

Marissa M. Salazar

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EDUCATION

Winter 2022	PhD	University of Michigan, Ann Arbor, MI Personality & Social Contexts Psychology PhD Candidate Diversity and Inclusive Teaching Certificate Graduate Teacher Certificate (<i>in progress</i>) Dissertation: <i>Exploring white perceptions of white allyship and factors in white allyship development: A mixed-methods investigation</i> Committee Chair: Fiona Lee, PhD
2018	MS	University of Michigan, Ann Arbor, MI Master of Science; Department of Psychology Thesis: <i>The comparative intervention effects of social justice education pedagogies across time</i> Supervisor: Lorraine Gutierrez, PhD
2016	BS	Texas A&M University, College Station, TX Bachelor of Science in Psychology Minor in Neuroscience Honors Thesis: <i>How stereotypicality of Hispanic Heritage Month representations affect Latino's immigration attitudes.</i> Supervisor: Phia Salter, PhD

RESEARCH INTERESTS

White Allyship
Critical Whiteness Studies
Racial Ideology
White Emerging Adulthood & College Populations
White Identity, Critical Consciousness

GRANTS & AWARDS

2021	Pat Gurin Distinguished Lecture Series Award, \$200
2021	Inducted into the Bouchet Honor Society, \$1000
2020	Barbara Oleshansky Memorial Award, \$2500
2019	Rackham Travel Grant, University of Michigan, \$800
2019	Rackham International Travel Grant, \$1050
2018 – 2019	Graduate Student Research Assistantship, full stipend (~\$2500)
2018	Rackham Graduate Student Research Grant, \$223

- 2018 Rackham Travel Grant, University of Michigan, \$726
- 2016 – (present) Rackham Merit Fellowship, University of Michigan, full tuition and stipend
- 2016 1ST place overall in poster presentations for the area of Psychology, Sociology, Anthropology, Business, Education, Political Science, and Economics at Texas A&M University’s Student Research Week, \$300

INVITED TALKS & INVITED WORKSHOPS

- 2021 Casanova, A., Salazar, M., & Kiebler, J. (2021, June 25) *White Allyship among Health Practitioners* [Live Workshop]. Maine Medical Center Research Institute, Scarborough, ME.
- 2021 Carter-Sowell, A., Salazar, M., & Choukas-Bradley, S. (2021, April 22). *Social Justice Coffee Hour: Anti-racist Allyship: What does it look like?* [Live Talk]. University of Delaware, Newark, DE, United States.
- 2021 Salazar, M. (2021, March 25). Identifying White Student Conceptualizations of White Allyship: A Discovery Through Qualitative Qualitative Triangulation [3MT – 3-Minute Thesis]. Bouchet Induction Ceremony, Virtual. <https://www.youtube.com/watch?v=oIAsH3ZsmEs>
- 2021 Salazar, M. (2021, March 18). *Beyond Tolerance: Strengthening Your White Allyship* [Live Workshop; Moderator: Case, K.]. Virginia Commonwealth University.
- 2021 Salazar, M. (2021, February 20). *Identifying White Student Conceptualizations of White Allyship: A Discovery through Qualitative-Qualitative Triangulation* [Live Talk]. Pat Gurin Lecture Series Colloquium, Ann Arbor, MI, United States.

RESEARCH EXPERIENCE

- 2019 – (present) Researcher, Lab for Community REACH (Resilience, Empowerment, Action, Change), George Mason University**
 Head quantitative analysis testing the relationship between emotionality and social justice attitudes and behaviors following a social justice community-based course.
- 2018 – (present) Principal Investigator, White Allyship Project Lab, University of Michigan**
 Lead mixed methods research team investigating racial ideology and the conceptualizations and uses of White allyship, or how Whites can play a role in combatting racism.
 Handle IRB regulations, acquire funding, manage a budget, control hiring and scheduling, delegate tasks, provide performance reviews, train lab managers, head dissemination efforts, and supervise multi-study timelines.

Manage and develop a team of 5-10 research assistants to complete mixed methods research methodology, analysis, writing, and assessment.

2019 – 2020

Researcher, Office of the Dean - College of Literature, Science, and the Arts, University of Michigan

Led two studies exploring effective strategies in promoting diversity efforts and allyship: (1) an experimental study testing preference for diversity buzzwords, “diversity,” “equity,” and “inclusion;” and (2) an implicit associations test (IAT) study investigating the perceptions of target words, “diversity,” “equity,” and “inclusion” for positive or negative associations.

2016 – 2020

Researcher, Multicultural Praxis Lab, University of Michigan

Utilized cross-sectional study design to examine three widely used diversity pedagogies (i.e., service-learning, intergroup dialogue, and the standard lecture) to compare the long-term effects on social justice outcomes.

Collaborated on a survey study addressing the experiences of Latinx undergraduate and graduate students at the University of Michigan following the election of President Trump.

2015 – 2016

Research Scholar, Undergraduate Research Scholars Program, Texas A&M University

Conducted an experimental study exploring how Latino immigration attitudes varied depending on identity attachment and high stereotypical exposure.

2015 – 2016

Research Assistant, Culture in Mind Research Collaboratory, Texas A&M University

Researched the relationship between culture and psychological experience, with a special focus on racism, oppression, and identity.

Served as an experimenter (led participants through studies), a confederate, a data manager, and a data coder.

2014 – 2015

Research Assistant, Dr. Shoshana Eitan, Texas A&M University

Explored the effects of social environment on opioid addiction in adolescence and the differential effects of opioids on various dopamine receptors.

Ran neuropharmacological (Condition Place Preference/Avoidance) experiments and provided neuropharmacological injections such as subcutaneous and intraperitoneal injections efficiently and helped to perform a variety of behavioral tests including locomotor and pain perception assessments.

TEACHING AREAS / COURSES PREPARED TO TEACH

The Psychology of Race
 Introduction to Psychology
 Research Methods in Psychology
 Introduction to Personality Psychology

TEACHING EXPERIENCE

Winter 2021 **Antiracist Curriculum Development for Introduction to Psychology (PSYCH 111), University of Michigan**
 Redesigned and updated lectures to incorporate race research and broader social justice topics into each chapter.
 Ensured course materials included diverse representation, inclusive language, and accessible materials.

Winter 2021, Fall 2019, Winter 2018 **Lead Graduate Student Instructor (GSI) for Introduction to Psychology (PSYCH 111), University of Michigan**
 Created key lectures for the GSI team on specialized topics such as rational thinking and intelligence testing; child development and attachment theory; prejudice; social influence through marketing and advertising; sensation and perception; personality assessment and the “Big Five;” states of consciousness with a focus on sleep and dreams.
 Completed two guest lectures across both terms on obsessive-compulsive disorder and the OCD spectrum.
 Led team in improving class dynamics online for remote learning (Winter 2021) and managed and ran data for team logistics to ensure equity (Winter 2018).

Term	Class Size	Evaluation Score
Winter 2021	75 students	5.0/5 (68% students completed)
Fall 2019	70 students	4.8/5 (93% students completed)
Winter 2018	50 students	4.9/5 (94% students completed)

Fall 2017 **Curriculum Development Graduate Student Instructor for Introduction to Psychology (PSYCH 111), University of Michigan**
 Developed general course materials (i.e., the development of exam questions, assignments, and other supplementary materials) and held extended office hours designed to provide students with 1-on-1 learning opportunities.

Winter 2017 **Graduate Student Instructor for Introduction to Psychology of Personality (PSYCH 290), University of Michigan**
 Instructed students on the psychological approaches and assessment of personality and designed a lecture on the psychoanalytic approaches to personality psychology for the GSI team.

Term	Class Size	Evaluation Score
Winter 2017	18 students	4.9/5 (39% students completed)

STUDENT ADVISING / MENTORSHIPS

Undergraduate Research Project, Graduate Student Mentor, University of Michigan

2021	Madeline Paxson	<i>Is Cupid colorblind? Racial ideology in interracial couples.</i> (Undergraduate Research Project), Psychology, University of Michigan
2020	Allison Urban	<i>“Achievement has no color:” Colorblind ideologies and race/ethnicity course selection.</i> (Undergraduate Thesis), Psychology, University of Michigan
2019	Frances Master	<i>White allyship among college Republicans.</i> (Undergraduate Thesis), Psychology, University of Michigan
2019	Telia Zanders	<i>African American women in the music industry on scripted television.</i> (Undergraduate Thesis), Psychology, University of Michigan
2018	Brandon Dull	<i>Racial and ethnic identity on minority adolescents’ mental and physical health.</i> (Undergraduate Thesis), Psychology, University of Michigan

Mentorship Programs, University of Michigan

2020	Gender and Feminist Psychology/Personality and Social Contexts Mentor-Mentee Program Mentor a first-year Ph.D. graduate student and woman of color to guide through first years of doctoral program and ensure advancement to candidacy, research progress and networking.
2017	Michigan Association of Psychological Scholars (MAPS) Program Met with undergraduate mentee monthly to discuss academic productivity, research networking opportunities, and proofread graduate application materials.
2017	Changing Gears Mentorship Program Mentored an underrepresented undergraduate student; discussed the graduate school process and career aspirations.

ACADEMIC SERVICE

2021 – (present)	Member and Fall Leader, Decolonizing Introductory Psychology
2021 – (present)	Inaugural Committee for the Society for Community Research and Action (SCRA) Community Psychology Graduate Student Award for Promotion of Anti-Racist Praxis
2020 – 2021	Guest Editor, To Improve the Academy (TIA) Special Issue 39.3: <i>Educational Development in the Time of Crises.</i> https://www.toimprovetheacademy.org/

- 2018 Graduate Student Representative, Graduate Admissions Committee for the Psychology Department's Personality and Social Contexts Area
- 2017 – 2018 Graduate Student Representative, Ann Arbor City Council's Student Advisory Council
- 2017 – 2018 Representative for Division III - Social and Behavioral Sciences on the Rackham Student Government

PUBLICATIONS

Published Papers

- 2019 Gutierrez, L. M., Rodriguez-Newhall, A., Mora, A., Areguin, M., & Salazar, M., (2019). "Too many to count": Experiences of microaggressions for Latinx students at a predominantly white institution in the age of Trump. *NCID Currents*, 1(1).

Manuscripts Submitted

- 2021 Salazar, M., Dull, B., Lee, F., & Gutierrez, L. M. (2021). Good intentions, varied conceptualizations: White perceptions of White allyship. [Manuscript Submitted]

Manuscripts in Prep

- 2022 Salazar, M., & Buvinger, L. Developing an Antiracist Pedagogy in Introduction to Psychology: Lessons from the First Semester. Manuscript in preparation, University of Michigan.
- 2022 Salazar, M., Ramseur, K., & Cattaneo, L. (2021). Anger v. Guilt: Which emotion predict civic behaviors in college students? Manuscript in preparation, George Mason University.
- 2022 Salazar, M., Mora, A., & Gutierrez, L. (2021). Differences in social justice outcomes across three common social justice pedagogies. Manuscript in preparation, University of Michigan.

Theses

- 2018 Salazar, M. (2018). *The comparative intervention effects of social justice education pedagogies across time* (Predoctoral thesis). University of Michigan, Ann Arbor, Michigan.
- 2016 Salazar, M. (2016). *How stereotypicality of Hispanic Heritage Month representations affect Latino's immigration attitudes* (Undergraduate thesis). Undergraduate Research Scholars Program. Available electronically from <http://hdl.handle.net/1969.1/157688>.

CONFERENCE PRESENTATIONS, CONFERENCE WORKSHOPS, & OTHER WORKS

- 2021 Salazar, M., Ramseur II, K., & Cattaneo, L. (2021, June 24). The Role of Emotions in Critical Community-Based Learning: How Anger and Hope Connect to Change. In Thomas, E. (Chair) *Pedagogies of Critical Hope: Towards Equity and Healing in the Face of Injustice* [Symposium].

- 2021 SCRA Biennial Conference on Community Research and Action, Virtual Conference.
- 2021 Salazar, M. (2021, April 8-9). Identifying White Student Conceptualizations of White Allyship: A Discovery Through Qualitative-Qualitative Triangulation [Live Talk]. Yale Bouchet Conference on Diversity and Graduate Education, New Haven, Connecticut, United States.
- 2021 Salazar, M. (Chair), Casanova, A., Kiebler, J. (2021, February, 9-13). *Strategies for Effective Anti-Racist Allyship Within Your Sphere of Influence* ["Deep Dive" Workshop]. SPSP (The Society for Personality and Social Psychology) Annual Convention, Virtual Conference.
- 2020 Salazar, M. (2020, November 10-13). *Beyond Tolerance: Strengthening Your White Allyship* [Live interactive session]. POD (Professional and Organizational Development) Network in Higher Education's 2020 Conference: Looking Inward, Thinking Forward, Seattle, Washington United States.
https://www.youtube.com/watch?v=dhah7m1IJ3M&feature=emb_title
- 2019 Salazar, M. (2019, August 8-11). *White Conceptualizations of Race Dialogue, White Identity, and White Allyship*. [Poster session]. APA (American Psychological Association) 2019 Convention, Chicago, Illinois, United States.
- 2019 Mora, A., Salazar, M., Rodriguez-Newhall, A., Areguin, M., & Gutierrez, L. (2019, March 7-9). Actions speak louder than words: How mixed-methods action research promotes student-oriented policy. In F. Alers-Rojas (Chair) *¡Aquí estamos y contamos! Recruitment and retention of Latinxs* [Symposium]. International Convention of Psychologic Science (ICPS), Paris, France.
- 2019 Salazar, M., (2019, February 28-29). *White conceptualizations of race dialogue, White identity, and White allyship* [Poster session]. Columbia University Teacher's College's 36th Annual Winter Roundtable Conference in Psychology and Education Conference, New York City, New York, United States.
- 2018 Durkee, M., Salazar, M., & Marrero, W (2018, April). *Faculty & Students of Color Panel*. Panel presentation at College Day Panel at Pioneer High School, Ann Arbor, Michigan, United States.
- 2017 Salazar, M., Rodriguez-Newhall, A., & Gutierrez, L. (2017, October 19-22). *The comparative intervention effects of social justice education pedagogies across time* [Poster session]. 63rd Annual Program Meeting of the Council on Social Work Education, Dallas, Texas, United States.
- 2017 Organizational and Community Multicultural Praxis Lab (2017, January 4). *Op-Ed: Consistent inclusivity needed*.
<https://www.michigandaily.com/section/opinion/audrey-pallmeyer-increase-inclusivity-campus>

