

Yasmine Romero

University of Hawai'i-West O'ahu
Kapolei, Hawai'i, USA

Education

- Ph.D. in English – Language and Rhetoric. University of Washington
- M.A. in Education – English Language Education. International Christian University
- B.A. in English – Linguistics Emphasis. Boise State University

Professional Work Experience

- Associate Professor of English, University of Hawai'i-West O'ahu, Kapolei, Hawai'i, (2021-present)
- Assistant Professor of English, University of Hawai'i-West O'ahu, Kapolei, Hawai'i, (2016-2021)
- Assistant Director of the Expository Writing Program, University of Washington, Seattle, Washington, (2013-2015)
- Predoctoral Instructor of English, University of Washington, Seattle, Washington, (2012-2015)
- Intensive English Program English Instructor, Boise State University, Boise, Idaho (2009-2011)
- Professional Staff and Faculty English Tutor, Boise State University, Boise, Idaho, (2009-2011)
- English Advisor in the School of Language and Cultural Studies, Tokyo University of Foreign Studies, Fuchu, Japan, (2008-2009)
- Graduate Teaching Assistant, Education Program, International Christian University, Mitaka, Japan, (2008)
- Teaching Helper, Education Program, International Christian University, Mitaka, Japan, (2007)

Professional Affiliation

- TESOL: Member (2015–Present); Diverse Voices Task Force Member (2019-2021); Proposal Reviewer (2015–Present)
- AAAL: Member (2015–Present)
- NCTE: Member (2018–Present); CCCC Proposal Reviewer (2020–Present)

Relevant Presentations

- AAAL: Speaking Absences: Pidgin from the Perspectives of K-12 Teachers in Hawai'i; Virtual Convention, (2021)
- TESOL Affiliates Network Sessions: Conversations on Diversity and Inclusion (co-presenter); Virtual, (2020)
- UH-First Year Writing Symposium: Building Faculty-Lecturer Alliances at West O'ahu (co-presenter); Honolulu, USA, (2019)
- TESOL Hawai'i: Coming Out Narratives: Genre Uptake Performances in Language Learning; Kapolei, USA, (2018)
- TESOL: Queering Critical Moments: Laughter in the Language Learning Classroom (roundtable); Toronto, Canada (2015)
- AAAL: Rupturing Essentialized Identities: Language Learner Narratives as a Form of

Counter-Practice (roundtable); Toronto, Canada (2015)

- IGALA: Exploring the decenter: Bringing Critical Race Theory, Feminist Theory, and Queer Theory Together; Vancouver, Canada (2014)

Research and Publications (if any)

- Chapter Author, Students' Lived Experiences as Part of a Race-Conscious Translingual Practice, *Racing Translingualism* (Edited Collection), Utah State University Press, (in press)
- Co-Author, Encountering Internationalization in the Writing Classroom: Resistant Teaching and Learning Strategies, *Across the Disciplines*, 15(2):47-60 (2018, April 14)
- Author, Developing an Intersectional Framework: Engaging the decenter in Language Studies, *Critical Inquiry in Language Studies*, 14(4): 320-346 (2017)

Candidate's Statement: What kind of leaders does the association need? Why are you a good candidate to choose them?

Leaders in the association need to be able to acknowledge what they do not know and what they know about the membership: candidates should be transparent and open to diversified ideas and experiences even those ideas/experiences counter to their own. Leaders need to be able to make informed decisions based on research and feedback from stakeholders, such as peers on the executive committee, board, and general membership. Leaders should represent our general membership, that is, come from diverse backgrounds, sociopolitical contexts, and lived experiences. Leaders should also be critically reflective throughout the decision-making and implementation process.

I am an exemplary candidate for choosing leaders because I have started from the ground up. As an Intensive English Instructor, I saw how our classrooms were provided small, tech-less spaces that were not as conducive to teaching and learning because of funding constraints. As a graduate student of color, I saw what voices were heard and what voices were not in scholarship, especially those voices who did not conform to Western, white, cis-privileged expectations. When making decisions with Diverse Voices Task Force members, I saw how bridges were built across issues of racism and other forms of oppression through negotiation and collaboration, which resulted in actionable items that strengthen the association. At my current institution, I see how multilingual students continually face linguistic racism, and how faculty, staff, and administrators need to deeply engage this issue together to create change.

I identify as a queer woman of color who is half-Chamorro, half-white. I grew up in Boise, Idaho, USA and in Saipan of the Northern Marianas Islands. I have taught in Mitaka, Japan and Boise, Seattle, and Kapolei of the USA. I have worked with colleagues and students from a wide-range of backgrounds. My lived experiences, identities, and histories inform the choices I make. For the purposes of this statement, my selection of candidates will take into account their own lived experiences, identities and histories, as well as each candidate's potential to foster safer spaces, mutual respect, and inclusion in the association specifically and the field broadly.