

NOAH E. ROMERO

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EDUCATION

PhD in Education

University of Auckland
Critical Studies in Education/Māori and Indigenous Education

MA in Education

University of San Francisco
International and Multicultural Education

BA in Communication Studies

University of San Francisco

ACADEMIC APPOINTMENTS

Visiting Assistant Professor of American Studies, 2026 - present

Amherst College
Department of American Studies
Program Affiliations: Education Studies, Asian American and Pacific Islander Studies

Assistant Professor Emeritus of Native American and Indigenous Studies, 2023 - 2026

Hampshire College
School of Decolonial, Global, and Social Inquiry
(Granted Emeritus status by the Board of Trustees upon announcement of the College's closure in May 2026)

Postdoctoral Scholar of Educator Preparation, 2022 - 2023

University of Nevada, Las Vegas
Department of Teaching and Learning, College of Education

PUBLICATIONS

Books

Romero, N. & Huttenga-Romero, A. (2026, contracted). *Dominate, undermine, dismiss: Everyday colonialism and the promise of reciprocity in education*. London: Bloomsbury.

Romero, N. (2024). *Decolonial underground pedagogy: Unschooling and subcultural learning for peace and human rights*. London: Bloomsbury.

Journal Articles

Romero, N. (2024). Decolonial underground pedagogy: Decolonising education, informal learning

- and subculture studies for educational justice. *Knowledge cultures*, 12(2), 67-80.
- Romero, M., Romero, N., Ramos, V., & Gabriel, A. (2024). Indigenous Peoples and the Covid-19 pandemic: Learning, preparedness, challenges, and the way forward. *Cultural and pedagogical Inquiry*. DOI: <https://doi.org/10.18733/cpi29733>
- Romero, N., Koerber, N. Fasching-Varner, K., & Schrader, P.G. (2023). Relational autonomy in teacher education: Deepening teacher quality through Indigenous and decolonizing education. *Cultural and pedagogical inquiry*, 15(1), 57-70. DOI: [10.18733/cpi29711](https://doi.org/10.18733/cpi29711)
- Estellés, M., Romero, N., Mutch, C., & Tatebe, J. (2023) Pasifika girls' resisting the regime of safety in New Zealand schools. *Globalisation, societies and education*. DOI: <https://doi.org/10.1080/14767724.2023.2191931>
- Romero, N., Grant, W., & Estellés, M. (2022). Theorizing Māori-Philippine solidarities through agential realism and punk rock pedagogy. *Research in education*. DOI: <https://doi.org/10.1177%2F00345237221110917>
- Romero, N. & Mutch, C. (2022). A toy bear in lockdown, child-parent attachment, and hegemonic peer-orientation. *Waikato journal of education*. DOI: <https://doi.org/10.15663/wje.v26i1.906>
- Romero, N. & Yellowhorse, S. (2021). Unschooling and Indigenous education. *Humanities*. DOI: <https://doi.org/10.3390/h10040125>
- Romero, N. (2021). Kalayaan, katarungan, karangalan and kapwa: A provisional exploration of children's responses to the Covid-19 pandemic through Indigenous Philippine virtue ethics. *Journal of pastoral care in education*. DOI: <https://doi.org/10.1080/02643944.2021.1951340>
- Romero, N. (2021). Punk rock's messages for the neoliberal university. *Journal of educational administration and history*. DOI: <https://doi.org/10.1080/00220620.2021.1925229>
- Romero, N. (2021). You're skating on native land: Queering and decolonizing skate pedagogy. *Cultural and pedagogical inquiry*. DOI: <http://doi.org/10.18733/cpi29548>
- Romero, N. (2020). Punx up, bros down: Defending free speech through punk rock pedagogy. *Educational philosophy and theory*. DOI: <https://doi.org/10.1080/00131857.2020.1738923>
- Romero, N. (2019). Pilipinx becoming, punk rock pedagogy, and the new materialism. *International Education Journal: Comparative Perspectives*, 18(2), 40-54.
- Romero, N. (2018). Toward a critical unschooling pedagogy. *Journal of Unschooling and Alternative Learning*, 23(12), 56-71.

Encyclopedia Entries

Romero, N. (2026, in press). Music and Indigenous education. *SAGE Encyclopedia of Indigenous Education*.

Romero, N. (2026, in press). Indigenous education in Southeast Asia. *SAGE Encyclopedia of Indigenous Education*.

Romero, N. (2026, in press). Anarchist pedagogy. *SAGE Encyclopedia of Indigenous Education*.

Romero, N. (2026). Skateboarding and Indigenous Education. *The Bloomsbury Handbook of Indigenous Education*.

Romero, N. (2020). Postcolonial philosophy of education in the Philippines. *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press.
<https://doi.org/10.1093/acrefore/9780190264093.013.1575>

Book Chapters

Romero, N. (2026, in press). Indigenous Education and a Pedagogy of Reciprocity. In Keisch, D. and Bacal, J. (Eds). *Pedagogies of possibility*. Morgantown, WV: West Virginia University Press

Romero, N. (2026, in press). Critical unschooling and decolonizing education. In Williams, H. (Ed.). *Professors who homeschool: Theory, expertise, and practice*.

Romero, N. & Miles, D. (2025). Anticolonial skate pedagogy: Skateboarding as decolonising education. *Skate worlds: New pedagogies for skateboarding*. DOI: [10.21827/656f071868dee](https://doi.org/10.21827/656f071868dee)

Pasley, A., Romero, N., Jaramillo-Aristizabal, A. (2024). Gratuitous (post)humanism in education: There is no thought not yet thought. *Critical posthumanism and education: Key debates, theoretical Perspectives, and pedagogies*. DOI: <https://doi.org/10.4324/9781003365693>

Romero, N. (2023). Kill the Man, Save the Indian: Rez metal as decolonial underground pedagogy for a third space of sovereignty. In Kaye, C. & Haynes Writer, J. (Eds). *Third space exploration in education*. Hershey, PA: IGI Global.

Mutch, C. & Romero, N. (2022). Using visual images to explore young children's responses to the Covid-19 lockdowns in New Zealand. *Utilizing visual representation in educational research*.
<https://www.infoagepub.com/products/Utilizing-Visual-Representation-in-Educational-Research>

Romero, N. (2021). Toward a critical unschooling praxis. In English, R. (Ed.). *Global*

perspectives on home education in the 21st century, 65-75. Hershey, PA: IGI Global. DOI: <https://doi.org/10.4018/978-1-7998-6681-7.ch005>

Romero, N. (2016). Rise above: Filipina/o-American studies and punk rock pedagogy. In Sandoval, D., Ratcliff, A., Buenavista, T., & Marín, R. (Eds.). *"White" washing American education: The new culture wars in ethnic studies*. Santa Barbara, CA: Praeger.

Policy Papers

Koerber, N., Romero, N., & Delgado, G., & Fasching-Varner, K. (2022). Addressing the teacher shortage: The Nevada Educator Preparation Institute & Collaborative (NV-EPIC) as Educator Preparation Accompaniment. *Policy Issues in Nevada Education*, 5(2). Las Vegas, NV: National Institute for the Advancement of Education, UNLV Center for Research, Evaluation, and Assessment. http://crea.sites.unlv.edu/wp-content/uploads/2022/11/PINE_Addressing-the-Teacher-Shortage-Full-Paper-Final-Online-Version.pdf

Book Reviews and Editorials

Romero, N. & Grant, W. (2025). The Remembered Children of Maui: Pan-Pacific Conversations and Kinship: Introduction. *Cultural and pedagogical inquiry*, 16(1), 1-6.

Romero, N., Thompson, A., & Mutch, C. (2022). Editorial: Education in turbulent times. *Pacific Asian Education*, 33(1), 1-6.

Mutch, C., Tatebe, J., Estellés, M. & Romero, N. (2021) Editorial: a pedagogy of love and care in the time of Covid-19. *Pastoral Care in Education*, 39(3), 175-177. DOI: [10.1080/02643944.2021.1966227](https://doi.org/10.1080/02643944.2021.1966227)

Romero, N. (2017). Book review: Human rights education: Theory, research, and praxis. *International Journal of Human Rights Education*, 1(1), 1-4.

Journals, Guest Editing

Romero, N. & Grant, W. (Eds.) (2025). The remembered children of Maui: Pedagogies of Indigenous solidarity in Australasia, Oceania, and Southeast Asia. *Cultural and Pedagogical Inquiry*.

Romero, N., Thompson, A., & Mutch, C. (Eds.) (2022). Education in turbulent times. *Pacific-Asian Education*.

Mutch, C., Estellés, M., Romero, N., & Tatebe, J. (Eds.) (2021). A pedagogy of love and care in the time of Covid-19. *Pastoral Care in Education*

PRESENTATIONS

Keynotes and Peer-Reviewed Conference Papers

- Romero, N. (2026, accepted). Anti-colonial pedagogy and the promise of reciprocity in educational leadership. *Native American and Indigenous Studies Association (NAISA) Conference*. Temuco, Chile.
- Romero, N. (2026). Anti-colonial nihilism and a pedagogy of healing and reciprocity. *Decolonial Conference*. Los Angeles, CA.
- Romero, N. (2025). Decolonizing education through Indigenous anarchy. *Five Colleges Native American and Indigenous Studies Symposium*. Amherst College, Amherst, MA.
- Romero, N. (2024). Punk rock pedagogy's messages for the neoliberal university. *Cultural Studies Association Conference*. Athens, GA.
- Romero, N. (2024). Keynote address. *You're skating on Native land: UNLV Welcomes Apache Skateboards*. Dr. Porter Lee Troutman Jr. Center for Multicultural Education, University of Nevada, Las Vegas.
- Romero, N. (2024). Rez metal as decolonial underground pedagogy for a third space of sovereignty. *American Educational Research Association Annual Meeting*. Philadelphia, PA.
- Romero, N. (2023). Decolonial underground pedagogy: Decolonizing education through subcultural teaching and learning. *American Educational Research Association (AERA) Annual Meeting*. Chicago, IL.
- Romero, N. (2023). Theorizing Māori-Philippine solidarities through punk rock pedagogy. *American Educational Research Association (AERA) Annual Meeting*. Chicago, IL.
- Romero, N. (2022). Decolonizing pedagogies: Unschooling and Indigenous education. *Center for Humanistic Inquiry*. Amherst College, Amherst, MA.
- Romero, N. (2022). Keynote address: Queering gender, race, and Indigeneity toward a decolonial unschooling. *Northeast Unschooling Conference*. Hampshire College, Amherst, MA.
- Romero, N. (2021). The remembered children of Maui: Theorizing public pedagogies in Aotearoa through Indigenous Philippine philosophy. *New Zealand Association for Research in Education (NZARE)*. Victoria University of Wellington, Wellington, NZ.
- Romero, N. (2021). Disabled BIPOC in SDE: Unschooling autonomy and crippling postcolonialism. *Disability Studies Conference*. University of Auckland, Auckland, NZ.
- Romero, N. (2021). Kapwa: Being for the other in Indigenous Philippine Psychology. *Educational Psychology Forum*. University of Otago, Dunedin, NZ.
- Romero, N. (2020). Critical unschooling: Pedagogy and praxis. *Oceania Comparative and International Education Society (OCIES) Virtual Conference*.

- Romero, N. (2020). Gender panics, White nationalism, and the Philippine diaspora. *New Zealand Association for Research in Education (NZARE) Virtual Conference*.
- Romero, N. (2020). Decolonizing self-directed education. *Summit on Education for Democracy: Research, Policy, Practice and Activism*. University of Southern Queensland, Ipswich, AUS. (conference postponed)
- Romero, N. (2020). Free speech, human rights, and punk rock pedagogy. *Summit on Education for Democracy: Research, Policy, Practice and Activism*. University of Southern Queensland, Ipswich, AUS. (conference postponed)
- Romero, N. (2020) Critical Unschooling: Critiques and futures [Paper Session]. *American Educational Research Association (AERA) Annual Meeting*. San Francisco, CA (conference cancelled)
- Romero, N. (2020). Dominate, undermine, dismiss: A material-discursive model of oppression and its relational becoming. *Educational Psychology Forum*. Massey University, Palmerston North, NZ.
- Romero, N. (2019). A new world blossoming: Punk rock, agential realism, and the Pilipinx diaspora. *Australian Association for Research in Education (AARE)*. Queensland University of Technology, Brisbane, AUS.
- Romero, N. (2019). Awakening from the deepest sleep: Diffracting Pilipinx becoming through punk rock pedagogy. *Oceania Comparative and International Education Society (OCIES)*. National University of Samoa, Apia, Samoa. (conference cancelled)
- Romero, N. (2019). Critical unschooling messages for the mainstream. *New Zealand Association for Research in Education (NZARE)*. University of Canterbury, Christchurch, NZ.
- Romero, N. (2019). Critical allyship and the countercultural counternarrative. *The Inclusive Education Summit*. University of Auckland. Auckland, NZ.
- Romero, N. (2019). Critical unschooling, decolonization, and agential realism. *Faculty of Education and Social Welfare Doctoral and Postgraduate Symposium*. University of Auckland, Auckland, NZ.
- Romero, N. (2019). Schooling and the modern/colonial gender system. *Rainbow Research Symposium*. University of Auckland, Auckland, NZ.
- Romero, N. (2018). Critical unschooling: Decolonizing (through) self-directed education. *Oceania Comparative and International Education Society (OCIES)*. Victoria University of Wellington, Wellington, NZ.
- Romero, N. (2017). Screams from the underground: Punk rock, pedagogy, and decolonization. *Asian Pacific Americans in Higher Education (APAHE)*. Oakland, CA, USA.
- Romero, N. & Avila, M. (2015). Critical pedagogy, decolonization, and the model

minority myth. *Asian Pacific Americans in Higher Education* (APAHE). San Francisco, CA, USA.

Invited Talks and Guest Lectures

Romero, N. (2025). The land remembers: Conversations on decolonization. Lebrón Wiggins-Pran Cultural Center. Hampshire College, Amherst, MA.

Romero, N. (2025). Indigenous nihilism, anarchy, and everyday colonialism in education. *Blood, Lands, DNA*. University of Waikato. Kirikirioa, Aotearoa (Hamilton, NZ).

Romero, N. (2025). Pedagogies of healing and reciprocity. *Center for Contemplative Pedagogy*. University of Massachusetts, Amherst. Amherst, MA.

Romero, N. (2025). Decolonial Underground Pedagogy: Informal, decolonizing, and anticolonial education. *Lucy Parsons Center*. Boston, MA.

Romero, N. (2024). Punk rock pedagogy and multicultural education. *Cultural Studies Seminars*. University of Nevada, Las Vegas.

Romero, N. (2023). Emergent pedagogy: Lessons from informal learning. *Scholarship in Practice Seminars*. University of Nevada, Las Vegas.

Romero, N. (2023). Talking back to the Ancestors: Ancestral communion as decolonial praxis. *Five College Asian Pacific American Studies Works-in-progress Sessions*. Five Colleges Consortium.

Romero, N. (2023). Decolonial Underground Pedagogy: Decolonizing education through subcultural learning. [*Indigenous Education Speakers' Series*](#). University of Wisconsin-Madison.

Romero, N. (2023). Decolonizing teaching and introducing Indigenous Education. *Department of Ethnic Studies Invited Talks*. California State University, East Bay.

Romero, N. (2022). Unsettling teacher preparation through critical race theory, post-humanism, and decolonial feminism (roundtable discussion). *Center for Humanistic Inquiry*. Amherst College, Amherst, MA.

Romero, N. (2022). An introduction to decolonizing education. *International and Comparative Studies in Education*. University of Nevada, Las Vegas.

Romero, N. (2022). From land acknowledgements to #landback. *Northeast Unschooling Conference*. Hampshire College, Amherst, MA.

Romero, N. (2022). Decolonizing the self, decolonizing self-directed education. *Northeast Unschooling Conference*. Hampshire College, Amherst, MA.

Romero, N. (2022). Decolonizing (education) is not a metaphor. *Critical pedagogy in higher education*. University of San Francisco.

- Mutch, C. & Romero, N. (2021). Young children's responses to Covid-19. *Early Childhood Seminar Series*. University of Auckland., Tāmaki Makaurau, Aotearoa (Auckland, NZ).
- Romero, N. (2021). Decolonizing critical feminist leadership through Moana/Indigenous feminisms. *Critical feminist leadership*. University of San Francisco.
- Romero, N. (2021). Fa'a Sāmoa, te ao Māori, and Indigenous approaches to intercultural communication. *Intercultural Competence*. Auckland University of Technology. Tāmaki Makaurau, Aotearoa (Auckland, NZ).
- Romero, N. (2021). Nonhierarchical learning, Indigenous Philippine theories, and a praxis of decolonial healing. *Indigenous Communications Seminars*. University of Auckland, Tāmaki Makaurau, Aotearoa (Auckland, NZ).
- Romero, N. (2021). Punk rock, DIY, and the Philippine diaspora. *Hamilton Zinefest*. Kirikiriroa, Aotearoa (Hamilton, NZ).
- Romero, N. (2021). Pakapa-kapa: Indigenous Philippine research methods. *Kirikiriroa Conversations*. University of Waikato. Kirikiriroa, Aotearoa (Hamilton, NZ).
- Romero, N., Grant, W., Jensen, A., & Te Pania, C. (2020). Indige-punk 101: Punk rock, indigeneity, and mātauranga Māori (Māori knowledge). *Mesoverse*. Kirikiriroa, Aotearoa (Hamilton, NZ).
- Romero, N. (2020). Mana wāhine: Māori approaches to feminist leadership. *Women in Management*. University of San Francisco.
- Romero, N. & Ibeka, V. (2020). The teaching portfolio. *Doctoral Academic Leadership Initiative*. University of Auckland. Auckland, NZ.
- Romero, N., Christina, E.; Bokhari, S., & Yellowhorse, S. (2020). CircleOut: Winners of the Velocity Innovation Challenge COVID-19 Social Innovation Prize. *Education and Social Welfare Faculty Meeting*. University of Auckland. Tāmaki Makaurau, Aotearoa (Auckland, NZ).
- Romero, N. (2018). Critical unschooling: Theory into practice. *Schools, Community, and Society*. University of San Francisco.
- Romero, N., Bañales, X., Sandoval, D., and Gonzalez, P. (2017). White-washing American education: The new culture wars in Ethnic Studies. *UC Berkeley Ethnic Studies Symposium Series*. University of California, Berkeley.
- Romero, N. & Tu, D.L., and Yang, K. (2016). Black Lives Matter and Asian Pacific American solidarity. *APASA Race Talks*. University of California, Berkeley.
- Romero, N. & Tu, D.L. (2016). The Peter Liang controversy. *APASA Race Talks*. University of California, Berkeley.

TEACHING

2023 – present	Hampshire College <i>Indigenous Feminisms</i> <i>Indigenous Nihilism</i> <i>Indigenous Anarchy and Autonomy</i> <i>Education for Liberation: Decolonizing Teaching and Learning</i> <i>Indigenous and Decolonizing Education</i> <i>Indigenous and Decolonizing Pedagogy</i> <i>Decolonial Undergrounds: Indigenous Autonomy through Subculture</i> <i>Critical Indigenous Studies</i> <i>Global South Perspectives on Indigenous Liberation</i>
2024 – 2025	Amherst College <i>Indigenous and Decolonizing Education</i>
2022 - present	University of Nevada, Las Vegas <i>Teaching About Native American and Indigenous Experiences in Education</i> <i>Multicultural Education</i>
2019 - 2021	University of Auckland <i>Learning Sexualities</i>
2016 - 2018	University of San Francisco <i>Schools, Community, and Society (Graduate Teaching Assistant)</i> <i>Peace, Conflict, and Education in Global Contexts (Graduate Teaching Assistant)</i> <i>Human Rights Education: History, Philosophy, and Current Debates (Graduate Teaching Assistant)</i>

FUNDING & AWARDS

Conferred Assistant Professor Emeritus Status Hampshire College (<i>granted by the Board of Trustees upon institutional closure</i>)	2026
Primary Investigator Grant, \$86,000 US National Science Foundation Center for Braiding Indigenous Knowledges and Science University of Massachusetts, Amherst	2024-2028
AERA Outstanding Book Award Nominee American Educational Research Association	2026
Building Academic Leaders in the Humanities Fellow, \$2000 Five College Consortium	2025-2026
Five College Lecture Fund, \$750	2025

Five College Consortium	
Five College Symposium Grant, \$2,000 Five College Consortium	2025
Crossroads in the Study of the Americas Fellowship, \$250 Five College Consortium	2024-2025
Research/Practice Partnership Grant, \$40,000 Embodied Liberation: Decolonizing Arts Education The Wild Gifting Project	2024
Curriculum Development Grant, \$7,500 Mellon Foundation/Five College Consortium	2024
Programming Grant – You’re Skating on Native Land, \$15,000 The Wild Gifting Project	2023
BIPOC Faculty Grant, \$5000 Hampshire College	2023
NAIS Faculty Development Grant, \$6,000 Mellon Foundation/Five College Consortium	2023
Nominee - Vice Chancellor’s Prize for Best Doctoral Thesis University of Auckland	2023
Center for Humanistic Inquiry Honorarium, \$500 Amherst College	2022
Center for Teaching and Learning Honorarium, \$250 Amherst College	2022
Postdoctoral Scholar Research Grant, \$4,000 University of Nevada, Las Vegas	2022
University of Auckland Doctoral Scholarship, \$136,500 University of Auckland	2018 - 2022
Performance Based Research Grant, \$5800 University of Auckland	2018-2022
University Review Chairperson Honorarium, \$900 Nueva Ecija University of Science and Technology	2021
Centre for Arts and Social Transformation Honorarium, \$500 UNESCO/University of Auckland	2021

Academic Career Advancement Award, \$2,000 University of Auckland	2020
Velocity Innovation Challenge COVID-19 Social Enterprise Award, \$1000 University of Auckland	2020
Oxford Research Encyclopedia Honorarium, \$250 Oxford University Press	2020
Poststructural Theory SIG Competitive Grant, \$500 Australian Association of Research in Education	2019
New and Emerging Researcher Scholarship, \$500 Oceania Comparative and International Education Society	2018
Social Justice Scholarship, \$3,900 University of San Francisco	2016

MEDIA APPEARANCES

Corson, J. (2025). Indigenous nihilism, anarchy, and decolonizing education. *Another education is possible*. Retrieved from: <https://podcasts.apple.com/us/podcast/another-education-is-possible/id1760031134>

Romero, N. (2020, August 31). Home education and 'unschooling' could very well be the way forward. *EducationHQ News*. Retrieved from: <https://educationhq.com/news/home-education-and-unschooling-could-very-well-be-the-way-forward-81268/>

Lucas, F. (2020, August 17). Uni of Auckland student innovation could change the way children connect while online. *The Sector*. Retrieved from: <https://thesector.com.au/2020/08/17/uni-of-auckland-student-innovation-could-change-the-way-children-connect-while-online/>

Uzgun, D. (2020, July 28). Potential game-changing digital learning platform focuses on kids self-directing. *Education HQ News*. Retrieved from: <https://educationhq.com/news/potential-game-changing-digital-learning-platform-focuses-on-kids-self-directing-79758/>

Gallagher, E. (2020, July 10). Innovation meets education. *University of Auckland News*. Retrieved from: <https://www.auckland.ac.nz/en/news/2020/07/10/innovation-meets-education.html/>

Centre for Innovation and Entrepreneurship (2020, May 28). *CIE Newsroom*. University community rises to the challenge of creating solutions for New Zealand's problems. Retrieved from: <https://www.cie.auckland.ac.nz/newsroom/university-community-rises-to-the-challenge-of-creating-solutions-for-new-zealands-problems/>

SERVICE TO DEPARTMENT, COLLEGE, AND FIVE COLLEGE COMMUNITY

Director, Center for Indigenous and Decolonization and Research, Hampshire College, 2026 – present

Chair and Coordinator, National Science Foundation Center for Braiding Indigenous Knowledges and Science Educator Preparation Institute, 2025 – present

Director, Education Co-Laboratory, Center for Braiding Indigenous Knowledge and Science (CBIKS), University, of Massachusetts, Amherst, 2025– present

Member, Transforming Science Co-Lab Circle (Executive Research Committee), Center for Braiding Indigenous Knowledges and Science (CBIKS), University of Massachusetts, Amherst, 2025-present

Chair, Five College Native American and Indigenous Studies and Asian/Pacific/American Studies Symposium Committee, 2024 – present

Chair, Five College Native American and Indigenous Studies Program
Five Colleges Incorporated, 2024 - present

Co-Chair, Five College Asian/Pacific/American Studies Program
Five Colleges Incorporated, 2023 - 2025

Member, Decolonial and Global Studies Tenure and Promotion Review Committee
Hampshire College, 2024-present

Member, Humanities and Arts Tenure and Promotion Review Committee
Hampshire College, 2023-2024

Co-Chair, Decolonization and Reciprocity Working Group
Hampshire College, 2023 – present

Member, Academic Freedom Working Group
Hampshire College, 2023 – present

Co-Chair, Center for Multicultural Education Skate Pedagogy Initiative
University of Nevada, Las Vegas, 2022-present

Coordinator, Global Education and Mental Health Working Group
University of Nevada, Las Vegas, 2022-2023

Chair, Social/Education Research Panel, University Research Review
Nueva Ecija University of Technology, 2021

Postgraduate Representative, Critical Studies in Education Postgraduate Committee
University of Auckland, 2019- 2021

Fellow, Doctoral Academic Leadership Initiative
University of Auckland, 2020

Panelist, College of Graduate Studies Doctoral Workshops
University of Auckland 2020-2022

Education & Advocacy Co-chair, Asian Pacific American Staff Association
University of California Berkeley, 2016-2018

PROFESSIONAL SERVICE AND EMPLOYMENT

Visiting Assistant Professor, Amherst College, Education Studies Program, 2024

Member, Liyang Network, 2023 - present

Affiliated Faculty, Center for Multicultural Education, University of Nevada Las Vegas, 2022-present

Affiliated Researcher, Center for Indigenous Peoples Education, Nueva Ecija University of Science and Technology, Philippines, 2021 - present

Consultant and Policy Analyst, Papatoetoe East Primary School, 2021

Assistant Director of Academic Affairs and Director of the Public Policy and International Affairs Junior Summer Institute, UC Berkeley Goldman School of Public Policy, 2016-2018
 Chair, UC Berkeley Public Policy and International Affairs Junior Summer Institute Admissions Committee, 2016-2018
 Student Services Advisor, University of California, Berkeley, 2013-2016
 Student Services + University Relations Officer, Lorenzo de' Medici Institute, 2011-2013
 Director of Development, Cinema41, 2010-2012
 Advisory Board Member, Northeast Unschooling Conference, 2022-present
 Copy Editor, First American Arts Magazine, 2023-2024
 Guest Editor, Cultural and Pedagogical Inquiry, 2021-present
 Guest Editor, Pacific-Asian Education, 2021-present
 Guest Editor, Journal of Pastoral Care in Education, 2020-present
 Reviewer, Wicazo sa Review, 2025 - present
 Reviewer, Public Humanities, 2024 - present
 Reviewer, Whiteness and Education, 2023 - present
 Reviewer, Curriculum Matters, 2022- present
 Reviewer, Gifted Education International, 2022- present
 Reviewer, Research in Education, 2021-present
 Reviewer, Journal of Homosexuality, 2020-present
 Reviewer, Pastoral Care in Education, 2020-present
 Reviewer, Studies in Higher Education, 2020-present
 Reviewer, Global Perspectives on Home Education in the 21st Century, 2020
 Reviewer, Educational Philosophy and Theory, 2018-present
 Reviewer, International Education Journal: Comparative Perspectives, 2018-present
 Reviewer, Session Discussant, and Chair, American Educational Research Association, 2021-present
 Division G – Social Context of Education
 Indigenous Peoples of the Pacific SIG
 Indigenous Peoples of the Americas SIG
 Session Chair, Native American and Indigenous Studies Association Conference, 2025
 Session Chair, Australian Association for Research in Education Conference, 2019

SENIOR THESIS SUPERVISION

Chair, Marcie Williamson, *There Should Be Wolves Here: Photography, Anarchy, and Prefigurative Politics*
 Chair, Violet Mark, *Spaces of Community Learning*
 Chair, Evan Tipton (Abenaki), *Decolonizing Outdoor Education*
 Chair, Sophia Ortega, *Conversations at the Kitchen Table: Decolonial Histories, Methodologies, and the Power of Storytelling*
 Chair, Ivan Clow, *The Limits of NAGRA and International Approaches to Repatriation*
 Chair, Esteban Duran, *Revitalizing Hampshire Hardcore*
 Chair, Kenna McLeod, *Decolonizing Psychology and Mental Health*
 Chair, Mila Dorji, *Noise as Anti-colonial Resistance*
 Chair, Della Lavare, *What Do Zoos Sell You?*
 Chair, Lucero Diaz Valiente (Guaraní), *Ñanesãsopeve: Writing on Guaraní Liberation, Resistance & Joy*
 Chair, Finn Farrell (Kanaka Maoli), *Community-based Indigenous Language Education and Revitalization*
 Chair, Qadira Locke (Lumbee/Palestinian), *Collecting/ive Experience: Explorations of Palestinian Identity*

through Archival Practice

AFFILIATIONS

Native American and Indigenous Studies Association (NAISA)
American Educational Research Association (AERA)
Australian Association for Research in Education (AARE)
New Zealand Association for Research in Education (NZARE)
Oceania Comparative and International Education Society (OCIES)
Philosophy of Education Society of Australasia (PESA)

LANGUAGES

English (fluent)
Filipino/Tagalog (fluent)
Spanish (intermediate)
Māori (basic)