

## CURRICULUM VITAE

### Nolan León Cabrera

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College of Education  
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#### CURRENT POSITION

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ASSISTANT PROFESSOR *August, 2011 – present*  
Center for the Study of Higher Education  
Department of Educational Policy Studies & Practice  
College of Education, University of Arizona

#### COURSES TAUGHT

*Higher Education in the United States* (HED601)  
*Critical Race Theory, The Cutting Edge* (HED696c-002)  
*Theories of Inequality, Oppression, and Stratification* (HED696c-002)

#### EDUCATION

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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*

#### RESEARCH EXPERIENCE

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NEW START SUMMER BRIDGE PROGRAM EVALUATION  
COLLEGE OF EDUCATION, THE UNIVERSITY OF ARIZONA  
*Assistant Professor, Summer, 2011 – present*

*Postdoctoral Fellow, Summer, 2009 – Summer, 2011*

Working with Professors Jeffrey F. Milem and Regina Deil-Amen, we are conducting a mixed method analysis of how the New Start Summer Bridge Program affects the educational achievement and attainment of its participants. These students tend to be low-income, first-generation, and racial minority, and we are administering longitudinal surveys as well as conducting longitudinal semi-structured interviews to determine the program's impact.

THE AFFIRMATIVE ACTION PROJECT  
UNIVERSITY OF CALIFORNIA, LOS ANGELES  
*Graduate Research Assistant, Spring, 2006 – present*

Working with Professor José Luis Santos we use disparate impact theory to analyze the effects on underrepresented minority access to public higher education of dismantling affirmative action. We have examined the University of California system, and we are currently collecting and analyzing data on public universities in Florida and Washington.

TEXAS VALLEY COMMUNITY FOUNDATION (TVCF)  
ENGAGING COMMUNITIES FOR COLLEGE READINESS (ENCORE)  
*Research Consultant, Summer, 2008 – Spring, 2009*

Working with Professor Victor B. Sáenz and his research team at UT Austin and funded by the Bill & Melinda Gates Foundation, we are examining how to improve college readiness in the Rio Grande Valley of South Texas. To address this issue, we developed interview protocols and administered them to focus groups of interested community actors (e.g., students, parents, high school counselors, teachers, administrators, superintendents, college administrators, and business leaders). In total, 23 focus groups with 127 community members were conducted, and the findings will contextualize a community dialogue where additional interested actors will discuss and create means of increasing college readiness in their community.

HIGHER EDUCATION RESEARCH INSTITUTE (HERI)  
UNIVERSITY OF CALIFORNIA, LOS ANGELES  
*Graduate Research Assistant, Fall 2005 – Winter, 2008*

Worked on a National Institutes of Health (NIH) multi-year project investigating the factors contributing to underrepresented minority students (African-American, Latina/o, and Native American) persistence in the biomedical and behavioral sciences. This has included analysis of national, longitudinal survey data from the Cooperative Institute Research Program (CIRP) and Your First College Year (YFCY) questionnaires in addition to classroom-based surveys and focus group interviews.

EXPOSURE RESEARCH GROUP (ERG)  
STANFORD UNIVERSITY  
*Undergraduate Research Assistant, Spring 1999 – Spring 2002*

*Research Assistant, Winter, 2003 – Summer, 2005 (periodic consultant)*  
Worked on a field project titled "Time Activity Assessment" in conjunction with UC Berkeley's Center for the Health Assessment of the Mothers and Children of Salinas

(CHAMACOS). The project involved videotaping of 23 children from the farmworker community in Salinas to categorize their micro-level activity patterns on a second-by-second analysis. This same technique was utilized on other videotapes from previous research projects on suburban children's activity patterns in order to create a comparison between these two groups. These were part of a larger project modeling farmworker children pesticide exposure.

## PUBLICATIONS

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### PEER REVIEWED

Cabrera, N.L. (in press). Working through Whiteness: White male college students challenging racism. *The Review of Higher Education*.

Cabrera, N.L., Lopez, P.D., Sáenz, V.B. (in press). "Ganas": From the individual to the community, and the potential for collective action. *Journal of Latinos and Education*.

Cabrera, N.L. (under review). "But I'm oppressed too": White male college students framing racial emotions as facts and recreating racism. *The Journal of Men's Studies*. (special issue on college men)

Cabrera, N.L. (under review). Is Critical Race Theory actually theory?: A constructive criticism of the crits. *The Journal of Higher Education*.

Cabrera, N.L. (revise and resubmit) ...but we're not laughing: White male college students' racial joking and what this says about "post-racial" discourse. *Journal of College Student Development*.

Cabrera, N.L. (revise and resubmit). Exposing Whiteness in higher education: White, male college students minimizing racism, claiming victimization, and recreating White supremacy. *Race Ethnicity and Education*.

Santos, J.L., Hurtado, S., Sáenz, V.B., & Cabrera, N.L. (revise and resubmit). In the eye of the perfect storm: Converging policy and Latina/o trends in access and financial concerns, 1975-2008. *Education Policy*.

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.

## CHAPTERS, MONOGRAPHS, & REPORTS

- Cabrera, N.L. (in press). Using a sequential exploratory mixed-method design to examine racial hyper-privilege in higher education. *New Directions for Institutional Research*.
- Milem, J.F., & Cabrera, N.L. (in press). Organizational context for promoting diversity in higher education. *Encyclopedia of Diversity in Education*.
- 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.
- 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: Report for the 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

Cabrera, N.L. (in press). Review: *Working from within: Chicana and Chicano activist educators in whitestream schools* by Luis Urrieta, Jr. *Journal of Multilingual and Multicultural Development*.

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](http://mydigimag.rrd.com/display_article.php?id=772208)

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: [www.razaeducators.org](http://www.razaeducators.org)

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.nsd.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

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Cabrera, N.L., Miner, D.D., Sutton, F.A., & Milem, J.F. Can a summer bridge program impact first-year persistence and performance?: A case study of the New Start Summer Program. (target journal, *Research in Higher Education*)

O’Leary, A.O., Romero, A.J., Cabrera, N.L., & Rascon, M. Assault on ethnic studies. (Chapter in *Arizona firestorm: Global realities, national media and provincial politics*)

Cabrera, N.L. Lies, damn lies, and statistics: The impact of Mexican American Studies classes. (Chapter in *Raza Studies: The public option*)

Rashwan-Soto, F.D., & Cabrera, N.L. The privilege paradox: Latino masculinity and educational underachievement in higher education. (target journal, *Journal of Hispanics in Higher Education*)

Cabrera, N.L., & Rashwan-Soto, F.D. An intersectionality analysis of Latino men in higher education and their resiliency strategies. (Chapter in *Fulfilling our potential: Emerging voices on the plight & successes of Latino males in higher education*)

Cabrera, N.L., Cantwell, B., & Milem, J.F. Assessing first-year attitudes to inform holistic admissions at a U.S. medical school.

Cabrera, N.L., & Sáenz, V.B. Family, culture, and first-year Chicana/o student retention.

Cabrera, N.L. “Post-racial” discourse and the campus racial dynamics of higher education.

Cabrera, N.L., & Fosnacht, K.F. Adverse impact towards underrepresented minorities at the University of Texas-Austin and Texas A&M.

Cabrera, N.L. & Hurtado, S. Creating community amidst hostility: Latina/o college students on race, resistance, and resiliency.

Fosnacht, K.F., & Cabrera, N.L. Racial stratification of the UC System: Changing public university transition rates, pre-Prop 209 through California’s budgetary crisis.

## WORK EXPERIENCE

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### POSTDOCTORAL FELLOW

*Department of Educational Policy Studies and Practice*

*College of Education, The University of Arizona  
June, 2009 – June, 2011*

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 – 8<sup>th</sup> 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 7<sup>th</sup> & 8<sup>th</sup> 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 4<sup>th</sup> – 8<sup>th</sup> graders in an after school environment, and supervised homework sessions.

BELL STREET GYM, East Palo Alto, CA

*Reading Teacher*

*June, 2000 – August, 2000*

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

## ACADEMIC ACTIVITIES/SERVICE

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- Statistical consultant – Department of Mexican American Studies, Tucson Unified School District, 2010 – present
- American Educational Research Association, 2012 Conference Committee (Division J, Section 6)
- Arizona Assurance Scholars, participant mentor, 2009 – present
- Member, University of Arizona Student Affairs Assessment Coordinating Council, 2009 – present
- Proposal Reviewer, Association for the Study of Higher Education (ASHE), 2010 – present
- Proposal Reviewer, American Educational Research Association (AERA), 2009 – present
- Faculty Advisor, Latina/o Graduate Student Association (LGSA), 2010 – present
- 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

- McNair Scholars Program, participant mentor, Summer 2009, 2011
- Summer Research Institute, participant mentor, Summer 2011
- Reviewer, *Equity & Excellence in Education*, 2010
- Reviewer, *Journal of Contemporary Research in Higher Education*, 2010
- University of Arizona Representative: *Self-Assessment Instrument on Access and Success in Higher Education*, International Association of Universities (IAU), 2010-2011
- Discussant, Association for the Study of Higher Education (ASHE), 2009
- Member, University of Arizona Collaborative for Community Outreach and Extension, 2009 – 2010
- University of Arizona, GEAR UP/College of Education liaison, 2009 – 2011
- University of Arizona outreach, Pistor Middle School (Tucson, AZ), 2009
- Reviewer, *InterActions: UCLA Journal of Education and Information Studies*, 2007 – 2008
- *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 6<sup>th</sup> graders
- *Barrio Assistance* (1998 – 2002), one-on-one tutor

## ADVISEES

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### **Ronald E. McNair Scholars**

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**

Bryant G. Valencia, 2011

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

## HONORS AND AWARDS

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- 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

## CONFERENCE PRESENTATIONS

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- 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 40<sup>th</sup> 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 PRESENTATIONS

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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). Mexican American Studies data. 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. (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 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 speaker).
- Cabrera, N.L. (2007). M.E.Ch.A. & The Movement. Santiago Community College: Orange, CA. (invited speaker).
- 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*).

## GRANTS & FELLOWSHIPS

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- 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: \$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
- 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

## MEMBERSHIPS

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- Critical Race Studies in Education Association (CSREA): 2009 – present
- American Educational Research Association (AERA): 2006 – present
- Association for the Study of Higher Education (ASHE): 2006 – present
- Texas Association of Chicanos in Higher Education (TACHE): 2009
- American Association of Hispanics in Higher Education, Inc. (AAHHE): 2006 – 2009
- Association for Institutional Research (AIR): 2005 – 2009
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): 2006 – 2007
- National Association of Chicana and Chicano Studies (NACCS): 2005 – 2007

## SKILLS

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- SPSS
- Stata
- EQS
- HLM
- NVivo
- EndNote
- MS Office (Word, Power Point, Excel, & Access)
- Windows and Macintosh Operating Systems



## ACADEMIC REFERENCES

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