

**Dr. Marissa Muñoz**  
Assistant Professor, Interdisciplinary Learning and Teaching  
And Race, Ethnicity, Gender, and Sexuality Departments  
College of Education and Human Development  
The University of Texas at San Antonio  
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## **EDUCATIONAL BACKGROUND**

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- 2018      Doctorate of Philosophy in Educational Studies.  
            University of British Columbia, Vancouver, BC.  
            Dissertation Title: *A Pedagogy of Water: Restorying the Rio Grande/Rio Bravo*  
            Co-Chairs: Dr. Jo-Ann Archibald and Dr. Rob Van Wynsberghe
- 2010      Master of Science in Curriculum and Instruction.  
            Texas A&M University, College Station, TX.
- 2005      Cross-Cultural Learning and Development Multiple Subject Credential (K – 8).  
            New College of California, San Francisco, CA.
- 1999      Bachelor of Science in Wildlife and Fisheries Biology.  
            Texas A&M University, College Station, TX.

## **PROFESSIONAL EXPERIENCE**

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- Jan 2019 – present   Assistant Professor, Department of Curriculum & Instruction,  
                                  Interdisciplinary Learning and Teaching, University of Texas at San  
                                  Antonio.
- Aug 2017-Dec 2018   Instructor, University of Texas at San Antonio, San Antonio, TX.
- May-June 2016       Instructor, University of British Columbia, Vancouver, BC.
- 2007 – 2009          Teacher. Scotts Valley Middle School, Scotts Valley, CA.  
                                  2006-2007   Grade 6 Earth Science  
                                  2007-2008   Grade 6 Earth Science, Grade 6-8 Special Education Science
- 2005 –2007          Teacher. James Lick Middle School, San Francisco, CA.  
                                  2004-2005   Grade 6 Language Arts, Social Studies, ELL Reading Skills  
                                  2005-2006   Grade 6 Math, Science, ELL Social Studies

## **GRANTS AND RESEARCH**

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### Lines of Research:

1. **Examining the Indigenous knowledge systems**- Specific to the ancestral epistemologies of the central and south Texas and northern Mexico, this work centers the land-based traditional ecological knowledges that have survived colonization in the cultural practices of detribalized Indigenous peoples.
2. **Decolonial, anticolonial, and Indigenous pedagogies**- This area of work articulates, invents, and clarifies the many ways that practicing educators can mobilize a praxis of critical, responsive, context-specific, anti-oppressive teaching practices that is inclusive of Indigenous and ancestral knowledge systems.

### Grants:

- 2020 Co-Principal investigator. *Center for Archaeological Research Legacy Camp Curriculum Project*, funded by the Interdisciplinary Teaching and Learning Mini Grant, University of Texas at San Antonio. \$5,000. [Research Line 2]
- 2017 Co-Principal Investigator. *El Calaboz Racheria: In the Words of our Elders*, funded by the Baylor Community Oral History Grant, Baylor University Institute for Oral History. \$5,000. [Research Line 1]

Projects:

- 2020 Consultant. *Grand Prairie ISD American Indian Native Studies Texas Essential Knowledge and Skills (TEKS) and Innovative Course Development Committee*. We are simultaneously developing the AINS TEKS and AINS Innovative Course in Ethnic Studies, for Texas State Board Approval in December of 2021.
- 2020 Consultant. *Reconnecting and Restorying Land Relations*. Green Fund Grant, University of Texas at Austin. Austin, TX. [Research Lines 1 & 2]
- 2020 Principal Investigator. *Center for Archaeological Research Legacy Camp Curriculum Project*. The purpose of this pilot project is to create a partnership between the Center for Archaeological Research that is mutually beneficial and the middle grades teaching credential program toward the integration of curriculum development using artifacts as a field-based pedagogical practice. [Research Line 2]
- 2019 Collaborator, with Mr. O. Muñoz, Dr. E. Lopez, and Dr. E. Lopez. *Fronterawork: A Texas Colonias Handbook*. This is a collaborative effort between scholars at Texas A&M University of San Antonio, and The University of Texas at San Antonio, to document the history and best practices of the TAMU Colonias Program Innovative Readiness Training events in the service of underserved, rural Texas border residents, understood through the lenses of public health, education, and US Mexico frontera life. [Research Line 2]
- 2017 Co-Principal Investigator, with the Lipan Apache Women’s Defense League. *El Calaboz Racheria: In the Words of our Elders*, funded by the Baylor Community Oral History Grant, Baylor University Institute for Oral History. The project was unfinished due to community protocols, and funds returned. [Research Line 1]

Professional Development Courses:

- 2020 Manuscript Works Book Proposal Accelerator

**SCHOLARLY PUBLICATIONS**

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**Peer Reviewed Articles:**

- Muñoz, M.** and Proffitt, A. (2020, Fall/Winter). Anticolonial Approaches to Our Social Studies Classrooms. *The Social Studies Texan*, 36(3), pp. 29-32.
- Pidgeon, M., Archibald, J., and **Muñoz, M.** (2013). Editorial: Indian control of Indian education – 40 years later. *Canadian Journal of Education*, 36(1), 1-4.
- Pidgeon, M., **Muñoz, M.**, Kirkness, V., and Archibald, J. (2013). Indian control of Indian education: Reflection and envisioning the next 40 years, *Canadian Journal of Education*, 36(1), 5-36.
- Friedel, T., Archibald, J., Big Head, R., Martin, G., and **Muñoz, M.** (2012). Editorial – Indigenous pedagogies: Resurgence and restoration. *Canadian Journal of Education*, 35(1), 1-6.

Carpenter, B. S., Cornelius, A., **Muñoz, M.**, and Sherow, E. (2009). (Re)Considering Public Pedagogy in/as Art Education: Engaging Social Justice and Place Based Education. *TAEA Trends*, 31-36.

Carpenter, B. S., Chien, C. F., Hartman, J., McCartney, L. L., Sourdout, L. A., Nichols, J. T., Elizondo, K., **Muñoz, M.** (2010). Real world reflections on virtual world instruction: An autobiographical discussion about distance education, on-line learning, and visual culture. *TAEA Trends*, 31-38.

#### **Reprinted Articles:**

Pidgeon, M., Archibald, J., and **Muñoz, M.** (2017). Editorial: Indian control of Indian education – 40 years later. *Canadian Journal of Education*, 39(1), 1-4. (Reprinted)

#### **Book Chapters:**

**Muñoz, M.** (2019). River as border, river as lifeblood: Troubling the irreconcilable discrepancies of colonial occupation from/with/on/of the Frontera. In L. T. Smith, E. Tuck, and W. K. Yang's *Indigenous and Decolonizing Studies in Education*. Routledge.

**Muñoz, M.** (2017). Kanto teocintle: Restor(y)ing ourselves. In K. Staikidis & C. Ballengee-Morris (Eds.) *Transforming our practices: Indigenous art, pedagogies, and philosophies*. Reston, VA: National Art Education Association.

Carpenter, B. S. II, Boulanger, B., Muñoz, O., **Muñoz, M.**, Arcak, C. & Cornelius, A. (2011). Re/searching for clean water: Artists, community workers and engineers in partnership for positive change. In C. McLean & R. Kelly (Eds.) *Creative arts in research for community and cultural change* (pp. 41-64). Calgary, AB: Detselig Enterprises, Ltd.

Carpenter, B. S., **Muñoz, M.** (2011). In search of clean water and critical environmental justice: Collaborative artistic responses through the possibilities of sustainability and appropriate technologies. In T. Quinn, J. Ploof, & L. Hochtritt (Eds.) *Culture as commons: Contemporary art education and social justice*, (pp. 124-130). New York, NY: Routledge.

#### **Peer Reviewed Conference Precedings:**

**Muñoz, M.**, Christian, D., Young Leon, A., Daniels, R., & Wesley, S. (2012). Negotiating Indigenous feminisms: Shut up and paddle – An embodied decolonizing pedagogy. In *Views from the Edge- XIX: Papers from the 19<sup>th</sup> Annual Graduate Student Symposium*. (pp. 91-108). University of British Columbia, Vancouver, British Columbia.

Arcak, C., **Muñoz, M.**, Cornelius, A., and Carpenter, B. S. (2010). Filtering access through social engagement: Artists, community, and curriculum. In E. Wiedegreen & D. Gussak (Co-Chairs), *Art and design for social justice*. Symposium conducted in association with the Kids' Guernica International Peace Mural Project, Florida State University, Tallahassee, FL.

#### **Manuscripts:**

**Muñoz, M.** (2018). *Water as Pedagogy: Restorying the Rio Grande/Rio Bravo* (Unpublished doctoral dissertation). University of British Columbia, Vancouver, BC.

<https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0372149>

**Muñoz, M.** (2010). *The TAMU water project: Critical environmental justice as pedagogy* (Unpublished master's thesis). Texas A&M University, College Station, TX.

<http://hdl.handle.net/1969.1/ETD-TAMU-2010-08-8412>

#### **Book and Media Reviews:**

- Muñoz, M.** (2021). [Review of the book *Indigenous Knowledge Systems and Research Methodologies: Local Solutions and Global Opportunities*, by Huaman, E. S. & Martin, N. D. (Eds.)]. *Journal of Native American and Indigenous Studies*.
- Muñoz, M.** (2021). [Review of the book *Education in movement spaces: Standing Rock to Chicago Freedom Square*, by Eagle Shield, A., Paris, D., Paris, R., & San Pedro, T. (Eds.)]. *International Review of Education*.

**Representative Works in Progress:**

- Muñoz, M.**, and Muñoz, O. (manuscript, in progress) *The ethics of fronterawork*.
- Muñoz, O., **Muñoz, M.**, Lopez, E., and Lopez, E. (edited book, in progress) *Fronterawork: A Texas Colonias Handbook*.
- Muñoz, M.**, Proffitt, A., and Razo, M. (manuscript, in progress) *Learning by doing: Global archaeology for middle grades learners*.

**CONFERENCES AND PRESENTATIONS**

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**International:**

- Muñoz, M.** (2018, May). *Restorying through collective memory: Belonging to the Rio Grande/Rio Bravo* [Paper presentation]. 10<sup>th</sup> Annual Native and Indigenous Studies Association Conference. Los Angeles, California.
- Muñoz, M.** (2017, June). *Remembering who we have always been: Intergenerational pedagogies of collective memory* [Paper presentation]. 9<sup>th</sup> Annual Native and Indigenous Studies Association Conference. Vancouver, BC.
- Muñoz, M.** (2016, May). *Decolonizing our Indigenous allyships: Working through recognition/non-recognition/mis-recognition* [Paper presentation]. 8<sup>th</sup> Annual Native and Indigenous Studies Association Annual Conference. Honolulu, HI.
- Muñoz, M.**, Castro Romero, Jr., D., Perez, R., Tamez, M., Talamantez, I., & Gonzales, P. (2014, May). *"Ain't no Indians in Texas": Indigenous resistances and resurgence against white master narratives* [Panel presentation]. 6<sup>th</sup> Annual Native American and Indigenous Studies Association Meeting. Austin, Texas.
- Muñoz, M.** (2013, June). *Centering the borderlands: Restoring and restorying Indigenous borderland ways of knowing* [Paper presentation]. Native American and Indigenous Studies Association Annual Meeting. Saskatoon, Saskatchewan.

**National:**

- Muñoz, M.** (2020, April 24-25). *Intergenerational pedagogies of collective memory mapped by/with/through an Indigenous fronterix cosmography* [Paper presentation]. 7<sup>th</sup> Annual Cultural Studies in Education Conference Mobilized/ing Insurgencies: (Re)storying & (Re)membering Education. Austin, TX. (Conference cancelled).
- Muñoz, M.** (2019, April). *Pedagogy-making as response-ability: Revitalizing ancestral water knowledge* [Paper presentation]. American Education Research Association (AERA) Annual Conference. Toronto, Ontario.
- Muñoz, M.** (2019, April). *Claiming my ancestral river through an Indigenous Fronterix Cosmography* [Paper presentation]. American Education Research Association (AERA) Annual Conference. Toronto, Ontario.

- Muñoz, M.** (2017, April). *Pedagogies of water: Restoring and restorying the traditional knowledge of Tejas* [Paper presentation]. American Education Research Association (AERA) Annual Conference. San Antonio, Texas.
- Muñoz, M.** (2016, April). *Revisiting "Shut up and paddle": Ongoing negotiations of Indigenous feminisms* [Paper presentation]. American Education Research Association (AERA) Annual Conference. Washington, D.C.
- Muñoz, M.** (2013, February). *Restor(y)ing our selves: Xican@ cultural production as resistance* [Paper presentation]. 34<sup>th</sup> Annual Southwest/Texas Popular and American Culture Associations *Popular Culture(s) in a Global Context* Conference. Albuquerque, New Mexico.
- Muñoz, M.** (2012, April). *Indigenous pedagogies: Exploring Indigenous diaspora, nepantla, and borderland mestizaje feminism* [Paper presentation]. American Educational Research Association (AERA) Annual Conference. Vancouver, British Columbia.
- Muñoz, M.** (2012, April). *Environmental justice pedagogies in the borderlands: Restor(y)ing as resistance* [Paper presentation]. American Educational Research Association (AERA) Annual Conference. Vancouver, British Columbia.
- Muñoz, M.** (2009). *Real or fake: Visual culture jam.* [Paper presentation]. Curriculum and Pedagogy Conference, Atlanta, GA.
- Muñoz, M.** & Arcak, C. (2009) *Obstacles to praxis.* [Paper presentation]. Curriculum and Pedagogy Conference, Atlanta, GA.

**Local:**

- Muñoz, M.,** and Muñoz, O. (2021, March). *Fronterawork Pathways: In the Service of our Communities* [Invited keynote]. The Texas A&M University's Memorial Student Center Student Conference on Latinx Affairs. Online.
- Muñoz, M.** and Proffitt, A. (2020, October). *Utilizing anticolonial perspectives with/through the Texas Standards* [Paper presentation]. Texas Council for Social Studies Annual Conference: The Power of Community. Online.
- Muñoz, M.** (2020, September). *Hispanic Erases Indigeneity* [Paper presentation]. In the opening panel titled What Does it Mean to Celebrate Hispanic Heritage Month? University of Texas at San Antonio's Hispanic Heritage Month Celebration. San Antonio, TX.
- Muñoz, M.** (2020, April). *Imagining Futures for Native American and Indigenous Studies in Texas* [Invited presentation]. The Indigenous Matters: A Symposium on Native American and Indigenous Studies in Texas. University of Texas, Austin, TX. (Postponed)
- Muñoz, M.,** and Muñoz, O. (2020, April). *Fronterawork Pathways: In the Service of our Communities* [Invited keynote]. The Texas A&M University's Memorial Student Center Student Conference on Latinx Affairs. College Station, TX. (Postponed).
- Muñoz, M.** (2020, January). *Teaching from an Indigenous Epistemology: Restorying the Rio Grande/Rio Bravo* [Paper presentation]. Indigeneity in the K-12 Curriculum Symposium, National Latina/o Education Research and Policy Project (NLERAPP). Austin, Texas
- Muñoz, M.** (2019, June). *Restorying the Rio Grande.* [Invited keynote]. The University of Texas at San Antonio Mexican American Studies Decolonial Epistemologies Symposium. San Antonio, Texas.
- Muñoz, M.** (2017, February). *Making space and building alliances* [Paper presentation]. Indigenous Research Exchange Symposium: Decolonizing/Deconstructing the walls/borders/spaces/bodies. Edinburg, Texas.

- Muñoz, M.** (2017, February). *Practicing decolonizing pedagogies of/with/in/from the Rio Grande/Rio Bravo* [Paper presentation]. 2017 National Association for the Chicano/Chicana Studies Tejas Foco, Relational Histories, inter-ethnic alliances: Chican@/x Coalition Politics in Tejas. College Station, Texas.
- Muñoz, M.** (2014, October). *The Texas A&M University Water Project* [Invited presentation]. The Texas Lutheran University 2014 Krost Symposium: Environmental Justice: Texan Responses to Global Crises. Seguin, Texas.
- Muñoz, M.** (2013, March). *Non-recognition and the quest toward sovereignty* [Paper presentation]. Paper presented at the Indigenous Graduate Student Symposium 11<sup>th</sup> annual meeting Visioning the Future: Indigenous Self-determination and Sovereignty. University of British Columbia, Vancouver, British Columbia.
- Christian, D., **Muñoz, M.**, Wesley, S., & Young-Leon, A. (2012, April). *Negotiating Indigenous feminisms: Shut up and paddle – An embodied decolonizing pedagogy*. In A Thorn in the side of Feminism: Interventions to Challenge Complacency [Panel Presentation]. University of British Columbia, Vancouver, British Columbia.
- Muñoz, M.** (2012, March). *Moving toward Indigenous borderlands theories* [Paper presentation]. In M. Muñoz & H. Commodore (Co-chairs), Indigenous Intellectual Traditions: Re/stor(y)ing Time and Space. Symposium conducted at the meeting of the Indigenous Graduate Student Symposium, University of British Columbia, Vancouver, British Columbia.
- Muñoz, M.** (2012, March). *Ethno-eco-pedagogies of/with the Rio Grande* [Paper presentation]. In R. Wong (Chair), Downstream: A Poetics of Water Symposium conducted at Simon Fraser University, Vancouver, British Columbia.
- Arcak, C., Cornelius, A., **Muñoz, M.**, and Carpenter, B. S. (2010). *Filtering Access Through Social Engagement: Artists, Community, and Curriculum* [Poster]. Art and Design for Social Justice Symposium. Florida State University.
- Muñoz, M.**, Muñoz, O. J., Arcak, C. (2010, February). *Clean Water for Texas: A transdisciplinary approach* [Paper presentation]. Paper presented at the *Seventh Annual Abriendo Brecha* Conference, University of Texas, Austin.

#### **Chair and Discussant:**

- Muñoz, M.** (2020, November). Discussant. *Yanawana Teachings: Decolonial Pedagogies and Learning with Coahuiltecan Epistemologies* [Panel Presentation]. The American Educational Studies Association (AES) Annual Conference. (Cancelled conference)

#### **Professional K-12 Teacher Conferences:**

- Muñoz, M.** (2020, August). *Somi Sek: A respectful land acknowledgement* [Opening protocol]. The MAS/AA Studies Web Series: Teaching African American and Mexican American Studies in Texas Schools, hosted by the Ethnic Studies Network of Texas.
- Muñoz, M.** and Proffitt, A. (2020, August). *Ethnic Studies TEKS through an Anticolonial lens* [Paper presentation]. The MAS/AA Studies Web Series: Teaching African American and Mexican American Studies in Texas Schools, hosted by the Ethnic Studies Network of Texas.
- Muñoz, M.** (2012, March). *Culturally-responsive classroom management for an Indigenous-centric public school*. In J. Archibald (Chair), Hands Back...Hands Forward: Indigenous Education Symposium. First Nations House of Learning, University of British Columbia, Vancouver, British Columbia.

### **Invited Lectures:**

- Muñoz, M.** (2020, May). Guest Speaker. *Indigenous Knowledge in the Academy*. Dr. Alexa Scully, Lakehead University.
- Muñoz, M.** (2020, May). Guest Speaker. *Ways of Knowing and Navigating your PhD Journey*. Dr. Sam DeJulio, University of Texas at San Antonio.
- Muñoz, M.** (2019, July). Guest Speaker. *Critical race theory in practice*. Dr. Zaid Haddad, University of Texas at San Antonio.
- Muñoz, M.** (2018, April). Guest Speaker. *Research Journey*. Dr. Crystal Kalinec-Craig, University of Texas at San Antonio.
- Muñoz, M.** (2016, November.) *Indigenous Solidarity in an Anti-Racism Framework?* Guest lecture presented at the University of British Columbia Okanagan.
- Muñoz, M.** (2013, November). *Crafting a research project: Marrying theory and method*, Educational Studies Student Workshop, University of British Columbia. Presented with Dr. Bathseba Opini.
- Muñoz, M.** (2013, June). Guest Speaker. *Ways of Knowing Water*. Workshop for the Institute of Native Health, University of British Columbia.

### **UNIVERSITY TEACHING**

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#### **Courses Taught:**

University of Texas at San Antonio

IDS 3003	STEM in Social Contexts
IDS 2113	Society and Social Issues
CI 4433	Approaches to Teaching Science for Grades 4-8
ILR 7643	Advanced Approaches to Research in Learning & Teaching
ILT 7891	Doctoral Seminar in Interdisciplinary Learning & Teaching

University of British Columbia

EDUC 440	Indigenous Education in Canada
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#### **Students Mentored:**

Masters

2021	Masters Chair	Ngoc Que Anh Pham
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Doctorate

2020	Comprehensive Exams Committee	Tracy Hunt
2020	PhD Dissertation Committee	Marcos Antuna
2020	PhD Dissertation Committee	Alexa Proffitt
2020	PhD Dissertation Committee	Susan Diaz
2019	PhD Dissertation Committee	Martina McGhee

### **PROFESSIONAL MEMBERSHIPS**

2020 – present	Association for Science Teacher Education (ASTE)
2020 – present	Cultural Studies in Education (CSE)

2012 - present	Native and Indigenous Studies Association (NAISA)
2018 – 2020	Society for Chicana/os and Native Americans in Science (SACNAS)
2012 – 2019	National Chicana/o Studies Association (NACCS)
2008 – 2020	American Educational Research Association (AERA)
2011 – 2016	Race, Age, Gender, Autobiography Network
2010 – 2017	Supporting Aboriginal Graduate Enhancement (SAGE), UBC
2011 – 2012	Indigenous Graduate Leadership Council, UBC

## **SERVICE**

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### **Departmental**

2021	Coordinator, Middle Grades Certification Redesign Team.
2020	Co-Coordinator, with Dr. Crystal Kalinec-Craig. Middle Grades Certification Program.
2020	Committee Member, Interdisciplinary Studies Advisory Committee.
2020	Committee Member, Hiring Committee for Curriculum & Instruction.
2018-2019	Committee Member, Departmental Academic Policy and Curriculum Committee.

### **College**

2020	Committee Member, Teacher Education Advisory Committee (TEAC). College of Education and Human Development.
2019-2020	Committee Member, Dean's Advisory Council. College of Education and Human Development.

### **University**

2020	Committee Member, Land Acknowledgement Task Force. Office of Diversity and Inclusion. University of Texas at San Antonio.
2020	Committee Member, Indigenous Matters Symposium Planning Committee. University of Texas System, Austin, TX.
2018-2020	Member, La Raza Faculty Association. University of Texas at San Antonio.

### **Professional**

2020	Member, Ethnic Studies Network of Texas.
2020	Working Group Member, <i>Conversation for Native American Studies – Creating TEKS for Native and Indigenous Studies in Texas</i> . Grand Prairie, TX.
2018-2020	Secretary, Abiyala Working Group, Native and Indigenous Studies Association.
2013–2015	Provincial Coordinator, SAGE (Supporting Aboriginal Graduate Enhancement). University of British Columbia.
2013–2014	Student Coordinator, RAGA (Race, Age, Gender, and Autobiography). University of British Columbia.
2013	Co-Chair (with F. Burning), 12 <sup>th</sup> Annual Indigenous Graduate Student Symposium. University of British Columbia.
2011	Co-Chair (with H. Commodore), 10 <sup>th</sup> Annual Indigenous Graduate Student Symposium. University of British Columbia.

### **Community**

2020 - present	Volunteer, Border Allies and Native American Allies. Laredo, TX.
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2020 - present	Witness, Indigenous Cultures Institute Summer Encounter. San Marcos, TX.
2018 – present	Member, Rio Grande International Study Center (RGISC). Laredo, TX.
2017– present	Member, Kalpulli Ayolopaktzin. San Antonio, TX.
2020	Participant, Sacred Waters Pilgrimage for Black and Indigenous Solidarity and Healing.
2020	Volunteer, Empty Bowls Project. San Antonio Pottery Guild. San Antonio, TX.
2017	Volunteer, Refugee and Immigrant Center for Education and Legal Services (RAICES). San Antonio, TX.
2010-2014	Member, Indigenous Graduate Student Group. Sty-Wet-Tan First Nations House of Learning. University of British Columbia, Vancouver, BC.
2010-2013	Volunteer, UBC Institute for Aboriginal Health Community Feast Bowl. University of British Columbia, Vancouver, BC.
Feb 2012	Facilitator, Forum on Indigenous Nationhood, Land, and Sovereignty: Building Respectful Relationships. University of British Columbia, Vancouver, BC.
2008-2010	Collaborator, Texas A&M University Water Project. Texas A&M University, College Station, TX.

### **Editorial Service**

2019-present	Editorial Board Member, <i>Community Wisdom</i> Book Series, Dio Press.
Aug 2011–Jun 2013	Assistant Editor, <i>Canadian Journal of Native Education</i> .
Aug 2009–Aug 2010	Assistant Editor, <i>Journal of Curriculum and Pedagogy</i> .

### **Scholarly Reviews (Journal, Proposal, Manuscript)**

2019-present	Peer Reviewer, <i>Educational Studies- A Journal of AESA</i> .
2018-present	Peer Reviewer, <i>American Educational Research Association (AERA), Annual Conference Indigenous Peoples of the Americas SIG</i>