

## **Pablo D. Montes, PhD**

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Texas Christian University  
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### **Academic Appointment**

#### **Fall 2022 – Present**

**Assistant Professor**, Curriculum Studies, Department of Counseling, Social Change, and Inquiry, Texas Christian University

### **Education**

#### **2022 Ph.D. Cultural Studies in Education**, University of Texas at Austin

Department of Curriculum and Instruction

(Graduate Portfolio/Minor in *Native American & Indigenous Studies and Mexican American & Latina/o Studies*)

**Dissertation Title:** *(Re)Storying Queer Land Education: Pedagogical Hub-Making of Two-Spirit/Queer Indigenous Educators*

#### **2018 M.A. Cultural Studies in Education**, University of Texas at Austin

Department of Curriculum and Instruction

(Graduate Portfolio/Minor in *Mexican American & Latina/o Studies and Native American & Indigenous Studies*)

#### **2016 B.S. Sociology & Human Development & Family Studies**,

University of Wisconsin – Madison

Minor in Education Policy

### **Research and Teaching Interests**

Native American and Indigenous Education, Critical Queer Studies, Community-Based Learning, Anticolonial Participatory Action Research, Land-Based Education, Settler Colonialism, Anthropology and Education, Diaspora and Migration, Cultural Studies, Indigenous Methodologies

### **Competitive Fellowships, Awards, and Honors**

**2022** Curriculum Inquiry Writing Fellowship, University of Toronto

**2022** Invited *Presidential Session* on Indigenous Climate Justice Education at the American Educational Research Association Conference (AERA) 2022. San Diego, CA.

**2022** Two-Spirit Workshop Fellowship (Tkaronto CIRCLE Lab), University of Toronto

**2021-2022** National Academy of Education (NAEd)/Spencer Dissertation Fellowship, \$27,500

**2021-2022** AERA Minority Dissertation Fellowship (declined offer), \$25,000

**2021-2022** Ford Foundation Dissertation Fellowship Alternate & Honorable Mention

- 2021** Long Joe and Teresa Graduate Fellowship, UT Austin, \$1800  
**2021** Graduate School Summer Fellowship, UT Austin, \$6,000  
**2021** Native American and Indigenous Studies Research Grant, UT Austin  
**2020** Long Joe & Teresa Graduate Fellowship, UT Austin, \$5,800  
**2020** Native American and Indigenous Studies Research Grant, UT Austin  
**2020** Invited *Vice Presidential Session* on Indigenous Education at the American Educational Research Association Conference (AERA) 2021. San Francisco, CA.  
**2019** Long Joe & Teresa Graduate Fellowship, UT Austin, \$2,500  
**2019** Native American and Indigenous Studies Research Grant, UT Austin  
**2019** College of Education Travel Grant, UT Austin  
**2018-2019** Mexican American and Latina/o Studies Fellowship, UT Austin, \$25,000  
**2018** Native American and Indigenous Studies Research Grant, UT Austin  
**2017** Mexican American and Latina/o Studies Summer Research Grant, UT Austin  
**2017** International Indigenous Youth Council Internship Grant  
**2017** Southern Education Leadership Initiative (SELI) Fellowship (Declined Offer)  
**2015-2016** Bascom Hill Society Scholarship Recipient, \$30,000; most prestigious scholarship at UW-Madison  
**2014-2016** Ronald E. McNair Post-Baccalaureate Achievement Program Scholar

### **Publications**

#### *REFERRED ARTICLES*

- Montes, P.** (2022). Picking blue dawns: Community epistemologies, dreams, and (re)storying Indigenous autoethnography. *Texas Education Review*, 10(2), 1-15.
- Montes, P.,** Landeros, J., Bourommavong, M., Robinson, C., Urrieta, L. (2021). Ignite the Leader Within: Virtual Latinx Youth Empowerment and Community Leadership Amid Covid-19. *Journal of Leadership, Equity, and Research*, 7(2).

#### *BOOK CHAPTERS*

- Barillas-Chón, D., **Montes, P.,** Landeros, J. (2021). Presencing While Absent: Indigenous Latinxs and Education. *Handbook of Latinos and Education*, pp. 135-145. Routledge.
- Landeros, J., **Montes, P.,** Muñiz, J., & Urrieta Jr, L. (2020). Collective Strength and Agency: How El Paso Firme/Strong Disrupts Hate, Fear, and White Nationalism in the Settler Colonial Borderlands. In *Disrupting Hate in Education: Teacher Activists, Democracy, and Global Pedagogies of Interruption*, pp.56-75. Routledge.
- Montes, P.** (2020). Entre la tierra y los sueños. In L. J. Pentón Herrera & E. T. Trĩnh (Eds.), *Critical Storytelling: Multilingual Immigrants in the United States*, pp. 119-123. Sense Publishers.

#### *BRIEFS*

- Nxumalo, F., and **P. Montes.** (2021). Pedagogical commitments for climate justice education. *Connected Science Learning* 3 (5). <https://www.nsta.org/connected-science-learning/connected-science-learning-september-october-2021/pedagogical>

*BOOK REVIEWS*

**Montes, P., & Landeros, J.** (2021). Review of Teaching Leadership for Social Change in Bilingual and Bicultural Education by Deborah Palmer. *Journal of Language, Identity & Education*, pp.71-74. Routledge.

**Montes, P.** (2021). Review of PAR EntreMundos: A Pedagogy of the Américas. *Journal for Leadership, Equity, and Research*, 7(3).

*REVISE AND RESUBMIT*

**Montes, P.** and Pacheco, B. Indigenous Student Testimonies of Whitelash and White Liberal Advocacy at a Hispanic Serving Institution. *Educational Studies Journal*.

*ACCEPTED ABSTRACT*

**Montes, P.,** Landeros, J., Urrieta, L. Refiguring Digital Landscapes: Online Pedagogical Hubs of Indigenous Latinx Youth. *Transmotion*.

**Grants**

2020-2021 *Green Fund, University of Texas at Austin Office of Sustainability.* Indigenous Land Relations curriculum and workshop series. \$20,000 (Lead Grant Writer)

**Research Experience**

2021 **Graduate Research Assistant** (Stories of Ancient Resilience (SOAR) Grant) College of Liberal Arts, Department of Classics, University of Texas at Austin

The project supported enhanced knowledge of human-environment interactions in the past and present, and the application of that knowledge to the prediction of such interactions and their future impacts on Texas water, urban systems, energy, and ecosystems. Served as a community liaison between PI's Dr. Adam Robinowitz and Dr. Fikile Nxumalo and the Miakan-Garza Band of Texas. Additional support included in depth literature review and manuscript preparation.

2020-2021 **Graduate Research Assistant** (Texas Department of Family and Protective Services Grant) College of Education, Curriculum and Instruction, University of Texas at Austin

The project focused on an annual Youth Summit, a multi-day leadership conference funded by the Prevention and Early Intervention (PEI) division of the Texas Department of Family & Protective Services. Communities with high rates of juvenile crime across 18 cities in Texas were the main participants. Duties included interviewing youth and coordinators, taking observation notes of the summit, coding interview data, writing data analysis memos, and preparing manuscripts. The referred article in the journal *JLER* is from the data collected in this project.

2018-2020 **Graduate Research Assistant,** (Texas Water Stories; Planet Texas 2050 Grant) College of Education, Curriculum and Instruction, University of Texas at Austin

The project is interested in foregrounding marginalized Indigenous knowledges and childhood pedagogies on adaptation and relations with Texas water ways— namely Texas Sacred Springs. Duties included interviewing elders and youth, collecting observation notes from an annual summer camp, sustaining Indigenous partnerships with the Indigenous Cultures Institute, coding interview data, preparing and submitting conference presentations, and preparing manuscripts for publication. Currently working on a manuscript for the geography journal *Society and Space* and have published a brief with *Connected Science Learning*.

### **Teaching Experience**

#### **Texas Christian University**

##### *Graduate Seminars*

EDUC 60843: Contemporary Curriculum Theory

#### **University of Texas at San Antonio**

##### *Lecturer*

UCS 2000: Undergraduate Research and Scholarly Activity – Virtual Session (Spring 2021)

#### **University of Texas at Austin**

##### *Assistant Instructor (A.I)*

ALD 327: Sociocultural Influences on Learning – Bilingual/Bicultural, *Spanish Instruction and online course* (Spring 2021)

ALD 327: Sociocultural Influences on Learning – Virtual Session (Summer 2020)

ALD 327: Sociocultural Influences on Learning – Bilingual/Bicultural, *Spanish Instruction and hybrid-online course* (Spring 2020)

##### *Teaching Assistant (T.A)*

ALD 118C: The Art of Teaching in Higher Education (Spring 2019)

ALD 118C: Distinguished Speaker Series Lecture (Spring 2019)

UGS 303: Race in the Age of Trump (Fall 2018)

ALD 118 C: The Art of Teaching in Higher Education (Fall 2018)

UGS 312: Research Methods, McNair Scholars (Fall 2018)

HIS 317 L: Urban Economic Development in the U.S. and South Africa Global Business Seminar (University of Cape Town, South Africa, Summer 2018)

LA 119: Introduction to South Africa and Urban Economic Development (Spring 2018)

ALD 118 C: McNair Seminar Research and Design (Spring 2018)

UGS 312: Research Methods, McNair Scholars (Fall 2017)

ALD 118C: The Art of Teaching in Higher Education (Fall 2017)

UGS 312: Research Methods, McNair Scholars (Spring 2017)

ALD 118C: Distinguished Speaker Series Lecture (Spring 2017)

UGS 303: Race in the Age of Obama (Fall 2016)

### **Presentations**

#### *Invited Guest Speaker*

Topic: Pedagogical Commitments for Climate Justice Education (2022)

The Climate Teacher Ed Collaborative; Institute for Science + Math Education

Topic: Community-Based Learning: Oral Stories as Community Pedagogy (2021)  
EDC 388R Advanced Qualitative Research Methods: Narrative & Oral Traditions (seminar),  
University of Texas at Austin

Topic: Schooling Experiences of Indigenous Latinx Youth (2020)  
HED 4294: Critical Latinx Indigeneities & Higher Education (Seminar), University of  
Denver

Topic: Indigenous Cultures Institute Summer Youth Encounter (2020)  
National Latino/a Education Research and Policy Project, University of Texas at Austin

Topic: Queer(ing) Land Education (2019)  
PAX 348: Indigenous Political Struggles (Seminar), DePaul University.

Topic: Deconstructing the Thanksgiving Myth in the context of the Native American Heritage  
Month (2018)  
Native American and Indigenous Collective, University of Texas at Austin.

Topic: Villanueva, M., **Montes, P.**, Gomez III, J., Ramirez, M., Davila, Y. (2017). Water is life:  
Decolonizing, detraumatizing, and healing our connection with Mother Earth.  
Semillas y Raices Nonprofit Organization, Chicago, Illinois.

#### Upcoming Accepted Presentations

**Montes, P.**, and Pacheco, A. (2022, November 2-6). Indigenous Student Testimonies of Whitelash  
and White Liberal Advocacy at a Historically White Institution [Conference Presentation].  
*American Educational Studies Association, Pittsburgh, PA.*

#### Past Presentations

Nxumalo, F., and **Montes, P.** (2022, April 22-25). Decolonizing climate change education: Learning  
with Indigenous Presencing and Relationality [**Invited Presidential Session**]. *AERA Annual  
Meeting San Diego, CA.*

**Montes, P.** (2022, April 22-25). Queer(ing) Land Relations: Ethnographic Witnessing of Two-Spirit  
and Queer Indigenous Educators [Conference Presentation]. *AERA Annual Meeting San  
Diego, CA.*

**Montes, P.**, Pacheco, A., Landeros, J., Muñiz, J., Villanueva, M., Barillas-Chón, D., and  
Bourommavong, M. (2022, April 22-25). Writing in Relation: Collaborative Writing as  
Community-Based Epistemologies [**Invited Speaker Session**]. *AERA Annual Meeting San  
Diego, CA.*

Nxumalo, F., and **Montes, P.** (November 23). Responsive Roundtable Series 2021, Ecologies in-  
the-making: Works in-progress attending to human-environment relations [Roundtable

Presentation]. *Edith Cowan University, Joondalup, Australia.*

**Montes P.** (2021, November 3-7). (Re)Storying Queer Land Education: Pedagogical Hub-Making of Two Spirit/Queer Indigenous Educators [Conference Presentation]. *American Educational Studies Association, Portland, OR.*

**Montes P.,** Landeros, J., Bourommavong, M., Robinson, C., Urrieta, L.(2021, November 3-7). Ignite the Leader Within: Virtual Latinx Youth Empowerment and Community Leadership Amid Covid-19 [Conference Presentation]. *American Educational Studies Association, Portland, OR.*

**Montes, P.,** Villanueva, M., Orta, B., Rocha, M., Schroeder-Arce, R., Nxumalo, F., Odim, N., Flores, E., (2020, Oct 28-Nov 1). Yana Wana Teachings: Decolonial Pedagogies and Learning with Coahuiltecan Epistemologies [Conference Symposium]. *American Educational Studies Association. San Antonio, TX. (Conference Canceled)*

Nxumalo, F., **Montes, P.,** Smith, A. (2020, May 30-June 4). What Relates? Early Childhood Education Research and the “Pendulum of Humanism” [Conference Presentation]. *Canadian Society for the Study of Education, Western University, London, Ontario. (Conference Canceled)*

Villanueva, M. & **Montes, P.** (2020, Apr 17-21) Our Veins Become the River: Border Refusals and Yana Wana Migrations [**Invited Vice-Presidential Session**]. *AERA Annual Meeting San Francisco, CA* <http://tinyurl.com/sg94nnn> (Conference Canceled)

**Montes, P.,** Villanueva, M., Flotte, N., Gomez III, J., Orta, B., Falcon, M., Rios, L., (2020, May 7-9) Drumming to Remember: Peyote Medicine, Transborder Identities, and the Fight for Sacred Water [Conference Presentation]. *Native American and Indigenous Studies Association, University of Toronto, Canada. (Conference Canceled)*

Nxumalo, F., **Montes, P.,** Odim, N., (2020, Mar 22-26). Texas Water Stories: Unsettling Coloniality With More-Than-Human Pedagogies [Conference Presentation]. *Comparative and International Education Society, Miami, FL. (Conference Canceled)*

**Montes, P.,** (2020, Mar 6-8). Em(body)ments of Water: Indigenous knowledge, environmental education, and the “Austin Water Crisis” [Conference Presentation]. *Environmental Justice in Multispecies Worlds Conference, University of Wisconsin – Madison.*

Odin, N., **Montes, P.,** Nxumalo, F. (2019, Oct 31-Nov 5). Decolonial Water Stories: Intergenerational Water Pedagogies at an Indigenous Summer Camp in Austin, TX [Conference Presentation]. *Reconceptualizing Early Childhood Education, Las Cruces, NM.*

**Montes, P.,** and Landeros, J., (2020, Oct 30-Nov 3). AmaZINE Possibilities: Anticolonial Community Building Projects of Indigenous Latinx and Xicanx Youth [Conference Presentation]. *American Educational Studies Association Annual Conference, Baltimore, MD.*

**Montes, P.**, and Villanueva., (2019, Nov 7-10). Texas Water Stories: Decolonizing Place-Based Science Pedagogies [Conference Presentation]. *American Studies Association, Honolulu, HI.*

Nxumalo, F., Villanueva, M., and **Montes, P.**, (2019, April 5-9). Children's Common Worlds in Times of Climate Change and "Post Truths'" [Conference Presentation]. *American Educational Research Association Annual Conference, University of Toronto.*

Nxumalo, F., **Montes, P.**, Fernández, D., Sanchez, J., Pyle, A., and Omogun, L., (2019, April 5-9). Inhabiting the Tensions and Potentials of De-Centering the Human in Anti-Colonial Educational Research [Conference Presentation]. *American Educational Research Association Annual Conference, University of Toronto.*

Nxuamlo, F., Pacini-Ketchabaw, V., Vintimilla, C., **Montes, P.**, Blaise, M., Nelson, N., Babamia, S., Murriss, K., Francis, S., Bozalek, V., (2019, June 1-5). Anti-Colonial Potentials of Decentering the Human in Education Research [Conference Presentation]. *Canadian Society for the Study of Education Annual Conference, University of British Columbia.*

Omogun, L., Nxumalo, F., **Montes, P.**, Fernández, D., Sanchez, J., and Pyle, A., (2019). Towards Justice Oriented Encounters with Human/More-than-Human Relationalities in Critical Place Inquiry [Conference Presentation]. *Ethnic and Third World Literature Conference, University of Texas at Austin.*

Nxumalo, F., and **Montes, P.**, (2018, Oct 23-25). Climate Change Education and Young Children: Unsettling Water Pedagogies [Conference Presentation]. *Race, Ethnicity, and Place IXth Conference, Austin, TX.*

**Montes, P.**, Perez-Zetune, E., Castro, C., Madrigal, G., (2018, April 4-7). Queer as Disruption: Traversing the Boundaries of Disciplines, Dominant Narratives, and Policy [Conference Presentation]. *National Association for Chicana and Chicano Studies, Minneapolis, MN.*

**Montes, P.**, (2018, May 30 ). Dejando mi hogar, llegue a casa: (Re)Migratory processes, (Un)Diasporic Subjectivities, and Indigenous Cosmologies of Homecoming [Conference Presentation]. *Critical Race Studies in Education Conference, Albuquerque, New Mexico.*

**Montes, P.**, (2017). Afro-ing, indigenized, and degendering Spanish lexicon? (Ex)tending conversations on "x" constructions [Conference Presentation]. *Mujeres Activas en Letras y Cambio Social, Sonoma State University.*

### **Media/Artwork**

**Montes, P.** (2020). *Land is; Therefore we are* [Visual Artwork]. No Borders on Stolen Land Online Exhibition. Retrieved from <https://www.nbstolenland.com/exhibition/landisthereforeweare>

**Montes, P.** (2020). *Queer Land* [Visual Artwork]. No Borders on Stolen Land Online Exhibition. Retrieved from <https://www.nbstolenland.com/exhibition/queerland>

Indigenous Cultures Institute, Nxumalo, F, **Montes, P.** & Odum, N. (February 4-7, 2020). [Art Installation: Texas Water Stories]. This sound and photography installation was part of the

art exhibit: *Dis/orientating the early childhood sensorium: micro-stutters for alternative climate futures*. London Children's Museum, London, ON.

**Montes, P.**, and Villanueva, M. (2019). *MALCS Radio! capítulo 7: plática con Marleen Villanueva y Pablo Montes*. MALCS Radio! Retrived from <https://soundcloud.com/chicana-latina-studies/malcs-radio-ep-7-platica-con-marleen-y-pablo>

**Montes, P.** (2019). *Mapping Your True Path Through the Caucasity*. Xicana Code Switchers Podcast. Retrieved from <https://podcasts.apple.com/us/podcast/mapping-your-true-path-through-the-caucasity/id1454142070?i=1000446147120>

**Montes, P.** (2019). *The Real Cost of College*. WORT Radio Talk Show, A Public Affair. Madison, Wisconsin. Retrieved from <https://www.wortfm.org/the-real-cost-of-college/>

### **Public Scholarship**

**Montes, P.**, Pacheco, A., & Villanueva, M. (2021). POV Watch Club: After Show, April 2021. *PBS Learning Media and POV*. Retrieved from: <https://klru.pbslearningmedia.org/resource/pov-watch-club-after-show-april-video/pov-watch-club/>

**Montes, P.** Landeros, J. (2020). A Living Curriculum of In My Blood It Runs [Documentary Lesson Plan]. *American Documentary and POV*. Retrieved from: <https://www.amdoc.org/engage/resources/living-curriculum-my-blood-it-runs/overview/>

**Montes, P.** Landeros, J. (2020). In My Blood It Runs Discussion Guide [Documentary Discussion Guide]. *American Documentary and POV*. Retrieved from: <https://www.amdoc.org/engage/resources/my-blood-it-runs-discussion-guide/film-summary/>

**Montes, P.** & Landeros, J. (2019, September) Language and Land Have Always Been in Communication: Unsettling English Pedagogical Practices, *TESOL Fall 2019*, Retrieved from: <http://newsmanager.commpartners.com/tesolsris/issues/2019-09-12/6.html>

**Montes, P.** (2019) Tenemos el Universo Adentro/We have the Universe within. *Texas Water Stories Blog*. Retrieved from: <http://waterstories.climateactionchildhood.net/index.php/2019/07/28/tenemos-el-universo-adentrowe-have-the-universe-within/>

**Montes, P.** (2015). My University Studies haven't saved me from homelessness and hunger. *The Guardian*. Retrieved from: <https://www.theguardian.com/commentisfree/2015/nov/02/my-university-studies-havent-saved-me-from-homelessness-and-hunger>

### **Professional Experience**

2018-Present **Native Youth Director**, Indigenous Cultures Institute

2020-2022 **Assistant Director**, McNair Scholars Program, University of Texas at San Antonio



- 2020-2021 **Latinx Affinity Group Facilitator**, Teach For America  
College of Education, Curriculum and Instruction, University of Texas at Austin
- 2019 **Road to and Through College 9<sup>th</sup>/10<sup>th</sup> Grade Teacher**, IDEA Montopolis
- 2016-2019 **Graduate Research Assistant**, Longhorn Center for Academic Excellence, McNair  
Scholars Program, University of Texas at Austin
- 2018 **Upward Bound Adviser**, Austin Community College
- 2017-2018 **Intellectual Entrepreneurship Pre-Graduate Mentor**  
Moody College of Communication, University of Texas at Austin

**Community Engagement**

- 2017-Present Danzante Mexica, *Danza Ollinyolotl/Mitotiliztli Yaoyollohtli*
- 2017-2022 Native Youth Director, *Indigenous Cultures Institute*
- 2020-2021 Equity Task Force Committee Member, *Great Springs Project Austin TX*
- 2017-2018 Public Relations Coordinator, *International Indigenous Youth Council – Texas*

**Service to the Profession**

- 2021-Present Senior Program Chair, Graduate Student Council, *American Educational Research Association*
- 2021-Present Co-Managing Editor for Nakum Peer Reviewed Journal, *Indigenous Cultures Institute*
- 2020-2021 Junior Program Chair, Graduate Student Council, *American Educational Research Association*
- 2021 Reviewer for Graduate Student Council Positions, *American Educational Research Association*

**Service to Campus Communities**

- 2019-2021 Co-Chair for Cultural Studies in Education Conference Committee
- 2018-2019 Co-Chair for Indigenous Student Cultural Center Committee
- 2018-2019 Native American and Indigenous Faculty Search Committee Member
- 2016-2017 Cultural Studies in Education Conference Committee Member

**Professional Affiliations**

- American Educational Research Association
  - Queer Studies Sig
  - Indigenous Peoples of the Americas Sig
  - Social Context of Education, Division G
- American Educational Studies Association
- American Studies Association
- Comparative and International Education Society
- National Academy of Education/Spencer Foundation
- Native American and Indigenous Studies Association