**LILLIANA PATRICIA SALDAÑA**

Associate Professor, Mexican American Studies

College of Education and Human Development

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**EDUCATION**

2010 Ph.D. Human Development & Family Studies, University of Wisconsin-Madison

2002 M.A. Bicultural-Bilingual Studies, University of Texas at San Antonio

1999 B.A. English (concentration in Latin American Literature), Boston University

 International Relations (Latin American Studies track), Boston University

**ACADEMIC POSITIONS**

2016-Present University of Texas at San Antonio, Associate Professor

2009-2016 University of Texas at San Antonio, Assistant Professor

**ADMINISTRATIVE POSITIONS**

2019-Present MAS Program Coordinator

2019-Present Co-Director, USTA MAS Teachers’ Academy

**SCHOLARLY INTERESTS**

Qualitative Research Methodologies

Memory as Methodology

Chicana/Latina Feminist Thought

Decolonial Theory and Research

Chicana/x/o Teacher Identity and Consciousness

Chicana/x/o Education and Schooling

Mexican American and Indigenous Foodways

**HONORS AND RECOGNITIONS**

2019 Fall LULAC National Education Service Centers Education Award 2019 Fall COEHD nominee for Minnie Stevens Piper Teaching Award 2015-2016COEHD Recognition for exceptional teaching, service, research 2006-2007 UW-Madison Dissertation Fellowship

**SCHOLARLY PUBLICATIONS (most recent)**

**Edited Books** Navarro, S. and Saldaña, L.P. (Eds.). *Latinas and the politics of urban spaces.* Routledge:New York.(in press 2020)

**Refereed Book Chapters**

Saldaña, L.P. and Alemán, S. (2019) *Chicana/Latina Studies*: The Journal of Mujeres Activas en Letras y Cambio Social: An Anzaldúan approach to Chicana feminist editorial praxis. In *Mundo Zurdo* *5: Selected works from the 2018 Meeting of the Society for the Study of Gloria Anzaldúa*. CA: Aunt Lute Books.

Saldaña, L.P. (2017). Mexican American teachers: Transforming educational injustice through pedagogies of lived experience. In B.F. Bustos & E. Riojas Clark (Eds.). *Despertando el ser: Transforming Latino Teaches' identities, consciousness, and beliefs.* New York: Peter Lang.

Saldaña, L.P., Castro-Villarreal, F., and Sosa, E. (2015). Navigating resistance and conformity: Testimonios of Chicanas/Latinas in the academy. In F. Hernández, E. Murakami-Rumalho, & G.M. Rodríguez (Eds.). *Abriendo puertas, cerrando heridas: Latinas/os finding work-life balance in academia* (p. 113-126). Charlotte, North Carolina: Information Age Publishing.

Saldaña, L.P. and Méndez-Negrete, J. (2015). Bilingual pre-service teachers’ *conocimientos*: Shifting and evolving consciousness. In P. Jenlink (Ed.). *Teacher identity and the struggle for recognition* (p. 227-244). New York: Rowman & Littlefield.

**Refereed Journal Publications**

Cervantes, M. & Saldaña, L.P. (2015). Hip hop and *nueva canción* as decolonial pedagogies of epistemic justice. *Decolonization: Indigeneity, culture, & society, 4*(1). Retrieved from <http://decolonization.org/index.php/des/article/view/22167>

Saldaña, L.P. (2013). Teachers’ memories of schooling: The cultural violence and mis-education of Mexican American teachers in the barrio. *Journal of the Association of Mexican-American Educators 7*(1), 58-72.

Saldaña, L.P. (2013). Memories of schooling in the field: From barrio scholarship girl to Chicana activist scholar. *Chicana/Latina Studies Journal, 13*(1), 120-145.

**Manuscripts in Preparation**

Saldaña, L.P. (in preparation). Decolonizing teacher education in the borderlands: Conocimiento as a pedagogy of personal and collective transformation.

Saldaña, L.P. (in preparation). *Fotomemoria* as methodology: Re(membering) coloniality and resistance in the culture of urban schooling.

Saldaña, L.P. (in preparation). Decolonizing citizenship: Mexican American teachers and the creation of a barrio onto-epistemology. In R. Rosales. *Essays on a relevant citizenship: Going beyond the twentieth-century (Vol. 2).*

Saldaña, L.P. (in preparation). Mexican American Studies and the struggle for epistemic justice in Texas.

Saldaña, L.P. (in preparation). Fiesta San Antonio and the institutionalization of a settler colonial celebration in barrio schools.

**Books in Preparation**

Cervantes, M. and Saldaña, L.P. (fall 2020).*El Sur en el Norte: Decolonizing education through critical readings of Chicanx and Latinx Music.* New York: Peter Lang.

**SCHOLARLY PRESENTATIONS**

**Refereed International Conferences**

“Autohistoria-teoria as a decolonial methodology: researching the coloniality of public celebration through an Anzaldúan methodology,” Translating B/borders: Gloria E. Anzaldúa, Paris, France, May 16-18, 2019.

 “Feminist and queer publications: Strategies, politics, and praxis of co-editing Chicanx/Latinx writings,” XI Congreso Internacional de Literatura Chicana y Estudios Latinos, Franklin Institute, Universidad de Salamanca, Spain, May 28-30.

“*Pensamiento feminista Chicana como epistemologia del sur*,” International Colloquium: Epistemologies of the South, University of Coimbra, Portugal, July 10-12, 2014.

**Invited National Conferences,** “Diverse Indigeneities,” Panel presenter, Second National NLERAP Summit, Emma S. Barrientos Mexican American Culture Center, Austin, Texas, January 24, 2020.

“The Politics of Education: 50 Years Later--MAS K-12 Initiatives in Texas,” Panelist, National Chicano Student Walkout Conference, November 22, 2019, UTSA.

“The state of Latino education,” Plenary speaker, Prepárate: Educating Latinos for the Future of America Conference, College Board, Los Angeles, April 17-18, 2018.

**Refereed National Meetings**

Saldaña, L.P. “Centering Chicana feminist and decolonial methodologies in preservice teacher education: Shifting paradigms through conocimiento,” Panel Presentation, Mujeres Activas en Letras y Cambio Social, El Paso, Texas, August 3, 2018.

Saldana, L.P. “Anything but Mexican: The fight for Mexican American Studies in Texas public schools,” Panel Presentation, Latino Studies Conference, Washington, D.C. July 12, 2018.

“Engaging a Decolonial Framework to Assess Professional Development Texas Social Studies Teachers,” Discussant, National Association for Chicana and Chicano Studies (NACCS), Minneapolis, Minnesota, April 5, 2018.

**Refereed Regional Meetings**

“Semillas de poder: Creating a MAS PreK-12 Curriculum through a Community of Practice,” Roundtable presenter, NACCS Tejas Foco, Houston Community College, February 14-16, 2019.

“The fifty-year struggle for Mexican American Studies in the Southwest,” Panel Presenter, Holding up the Mirror: 50th Anniversary of the U.S. Commission on Civil Rights Hearings on Mexican Americans in the Southwest, Our Lady of the Lake University, November 17, 2018.

**Regional Teacher Workshops** “Professional Development for K-12 Mexican American Studies,” Smithsonian Learning Lab: Exploration of Ethnic Studies Workshop, Institute of Texan Cultures, September 21, 2019.

“Growing Mexican American Studies (MAS) in K-12 Public Schools: Supporting Teachers, Bridging Resources,” with Vanessa Sandoval and Andres E. Lopez, Academy for Teacher Excellence (ATE) Summer Bridging Institute, UTSA, July 1, 2019.

**Organized Symposia**

Annual MAS Decolonial Epistemologies Symposium, UTSA, Fall 2016-present

**CURRICULUM AND INSTRUCTION WORKSHOPS/SEMINARS**

**Faculty Organizer and Presenter** Mexican American Studies (MAS) Teachers’ Summer Academy (week-long intensive), UTSA, Faculty (2017-present) and Co-director, 2019-present.

Mexican American Studies (MAS) Professional Development Teacher Workshops, in partnership with IDRA and Somos MAS teachers, Faculty Coordinator, Fall 2018-present (offered once in the fall, once in the spring).

**Invited Scholar (Week-long intensive)** Chican@ and Latin@ Studies, Culturally Responsive Pedagogy 2nd Annual Summer Intensive, University of Washburn, Topeka, Kansas.

**PROFESSIONAL SERVICE**

**Professional Memberships**

2003-Present Member, Mujeres Activas en Letras y Cambio Social (MALCS)

2001-Present Member, National Association for Chicana and Chicano Studies (NACCS)

2001-Present Member, NACCS Tejas Foco (Regional chapter)

2016-Present Member, Society for the Study of Gloria Anzaldúa

**Editorship**

*Chicana/Latina Studies*: The Journal of Mujeres Activas en Letras y Cambio Social (MALCS), Associate Editor, Summer 2017-Summer 2019.

**COMMUNITY SERVICE AND OUTREACH**

Summer 2014-present Co-chair, Board of Directors, [Esperanza Peace & Justice Center, San](http://esperanzacenter.org/)

[Antonio, Texas.](http://esperanzacenter.org/)

Summer 2019-present Board of directors, The National Institute of Mexican American History of

Civil Rights, San Antonio, Texas