. B., Espinosa, L. L. (2006). Factors contributing to positive first-year college experiences and degree persistence for Chicana/o students. Paper presented at the annual meeting of the National Association of Chicana and Chicano Studies: Guadalajara, Jalisco, Mexico.
- Hurtado, S., Chang, J. C., Sáenz, V. B., Espinosa, L.L., Cabrera, N.L., & Cerna, O.S. (2006). Predicting transition and adjustment to college: Minority biomedical and behavioral science students' first year of college. Paper presented at the annual meeting of the Association of Institutional Research: Chicago, IL.
- Cabrera, N. L. (2003). California farmworkers and pesticides: History and politics. National MEChA Conference: Berkeley, CA.
- Cabrera, N. & Leckie, J. O. (2002). An analysis of risk perception with respect to pesticide exposure within the farmworker community of the Salinas Valley. Poster and paper presented at the annual meeting of the International Society of Environmental Epidemiology & International Society of Exposure Analysis: Vancouver, B.C.
- Cabrera, N. L. (2002). The Salinas study: Farmworkers, risk perception, and pesticide exposure. Department of Comparative Studies in Race and Ethnicity. Stanford University: Stanford, CA.
- Cabrera, N. L. (2002). Farmworkers, risk perception, and economic poisons. Department of Chicano Studies. Stanford University: Stanford, CA.

INVITED KEYNOTES/TRAININGS/PRESENTATIONS

- Cabrera, N. L. (2019). WAACK CSP: Exploring what Culturally Sustaining Pedagogies means for White people. Annenberg Community House: Santa Monica, CA. (Invited presentation for the convening, "Toward a Comparative Perspective of Culturally Sustaining Pedagogies: A Symposium for Dialogue and Collaboration" hosted by Casey Wong, Django Paris, and H. Samy Alim)
- Cabrera, N. L. (2019). CRT and me: A personal reflection. University of California, Los Angeles: Los Angeles, CA. (Invited Zoom presentation for *EDUC 263, Critical Race Theory*)
- Cabrera, N. L. (2019). Talkin' inclusion, disruptin' racism. Invited keynote

- presentation at Clark College: Vancouver, WA. (sponsored by Clark College Student Life)
- Pilgrim, D., Cabrera, N. L., Danico, M. Y., Zia, H. (2019). Affirmative action, the model minority myth and fighting back against right-wing divide-and-conquer. Tim Wise *SpeakOut!* Podcast taped at the annual meeting of the National Conference on Race and Ethnicity: Portland, OR.
- Cabrera, N. L. (2019). *White Guys on Campus: Race on campus and studying Whiteness*. Phoenix, AZ: Super ACAC (Association for College Admissions and Counseling) Conference (Pacific Northwest, Rocky Mountain, and Western ACAC's combined). (Invited presentation, discussion. and book reading)
- Cabrera, N. L. (2019). "It's all part of the plan": How uninterrogated university logics perpetuate racial inequality. Phoenix, AZ: Super ACAC (Association for College Admissions and Counseling) Conference (Pacific Northwest, Rocky Mountain, and Western ACAC's combined). (Invited keynote address)
- Cabrera, N. L. (2019). White immunity and other racial conundrums on campus. Corvallis, OR: Oregon State University. (Zoom "Fireside Chat" hosted by Adult Education & Higher Education Leadership, College of Education)
- Cabrera, N. L. (2019). UA Campus Conversation Forum. Tucson, AZ: University of Arizona. (Invited panelist regarding Border Patrol presence on campus). Online: <https://media.azpm.org/master/doc/ua/abor/campus-conversation1.html>
- Cabrera, N. L. (2019). *White Guys on Campus*. Claremont, CA: Claremont Graduate University. (Invited guest lecture and Q&A in *Education 461, The College Student Experience*)
- Cabrera, N. L. (2019). White privilege, White immunity, and operationalizing Whiteness. Berkeley, CA: UC Berkeley. (Invited Skype guest lecture and Q&A in *Education 281A, Race, Whiteness Studies and Education*)
- Tuck, E., Annamma, S., & Cabrera, N. L. (2019). Book celebration! Toronto, Canada: Another Story Bookshop. (Panel discussion and book reading)
- Cabrera, N. L. (2019). White Immunity: Working through the pitfalls of privilege. New York, NY: Queens College, CUNY. (Invited keynote presentation as part of the *Race, Identity, and Liberation* inaugural conference)
- Matias, C. M., & Cabrera, N. L. (2019). The conundrums of Whiteness in educational research. New York, NY: Queens College, CUNY. (Invited public dialogue as part of the *Race, Identity, and Liberation* inaugural conference)
- Cabrera, N. L. (2019). Critical Whiteness Studies v. Critical Race Theory: Competing

- paradigms or two sides of the same coin? Miami, FL: Florida International University. (Invited “coffee talk” presentation as part of the Higher Education Program’s *Innovative Inquiry Colloquium Series*)
- Cabrera, N. L. (2019). Critical Race Theory, method, epistemology, and future directions. Miami, FL: Florida International University. (Invited brown bag lunch presentation as part of the Higher Education Program’s *Innovative Inquiry Colloquium Series*)
- Cabrera, N. L. (2019). Where’s the racial theory in Critical Race Theory?: A constructive criticism of the Critics. Miami, FL: Florida International University. (Invited keynote presentation as part of the Higher Education Program’s *Innovative Inquiry Colloquium Series*)
- Cabrera, N. L., & Lott, E. (2019). Conundrums of the racial divide in American culture. Tucson, AZ: University of Arizona. (Invited dialogue as part of the Tucson Festival of Books)
- Cabrera, N. L. (2019). Racial microaggressions and professional practice. Tucson, AZ: University of Arizona. (Invited professional development training for classified staff in the College of Education)
- Lange, A. C., & Cabrera, N. L. (2019). Privilege, immunity, and student affairs. Tucson, AZ: University of Arizona. (Invited lecture and discussion in *HED608, The College Student*)
- Cabrera, N. L. (2019). White Immunity: Working through the pitfalls of privilege. San Diego, CA: San Diego State University. (Invited keynote presentation)
- Huerta-Bapat, C., Morton, T. R., Cabrera, N. L. & Nicolazzo, Z. (2019). Sense of belonging on campus. Panel presentation at the first annual Student Success Conference. Tucson, AZ: University of Arizona. (sponsored by the University of Arizona’s Student Success and Retention Innovation)
- Cabrera, N. L. (2018). Race is, race ain’t: Creating racially-engaged youth development practice. Tucson, AZ: Higher Ground, a Resource Center. (Invited anti-racism staff training)
- Cabrera, N. L. (2018). *White Guys on Campus: Racism, White Immunity, and the Myth of ‘Post-Racial’ Higher Education*. La Verne, CA: University of La Verne. (Invited keynote presentation, Inaugural *Critical Education Forum* sponsored by the Center for Educational Equity & Intercultural Research and the LaFetra College of Education)
- Cabrera, N. L. (2018). Reflections on White Immunity. La Verne, CA: University of La Verne. (Invited Q&A discussion, *HON 314, Education as a Civil Right*)

Cabrera, N. L. (2018). Academic resistance in an Age of Trump. Tampa, FL: Annual Meeting of the Association for the Study of Higher Education. (Invited keynote address as part of the Council on Ethnic Participation)

Online:

https://m.facebook.com/story.php?story_fbid=10101751111006355&id=5400133

Perez, R., & Cabrera, N. L. (2018). Academic self-care in the face on the -isms. Tampa, FL: Annual Meeting of the Association for the Study of Higher Education. (Invited roundtable discussion as part of the Council on Ethnic Participation's Mentor/Protégé program)

Cabrera, N. L. (2018). White immunity and Critical Race Theory: Some meditations on antiracism and everyday practice. Colorado State University. (Zoom lecture and Q&A, *EDHE 773, Students in the Collegiate Context*)

Cabrera, N. L. (2018). White Immunity: Working through the pitfalls of privilege. Tucson, AZ: University of Arizona. (Public lecture as part of *Show & Tell* sponsored by the Confluence Center for Creative Inquiry)

Cabrera, N. L. (2018). Critical Race Theory: Innovations and challenges in critical educational research. Bozeman, MT: Montana State University. (Cisco Webx Meeting lecture and Q&A for *EDU612, Critical Race Theory*)

Cabrera, N. L. (2018). White Immunity: Working through the pedagogical pitfalls of privilege. Nashville, TN: Vanderbilt University. (Presentation and Q&A sponsored by Vanderbilt Office of Greek Life)

Benavides, V. N., & Cabrera, N. L. (2018). Understanding and promoting student success through the lens of Critical Race Theory. Tucson, AZ: University of Arizona. (Panel presentation sponsored by University of Arizona's Office of Student Success & Retention Innovation)

Cabrera, N. L. (2018). The paradox of privilege: The self-inflicted educational wounds of Latino masculinity. Tucson, AZ: University of Arizona. (Keynote lecture and discussion sponsored by University of Arizona Residence Life)

Cabrera, N. L. (2018). White Immunity: Working through the pedagogical pitfalls of privilege. Boston, MA: Harvard University. (Keynote sponsored by the Harvard School of Public Health)

Cabrera, N. L. (2018). "By the Time I get to Arizona": The racial politics and resistance to state-sponsored racism. Cambridge, MA: Harvard University. (Keynote sponsored by the Harvard Graduate School of Education)

Cabrera, N. L. (2018). *White Guys on Campus: Racism, White Immunity, and the*

- Myth of “Post Racial” Higher Education*. New Haven, CT: Yale University. (Book talk sponsored by the Yale University Center for the Study of Race, Indigeneity, and Transnational Migration and the Educational Studies Program)
- Cabrera, N. L. (2018). *White Guys on Campus: Racism, White Immunity, and the Myth of “Post Racial” Higher Education*. Amherst, MA: UMASS, Amherst. (Book talk sponsored by UMASS, Amherst Higher Education Program and the Center for Student Success Research)
- Cabrera, N. L. (2018). Creating ‘different mirrors’: History, theory, and impacts of ethnic studies. Holyoke, MA: Holyoke Public Schools. (Presentation/dialogue with Holyoke Ethnic Studies teachers and students)
- Cabrera, N. L. (2018). Applying critical methodologies. Amherst, MA: UMASS, Amherst. (Presentation/dialogue with graduate students)
- Cabrera, N. L. (2018). Appropriating the master’s tools in the Old Pueblo: Critical quant analyses and the fight for Ethnic Studies. Amherst, MA: UMASS, Amherst. (part of the *Critical Methodologies Seminar Series*, sponsored by UMASS, Amherst College of Education and the Transformations Lab)
- Cabrera, N. L. (2018). Strategies for dealing with microaggressions and backlash in the classroom. Tucson, AZ: University of Arizona. (Invited presentation/discussion as part of the University of Arizona’s *Diverse Faculty Career Discussions* initiative, co-sponsored by the Office for Diversity & Inclusive Excellence)
- Cabrera, N. L. (2018). Microaggressions & stereotype threat: Navigating invisible racism in the classroom. Syracuse, NY: State University of New York. (Zoom training for the College of Environmental Science and Forestry as part of the USC Equity Institute)
- Cabrera, N. L. (2018). “If Lil’ Wayne can say it, why can’t I?”: White male undergraduates and their use of the n-word. Tucson, AZ: University of Arizona. (Invited keynote, *Colle of Agricultural and Life Sciences (CALS) Perspectives on Diversity and Inclusion Speaker Series*)
- Cabrera, N. L. (2018). Some reflections on the risks and rewards of doing applied, controversial scholarship. Tucson, AZ: University of Arizona. (Invited lecture, *FSDH 696z, Professional Development*)
- Cabrera, N. L. (2018). Racism: A Primer. Tucson, AZ: University of Arizona. (Invited lecture, *CHP426, Topics in Environmental Justice*)
- Cabrera, N. L., & Brett, T. G. (2018). The process of creating inclusive classrooms.

- Tucson, AZ: University of Arizona. (Invited presentation to the College of Education new instructor training program)
- Cabrera, N. L. (2018). From resistance to renaissance: Critical Race Theory, Mexican American Studies, and the nationwide ethnic studies movement. Albuquerque, NM: University of New Mexico. (Invited keynote)
- Cabrera, N. L. (2018). A brief history of Whiteness. Tucson, AZ: University of Arizona. (Invited training for Residence Life employees at the University of Arizona)
- Cabrera, N. L. (2018). Creating ‘different mirrors’: History, theory, and impacts of ethnic studies. Keynote presentation at Let’s Talk Race Conference: *Moving From the Margins*. Durham, NC: North Carolina Central University
- Cabrera, N. L. (2018). Some thoughts on conducting rigorous, critical research. Boston, MA: UMASS, Boston. (Invited guest lecture in *HighEd 753, Research Design in Higher Education*)
- Cabrera, N. L. (2018). “White Immunity”: Working through the pitfalls of “privilege” discourse. Tucson, AZ: TEDxUA. Online: <https://www.youtube.com/watch?v=JtLpAfB-DEc>
- Cabrera, N. L. (2018). Who’s afraid of Mexican American Studies?: Educational equity, Tucson Unified, and the national movement for ethnic studies. La Verne, CA: University of La Verne. (Invited keynote presentation at the inaugural conference of the Center for Educational Equity & Intercultural Research, *Building Bridges and Coalitions: The Power of Intersectionality*)
- Reddick, R. J., & Cabrera, N. L. (2018). Getting tenure without losing your soul. Austin, TX: University of Texas, Austin. (Invited presentation at a convening of Project M.A.L.E.S.)
- Cabrera, N. L. (2017). Race is, race ain’t: Creating racially-engaged youth development practice. Tucson, AZ: Higher Ground, a Resource Center. (Invited anti-racism staff training)
- Cabrera, N. L. (2017). Working through Whiteness and other racial conundrums. Austin, TX: UT Austin. (Invited Skype lecture in *EDA391K/LAW379M/WGS303, Equity and Diversity in Higher Education*)
- Cabrera, N. L. (2017). Ethnic Studies/Ethnic Museums. “Gallery Chat” at the Tucson Jewish History Museum: Tucson, AZ.
- Tuitt, F., & Cabrera, N. L. (2017). Embracing a scholar-activist mission. Presentation

- at the Council on Ethnic Participation, part of the annual meeting of the Association for the Study of Higher Education: Houston, TX.
- Cabrera, N. L. (2017). The numbers and Mexican American Studies. Tucson, AZ: El Conquistador Hotel. Invited lecture for the Arizona Association of Latino Administrators and Superintendents.
- Cabrera, N. L. (2017). The struggle for Mexican American Studies in Tucson and beyond. Salem, OR: Chemeketa Community College. (Invited Skype lecture in *CLA 201, Introduction to Chicano/Latino Studies*)
- Cabrera, N. L., Goodwin, T., Mendoza, J., Rattray, B., & Rosencrantz, N. (2017). Through the looking glass – Reinventing and rediscovering the self. Presentation for Stanford Class of '02, 15th reunion panel. Stanford, CA: Stanford University.
- Cabrera, N. L. (2017). Community talk back for production, *Building the Wall*. Tucson, AZ: Borderlands Theater Company.
- Cabrera, N. L. (2017). Privilege, immunity, and student development theory. DeKalb, IL: Northern Illinois University. (Invited Skype lecture in *CAHE 522, Student Development Theory*)
- Cabrera, N. L. (2017). The MAS ban was racist, now what? Santa Barbara, CA: University of California, Santa Barbara. (Invited Skype lecture in *Sociology 144, Chicana/o Community*)
- Betts, R. D., Gamez, G., Espree, A., Fierro, D., & Cabrera, N. L. (2017). Building the prison-to-higher education pipeline. Panel presentation sponsored by the College of Social and Behavioral Sciences and the College of Law. Tucson, AZ: University of Arizona. (panel moderator)
- Cabrera, N. L. (2017). The self-inflicted wounds of patriarchy: Latino male education and help-seeking behaviors. Keynote lecture at the Accelerating Academic Success Program conference. New Orleans, LA: NCAA.
- Cabrera, N. L. (2017). Brown lives matter: Educational equity, Tucson Unified, and the national movement for ethnic studies. Keynote lecture for the Texas Center for Education Policy (TCEP) Brown Bag speaker series. Austin, TX: University of Texas, Austin.
- Cabrera, N. L. (2017). The educational benefits of ethnic studies: The evidence and importance for social equity. Presentation to the Texas State Board of Education, Committee on Instruction. Austin, TX: State Board of Education.
- Cabrera, N. L. (2017). The potential and pitfalls of doing community-engaged, social

- justice scholarship. Loyola University Chicago: Chicago, IL. (Invited Zoom lecture in *ELPS429, Critical Social Theories & Education*)
- Cabrera, N. L. (2017). Creating ‘different mirrors’: History, theory, and impacts of ethnic studies. Keynote presentation at the *The Power of Culturally Relevant Pedagogy* conference, sponsored by the UH Center for Mexican American Studies. University of Houston: Houston, TX.
- Coronado, I., Maciel, X., Metcalfe, A. S., Cabrera, N. L., Hutchens, N. (2017). A primer for organizing and activism in public higher education. Webinar hosted by *Higher Education and Democracy*.
https://highereddemocracy.com/2017/03/09/a-primer-for-organizing-and-activism-in-public-higher-education/?iframe=true&theme_preview=true
- Cabrera, N. L. (2017). Son of HB2281: HB2120 and the future of social justice education in Arizona. University of Arizona: Tucson, AZ. (invited lecture to the United Non-Discriminatory Individuals in Defense of Our Studies (UNIDOS))
- Cabrera, N. L. (2017). On Whiteness, education, and other conundrums. Denver University: Denver, CO. (Invited guest Zoom lecture in *HED4289, Race and Racism in Higher Education*)
- Cabrera, N. L. (2017). “If Lil’ Wayne can say it, why can’t I?”: White male undergraduates and the n-word. Stanford University: Stanford, CA. Invited keynote sponsored by the Stanford Graduate School of Education, Race, Inequality and Language in Education (RILE) Speaker Series.
- Cabrera, N. L. (2017). “If Lil’ Wayne can say it, why can’t I?”: White male undergraduates and the n-word. University of Arizona: Tucson, AZ. Invited keynote in the Turbeville Speaker Series hosted by the John and Doris Norton School of Family and Consumer Sciences.
- Soltero, L., Higuera, G., & Cabrera, N. L. (2017). Trump presidency & Chicanx/Latinx concerns. University of Arizona: Tucson, AZ. Panel discussion hosted by the Guerrero Center.
- Cabrera, N. L. (2017). Creating ‘different mirrors’: History, theory, and impacts of ethnic studies. University of Arizona: Tucson, AZ. Curriculum diversification training at the Mel and Enid Zuckerman College of Public Health.
- Cabrera, N. L. (2016). Why education? University of Arizona: Tucson, AZ. (Fall College of Education commencement address)
- Cabrera, N. L. (2016). Whiteness: A primer. Global Justice Center: Tucson, AZ. (invited lecture to the United Non-Discriminatory Individuals in Defense of Our Studies (UNIDOS))

- Cabrera, N. L. (2016). On culturally relevant curricula and “real education.” University of Arizona: Tucson, AZ. (invited guest lecture in *LRC 504, Language in Education*)
- Tachine, A., Cabrera, N. L., Rhoades, G., Yellow Bird, E., & Francis-Begay, K. (2016). College choice and the transition experience of first-year Native American students at the University of Arizona. Invited presentation at the Arizona Tri-Universities for Indian Education (ATUIE) meeting: Tucson, AZ.
- Cabrera, N. L. (2016). Reflections of a Trump presidency and community healing. Columbus, OH: Association for the Study of Higher Education. (invited opening remarks for the Council on Ethnic Participation)
- Cabrera, N. L. (2016). The struggle for Mexican American Studies in the Old Pueblo. Pomona, CA: Cal Poly Pomona. (invited Skype lecture, *EDD730, Leadership for Equity and Advocacy*)
- Cabrera, N. L. (2016). Whiteness and cultural appropriation: Prepping for Halloween. Tucson, AZ: University of Arizona. (invited presentation/discussion sponsored by the University of Arizona’s Guerrero Student Center)
- Cabrera, N. L. (2016). Ethnic Studies: History, current developments, and educational impacts. Tucson, AZ: University of Arizona. (invited keynote, *Tu Universidad, Tu Futuro, Hispanic/Latin@ College Day*, sponsored by the Office of Early Academic Outreach)
- Cabrera, N. L. (2016). Engaging men in preventing sexual assault. Tucson, AZ: University of Arizona. (invited panel presentation at the Fearless Conference, sponsored by the Women's Resource Center, Students Promoting Empowerment and Consent, and the Dean of Students Office)
- Cabrera, N. L. (2016). On Whiteness, campus ecologies, and racial arrested development. Storrs, CT: University of Connecticut. (Invited Skype lecture in *EDLR 5126, Leading Toward a Multicultural Educational Environment*)
- Linder, C., & Cabrera, N. L. (2016). Reflections on Whiteness and Higher Education scholarship. Tempe, AZ: Arizona State University. (Invited Skype lecture in *HED 598, Race and Racism in Higher Education*)
- Cabrera, N. L. (2016). Meditations on racial classification. Tucson, AZ: University of Arizona. (Invited keynote lecture, University of Arizona Hillel, Department of History, and the Holocaust History Center’s speaker series *Will Today’s Global Unrest Lead to Genocide?*)
- Cabrera, N. L. (2016). Racism: A Primer. Tucson, AZ: University of Arizona. (Invited lecture, *HED350, Project SOAR*)

- Cabrera, N. L. (2016). *Racism: A Primer*. Tucson, AZ: University of Arizona. (Invited lecture, *CHP426, Topics in Environmental Justice*)
- Cabrera, N. L. (2016). *Whiteness, racism, and education*. San Diego, CA: San Diego State University. (Invited Skype presentation for *ED-840, Educational Leadership in a Diverse Society*)
- Cabrera, N. L. (2016). “Everything I needed to know, I learned as a HEOCh”: Ethnic Studies, critical empiricism, and scholar-activism. Invited talk for the Higher Education & Organizational Change graduate students. Los Angeles, CA: University of California, Los Angeles.
- Cabrera, N. L. (2016). *White privilege in higher education theory and practice*. Athens, GA: University of Georgia. (Invited Skype presentation for *ECHD8000, Whiteness & White Privilege in Education*)
- Cabrera, N. L. (2016). *Whiteness and racism: A primer for teachers*. Keynote presentation for the Tucson Unified School District’s Institute for Culturally Responsive Education. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2016). *Creating ‘different mirrors’: History, theory, and impacts of ethnic studies*. Keynote presentation for the Tucson Unified School District’s Institute for Culturally Responsive Education. Tucson, AZ: University of Arizona.
- Cabrera, N. L., Foster, K., & Romero, A. (2016). *The history and current status of Mexican American Studies in the Tucson Unified School District*. Invited panel presentation for the class *Desert dystopia: Language and education policies in the State of Arizona (LRC 595a)*. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2016). *Ethnic Studies: Lessons from Tucson, San Francisco, and the nation*. Invited presentation to the Los Angeles Unified School District School Board: Curriculum, Instruction and Educational Equity Committee. Los Angeles, CA: Governing Board of Education of the City of Los Angeles. (Voices from Academia: <http://laschoolboard.org/sites/default/files/05-03-16CIAAgenda.pdf>) Commentary online: <https://www.youtube.com/watch?v=Vv41RtQRABA>
- Abajian, S., & Cabrera, N. L. (2016). *What are some of the benefits and challenges in instituting ethnic studies?* Presentation at Ethnic Studies Summit. Orange, CA: Chapman University.
- Matias, C. E., & Cabrera, N. L. (2016). *Doctoral student success webinar: Academic writing and publishing*. Webinar sponsored by the American Educational Research Association, Research on the Education of Asian and Pacific Americans (REAPA) Sig.

- Cabrera, N. L. (2016). MAS and Stats. Tucson, AZ: University of Arizona. (Invited guest lecture, *The Education of Latinas/Latinos, MAS475A*)
- Cabrera, N. L. (2016). Social justice STEM. Keynote address. Tucson, AZ: Environmental Science and Social Justice Science Academy. (Sponsors: University of Arizona Early Academic Outreach, Mathematics Engineering Science Achievement (MESA), and Women in Science and Engineering (WISE) Program)
- Cabrera, N. L. (2016). The people's education: Ethnic Studies origins, in Tucson, and into the future. Keynote lecture at the University of Minnesota, West Bank Campus. Minneapolis, MN: University of Minnesota. (Sponsors: African & African American Studies Department, Chicano & Latino Studies Department, University of Minnesota, Minnesota Education Equity Partnership, Teaching and Learning – Minneapolis Public Schools)
- Cabrera, N. L. (2016). Ethnic studies: A cornerstone Civil Rights promise for an equitable U.S. public education. A panel discussion in conference *Minnesota's Pathway Forward, Deepening Race Equity in Education*. Minneapolis, MN: Minnesota Education Equity Partnership.
- Cabrera, N. L. (2016). Students and the struggle for Mexican American Studies in Tucson. Keynote presentation. Minneapolis, MN: North High School.
- Cabrera, N. L. (2016). Brown lives matter: Educational equity, Tucson Unified, and the national movement for ethnic studies. Keynote lecture to the University of Utah SED Diversity Scholars. Salt Lake City, UT: University of Utah.
- Cabrera, N. L. (2016). The unbearable Whiteness of being: The missing link on educational diversity scholarship and practice. Invited keynote lecture sponsored by the University of Utah SED Diversity Scholars, Department of Ethnic Studies, and Department of Education, Culture, and Society. Salt Lake City, UT: University of Utah.
- Cabrera, N. L. (2015). The profound threat of a good idea: Ethnic studies in Tucson and beyond. Invited keynote address at the 12th annual Ray Warren Symposium on Race and Ethnic Studies. Portland, OR: Lewis & Clark College.
- Cabrera, N. L. (2015). Are White men under attack on college campuses? Invited keynote sponsored by The Men's Project. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2015). *¿Quién soy yo?/Who am I?: Nurturing our roots to forge our future*. Tucson AZ: University of Arizona. (guest lecture, Freshman Success, *TLS 197*)

- Cabrera, N. L. (2015). Race is not a four-letter word: Engaging that which we don't want to discuss. Tucson, AZ: University of Arizona. (guest lecture, Project SOAR, *HED350*)
- Cabrera, N. L., & López, F. A. (2015). Race is, race ain't: Creating racially-inclusive pedagogy. Invited presentation to the College of Education new instructor training program. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2015). Getting in is just the first step: POC success at PWIs. Stanford, CA: College Horizons annual program. (presentation to students)
- Cabrera, N. L. (2015). The paradox of privilege: The self-inflicted educational wounds of masculinity. Stanford, CA: College Horizons annual program. (presentation to students)
- Cabrera, N. L. (2015). Asking the wrong questions: How misidentification, misinterpretation, and misallocation make universities engines of inequality. Stanford, CA: College Horizons annual program. (presentation to faculty)
- Cabrera, N. L. (2015). Creating 'different mirrors': History, theory, and impacts of ethnic studies. Tucson, AZ: Tucson Unified School District, Department of Culturally Relevant Pedagogy and Instruction. (invited teacher training)
- Cabrera, N. L. (2015). Microaggressions in everyday life: Realities and consequences. Cesar E. Chavez Leadership Institute: Phoenix, AZ. (invited presentation/training)
- Cabrera, N. L. (2015). Anti-Latina/o politics: The human consequences. Alliance for Strong Families and Communities annual CEO Leadership Institute: Tucson, AZ. (invited panel presentation)
- Cabrera, N. L. (2015). Ethnic studies now: Struggle in Tucson and expansion throughout the country. Denver, CO: Manual High School. Panel discussion sponsored by University of Colorado, Denver Latin@ Student Services, Ethnic Studies, Research Advocacy in Critical Education (R.A.C.E.), Social Justice, and Women's and Gender Studies; eCALLMS, Brother to Brother; and the University of Denver Center for Multicultural Excellence. (co-presenters: Margaret Montoya and Shirley Romero Otero)
- Cabrera, N. L. (2015). Race in America: Where are we now? Panel discussion as part of University of Denver's Critical Race Theory in Education Lecture Series. Denver CO: University of Denver. (co-presenters: Margaret Montoya, Cheryl Matias, and Shirley Romero Otero)
- Cabrera, N. L. (2015). What's the use of theory? Pittsburgh, PA: University of

- Pittsburgh. (Invited Skype guest lecture in Theoretical Frameworks of Higher Education, *ADMPS 3089*)
- Cabrera, N. L. (2015). *La lucha sigue*: The struggle for Mexican American Studies in the Old Pueblo. Invited keynote presentation for the 11th Annual Latino Leadership Summit. Denver, CO: Community College of Denver; Metropolitan State University of Denver; University of Colorado, Denver; and *¡Adelante!*
- Cabrera, N. L. (2015). Succeeding in academia. Invited panel presentation for the Gates Millennium Scholars Alternative Spring Break. Portland, OR: Gates Millennium Scholars. (co-presenters, Beamer, P., Brunson, D., & Thompson, K.)
- Cabrera, N. L. (2015). The emotions of White racism and anti-racism. Denver, CO: University of Denver. (Skype guest lecture in *Inclusive Excellence in Higher Education: HED 4290*)
- Cabrera, N. L. (2015). Whiteness, teacher education, and the pedagogical pitfalls of individualizing racism. Invited presentation for English Learning through Mathematics, Science and Action Research (ELMSA). Chicago, IL: University of Illinois, Chicago.
- Cabrera, N. L. (2015). Appropriating the master's tools in the Old Pueblo: Ethnic studies, critical empiricism, and scholar-activism in the 21st century. Invited keynote presentation by Department of Curriculum and Instruction, University of Illinois, Chicago College of Education, Institute for Research on Race and Public Policy, Latin American and Latino Studies Program. Chicago, IL: University of Illinois, Chicago.
- Cabrera, N. L. (2015). "By the Time I get to Arizona": Mexican American Studies, racial politics, and student achievement. Invited lecture sponsored by the Graduate School of Education, Higher Education PhD Program, and the Center for Comparative Studies in Race and Ethnicity. Stanford, CA: Stanford University.
- Cabrera, N. L. (2015). Race is, race ain't: Creating racially-inclusive practice. Tucson, AZ: University of Arizona. (guest lecture, School Psychology Internship, *SER693B-001*).
- Cabrera, N. L. (2015). Mexican American Studies, educational achievement, and the challenge of ethnic studies. Invited lecture for *Ethnic studies solidarity event: A summit and teach-in*. San Francisco, CA: Mission High School.
- Cabrera, N.L. (2014). "Race is not a four-letter word": Exploring Whiteness, racism, and privilege in education. Tucson, AZ: University of Arizona. (guest lecture, Project SOAR, *HED350*)

- Cabrera, N. L. (2014). “Who’s the man?”: How we hurt ourselves trying to be more “manly.” Invited lecture for the *Man Up!* Conference, hosted by Early Academic Outreach. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2014). Native peoples in the White media imagination – or – How to make a bad situation worse. Invited lecture for *Natives in the Media: Addressing the Issue of Cultural Appropriation*, hosted by Native American Student Affairs, American Indian Studies Program, and the College of Education. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2014). Exposing Whiteness in higher education. Corvallis, OR: Oregon State University. (Skype guest lecture, *Adult Education & Higher Education Leadership (AHE) 552*)
- Cabrera, N. L. (2014). Diversity versus cultural competence. Invited presentation and panel discussion, 2nd Annual Arizona Healthcare Diversity Summit. Scottsdale, AZ: Arizona State University, Sky Song.
- Cabrera, N. L. (2014). Commentary, *A Bridge to Nowhere: The Dark Side of America’s Achievement Culture*. Film screening and discussion hosted by the Tucson Waldorf School. Tucson, AZ: The Loft Cinema.
- Gonzalez, N. E., & Cabrera, N. L. (2014). Race is, race ain’t: Creating racially-inclusive pedagogy. Invited presentation to the College of Education new instructor training program. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2014). “I learned it by watching you”: Working through the self-inflicted wounds of masculinity. Invited keynote lecture at the University of Texas Leadership Summit, hosted by Project M.A.L.E.S. Austin, TX: University of Texas, Austin.
- Cabrera, N. L. (2014). “But Asians are almost White, right?”: Racialization and Asian American students. Invited lecture sponsored by Asian Pacific American Student Affairs. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2014). Commentary: *Combat Girls*. Panel discussion with Honorable Mayor Jonathan Rothschild, Arturo Aguilar, Carol Grimsby, & Dr. Augustine Romero. The Aurora Foundation of Southern Arizona initiative, “The last bully: Stopping epidemics of violence (a film series in four parts).” Tucson, AZ: The Loft Cinemas.
- Cabrera, N. L. (2014). “Race is not a four-letter word”: Exploring Whiteness, racism, and privilege in education. Invited keynote lecture sponsored by the College of Education and the Difference, Power, and Discrimination Program. Corvallis, OR: Oregon State University.

- Cabrera, N. L., & Cabrera, G. A. (2014). The Chorizo Test: Whose knowledge counts? Denver, CO: University of Colorado, Denver. (Skype guest lecture, *Urban Education 4010: Social Funds and Issues of Cultural Diversity in Education*)
- Cabrera, N. L. (2014). What we can do about diversity and inclusion: Theory, research, and practice. Invited presentation to the Mel and Enid Zuckerman College of Public Health's Committee on Diversity and Inclusion. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2013). Mexican American Studies after *Precious Knowledge*. Hamilton, NY: Colgate University. (Skype guest lecture, *Education 101 – The American School*)
- Cabrera, N. L. (2013). The New Start Summer Bridge program and collaborative scholarship. Invited lecture to the College of Education Advisory Board. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2013). “But I’m just normal”: Translating privilege into hate. Invited lecture to the Southern Arizona Hate Crimes Task Force. Tucson, AZ: The Office of Mayor Rothschild.
- Cabrera, N. L. (2013). 50 shades of Brown: Latina/o racial identity and ethnic studies. DeKalb, IL: Northern Illinois University. (Skype guest lecture, *University 101: The Latino Experience*)
- Cabrera, N. L. (2013). Unpacking the macho knapsack: Latino masculinity and education. Tucson, AZ: University of Arizona. (guest lecture, *MAS 265: Overview of Mexican-American Studies*)
- Cabrera, N. L., Cammarota, J., & Gray, K. (2013). Racial microaggressions: In theory and on the ground. Invited panel discussion sponsored by the Department of Teaching, Learning and Sociocultural Studies, College of Education. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2013). *Precious Knowledge* and panel: Legislating multiculturalism. Invited panel discussion at the annual meeting of the American Educational Association: San Francisco, CA.
- Cabrera, N. L. (2013). From *P.K.* to deseg: TUSD Mexican American Studies. Hamilton, NY: Colgate University. (Skype guest lecture, *Education 101 – The American School*)
- Cabrera, N. L. (2013). The State v. Ethnic Studies: Race, education, and resistance in

- the Old Pueblo. Invited keynote lecture hosted by the Linfield College Office of Multicultural Programs, MEChA, and Student Affairs. McMinnville, OR: Linfield College.
- Cabrera, N. L. (2013). Commentary on *Precious Knowledge* -or- Lesson from the Old Pueblo. Invited keynote lecture hosted by the Chemeketa Community College Student Retention and College Life, the C. G. Cabrera Educational Foundation, and the College Assistance Migrant Program (CAMP). McMinnville, OR: Chemeketa Community College – Yamhill Campus.
- Cabrera, N. L. (2013). Tucson and the fight for Ethnic Studies. Northridge, CA: University of California, Northridge. (Skype guest lecture, *ELPS 417: Diversity and Equity*)
- Cabrera, N. L. (2013). Normative masculinity and education. Tucson, AZ: University of Arizona. (guest lecture, *MAS 265: Overview of Mexican-American Studies*)
- Cabrera, N. L., & Valencia, B. G. (2013). Latina/o students, the campus racial climate, and racial microaggressions. Presentation/training for Chicano/Hispano Student Affairs workers. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2012). Civility, activism, and campus culture. Panel presentation hosted by the Center for the Study of Higher Education's Master of Student Affairs program. Tucson, AZ: University of Arizona. (co-presenters: Begay, K. F., Moore, M. M., Hoefle Olson, J. M., & Kraus, A.)
- Cabrera, N. L. (2012). "Man Up" and go to college. Invited lecture, *College Knowledge for Counselors*. Tucson, AZ: University of Arizona Early Academic Outreach.
- Cabrera, N. L. (2012). Arizona racial politics, Mexican American Studies, and official knowledge. Hamilton, NY: Colgate University. (Skype guest lecture, *Education 101B: The American School*)
- Cabrera, N. L. (2012). The (un)making of a man: Deconstructing Latino masculinity in education. Tucson, AZ: University of Arizona. (guest lecturer, *Mexican American Studies 280: Chicana/o Psychology*)
- Cabrera, N. L. (2012). Culturally-relevant pedagogy and Arizona racial politics. Invited presentation at the 2012 National Latino Children's Summit, *Action Now – Keeping the Promise of a Bright Future*. Phoenix, AZ: University of Arizona Medical School and Health Campus.
- Cabrera, N. L. (2012). ¿*Quien Soy Yo?*: Racial identity and education. DeKalb, IL: Northern Illinois University. (Skype guest lecture, *University 101: The Latino Experience*)

- Cabrera, N. L. (2012). The Latino male educational crisis. Keynote address at the annual University of Arizona Hispanic Alumni *Celebration of Excellence, Spring Luncheon*. Tucson, AZ: Arizona, Inn.
- Cabrera, N. L. (2012). Forbidden curriculum: The fight for Mexican American Studies in Arizona. Keynote lecture hosted by the Diversity Research Institute, the *Raza* Student Commission, and the Associated Students of the College of Education. Seattle, WA: University of Washington.
- Cabrera, N. L. (2012). Reflections on Latina/o education and racism. Invited Skype lecture for *Education/Latin American Studies 233 – Latino Education: Family, Culture, and Schooling*. Brunswick, ME: Bowdoin College.
- Cabrera, N. L. (2012). The moral imperative for TUSD ethnic studies. *HB2281 & Ethnic Studies: Campus Community Forum*, hosted by Associated Students of The University of Arizona. Tucson, AZ: University of Arizona. (invited lecture)
- Cabrera, N. L. (2012). Reclaiming hope. Invited presentation at the Southern Arizona League of United Latin American Citizens (LULAC) Youth Leadership Conference. Tucson, AZ: Pima Community College, West. (gave presentation twice)
- Cabrera, N. L., & Valencia, B. G. (2012). Campus racial climate: Microaggressions, and counterspaces for Latina/o students. Invited presentation by Chicano/Hispano Student Affairs. Tucson, AZ: University of Arizona.
- Cabrera, N. L. (2012). The educational crisis facing young men of color. Invited panel presentation at the 2012 Western Regional Forum. Las Vegas, NV: College Board
- Cabrera, N. L. (2012). Update since *Precious Knowledge*. Invited Skype commentary by *Diversity and Identity Studies Collective at OSU (DISCO)*. Columbus, OH: The Ohio State University:
- Cabrera, N. L. (2012). The fight for ethnic studies in Tucson. Keynote address. Salem, OR: Chemeketa Community College.
- Cabrera, N. L. (2012). Forbidden curricula: Paulo Freire, *Pedagogy of the Oppressed*, and the need for critical, autonomous education in Tucson. Invited lecture, School of Ethnic Studies hosted by UNIDOS. Tucson, AZ: El Casino Ballroom.
- Cabrera, N. L. (2011). Where'd all the brown men go?: A critical analysis of Latino male underrepresentation in higher education. Tucson, AZ: University of Arizona. (guest lecturer, *HED 350: Project S.O.A.R.*)

- Cabrera, N. L. (2011). Where'd all the brown men go?: A critical analysis of Latino male underrepresentation in higher education. Invited lecture for an event hosted by the University of Arizona's Lambda Theta Phi Latino Fraternity, Inc. University of Arizona: Tucson, AZ.
- Cabrera, N. L. (2011). The State v. Ethnic Studies: Bearing witness in Tucson, Arizona. Keynote address, Latino History Month. Northern Illinois University: DeKalb, IL.
- Cabrera, N. L. (2011). HB2281: History, context, and what it means in practice. Invited lecture, National Ethnic Studies Week, Arizona State University: Tempe, AZ.
- Cabrera, N. L. (2011). Education, power, racism, and ethnic studies. Invited presentation for Hispanic Heritage Month, University of Arizona Bookstore. University of Arizona: Tucson, AZ.
- Cabrera, N. L. (2011). HB2281: State-sponsored racism? Invited lecture for Hispanic Heritage Month, Chicano/Hispano Student Affairs. University of Arizona: Tucson, AZ.
- Cabrera, N. L., & Kuper, M. F. (2011). Destination university: Strategies for success from college access to degree attainment. Invited presentation at College Knowledge for Counselors/GEAR UP initiative: Tucson, AZ.
- Cabrera, N. L. (2011). The impact of Mexican American Studies: What the data say. Invited presentation at Ethnic Studies Forum, Most Holy Trinity Parish: Tucson, AZ.
- Cabrera, N. L. (2010). Impact of immigration: A panel discussion. Invited symposium presentation at the annual meeting of the Association of Fraternity/Sorority Advisors: Phoenix, AZ.
- Cabrera, N. L. (2010). Pieces of me: Reflections of racial identity development. Northern Illinois University: DeKalb, IL. (Skype guest lecture, *University 101: The Latino Experience*)
- Cabrera, N. L. (2010). Latino males in higher education: Strategies for success. Presentation at the *MSI Models of Success Grantee Meeting* hosted by Lumina and the Institute for Higher Education Policy (IHEP): Santa Ana Pueblo, New Mexico.
- Cabrera, N. L., & Milem, J. F. (2009). Latina/os, the New Start Summer Program, and student success at The U of A. The University of Arizona: Tucson, AZ. (presentation to the President's Hispanic Advisory Board)

- Cabrera, N. L. (2009). Assessment: Theory and terminology. The University of Arizona, Tucson, AZ. (presentation to the Student Affairs Assessment Coordinating Council)
- Cabrera, N. L. (2009). “Me-Search”: Racism, research, and rap. The University of Arizona: Tucson, AZ. (guest lecturer, *Mexican American Studies 280: Chicana/o Psychology*).
- Milem, J. F., & Cabrera, N. L. (2009). Latina/os in higher education: Trends and prospects for student success. The University of Arizona: Tucson, AZ. (presentation to the University of Arizona President’s Hispanic Advisory Board)
- Cabrera, N. L. (2009). Invisible racism: Male, hegemonic racism in higher education. Center for the Study of Higher Education, College of Education, The University of Arizona: Tucson, AZ. (invited lecture)
- Cabrera, N. L. (2007). M.E.Ch.A. & The Movement. Santiago Community College: Orange, CA. (invited lecture)
- Cabrera, N. L., & Knox, m. (2007). On White privilege. Chapman University: Orange, CA. (guest lecturer, *Education 570: Voice, Diversity, and Social Justice*)
- Cabrera, N. L. (2006). Is race neutral really race neutral?: Applying disparate impact theory to assessing the impacts of eliminating affirmative action. University of California, Los Angeles: Los Angeles, CA. (guest lecturer, *Education 250B: Topical Issues in Higher Education*)
- Cabrera, N. L. (2005). Chicana/o student retention in higher education. Graduate School Student Colloquium: Demystifying Graduate School Experience – East Los Angeles Community College, South Gate Educational Center: South Gate, CA.
- Beamer, P., Cabrera, N. L., & Leckie, J. O. (2005). Pesticides, farmworkers, and their families: A look at the Salinas Valley. Faculty Speaker Series, César Chávez Commemoration, El Centro Chicano, Stanford University: Stanford, CA.
- Leckie, J. O. & Cabrera, N. L. (2002). Salinas farmworker children and pesticide exposure. Faculty Speaker Series, El Centro Chicano, Stanford University: Stanford, CA.
- Cabrera, N. L. (2002). A brief history of farmworkers and pesticides. Department of Comparative Studies in Race and Ethnicity. Stanford University: Stanford, CA. (guest lecturer, *Trends in Chicano Politics and Activism*)

MEMBERSHIPS

Updated 8-21-19

- American Educational Research Association (AERA): 2010 – 2019
- Association for the Study of Higher Education (ASHE): 2008 – 2019
- National Conference on Race and Ethnicity (NCORE): 2018 – 2019
- National Association for Multicultural Education (NAME): 2014, 2019
- American College Personnel Association (ACPA): 2013 – 2014
- NASPA - Student Affairs Administrators in Higher Education: 2012
- Critical Race Studies in Education Association (CSREA): 2009 – 2011
- Texas Association of Chicanos in Higher Education (TACHE): 2009
- American Association of Hispanics in Higher Education, Inc. (AAHHE): 2006 – 2009, 2012, 2018
- Association for Institutional Research (AIR): 2005 – 2009
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): 2006 – 2007, 2014 – 2015
- National Association of Chicana and Chicano Studies (NACCS): 2005 – 2007, 2011