

DR. ESTHER O. OHITO

Rutgers University, The State University of New Jersey | Graduate School of Education — 10 Seminary Place, New Brunswick, NJ 08901

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1. EDUCATION

2012-2017 Ed.D. Teachers College, Columbia University, New York, NY
Department of Curriculum and Teaching
2004 M.A.T National Louis University, Chicago, IL
2003 B.A Hampton University, Hampton, VA

Specialized certification

2008 NBCT National Board for Professional Teaching Standards
Specialization: Early Adolescence/English Language Arts

2. ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

POSTDOCTORAL

2021-Present **Assistant Professor of English/Literacy Education**, Graduate School of Education
Rutgers, The State University of New Jersey, New Brunswick, NJ
2019-2021 **Assistant Professor of Curriculum Studies**, School of Education
University of North Carolina at Chapel Hill, Chapel Hill, NC
2018-2019 **Assistant Professor of Black Studies & Education** (*joint appointment*)
Black Studies Program and Department of Educational Studies
Affiliate Faculty, Women's and Gender Studies Program
Denison University, Granville, OH
2017-2018 **Assistant Professor of Education**, School of Education
Director, Teachers for Tomorrow's Schools Humanities Credential Program
Affiliate Faculty, Department of Race, Gender and Sexuality Studies
Mills College, Oakland, CA

PREDOCTORAL

2016-2017 **Assistant Adjunct Professor**, School of Education
Director, Teachers for Tomorrow's Schools Humanities Credential Program
Mills College, Oakland, CA
2012-2014 **Instructor**, Elementary Inclusive Education Program
Teachers College, Columbia University, New York, NY
2009-2012 **Lecturer**, Urban Teacher Education Program
The University of Chicago, Chicago, IL

3. RESEARCH AFFILIATIONS

2021 School of Education
Maseno University, Kisumu, Kenya
2020-2022 Center of Racial Justice and Youth Engaged Research
University of Massachusetts Amherst, Amherst, MA
2019-2021 Tricontinental Teacher Training, a collaboration between UNC-Chapel Hill (USA),
University of Hamburg (Germany), and University of Education (Ghana)

4. FELLOWSHIPS & AWARDS⁺

- 2021 **Carnegie African Diaspora Fellowship Program (CADFP)**, Carnegie Corporation & Institute for International Education (IIE). Hosted by Maseno University in Kisumu, Kenya
- 2020-2022 **Toni Morrison Faculty Fellow** (*inaugural*), Center of Racial Justice and Youth Engaged Research, University of Massachusetts Amherst
- 2017 **Quigley Fellowship**, Meg Quigley Women's, Gender, and Sexuality Studies Department (formerly Department of Race, Gender and Sexuality Studies), Mills College
- 2016-2018 **Cultivating New Voices among Scholars of Color (CNV) Program**, National Council of Teachers of English
- 2016 **Distinguished Graduate Student Paper Award**, Critical Issues in Curriculum and Cultural Studies Special Interest Group, American Educational Research Association (AERA)
- 2016 **Mellon Summer Institute Fellow**, Democratizing Knowledge Project, Syracuse University
- 2015-2016 **Arthur Zankel Urban Fellowship**, Teachers College, Columbia University
- 2015 **Daniel Solórzano Mentoring Program Award**, Critical Race Studies in Education Association (CRSEA)
- 2012-2015 **Doctoral Research Fellowship**, Department of Curriculum and Teaching, Teachers College, Columbia University
- 2012-2014 **Dean's Fellowship Program for Teaching and Diversity**, with Dr. Celia Oyler Teachers College, Columbia University
- 2011 **Egretha Award for Educator of the Year** (community leadership award), The Egretha Foundation & *African American Women's Business and Career Conference Magazine* (Chicago, IL)
- 2008 **Teacher of Distinction**, Golden Apple Foundation (Chicago, IL)
- 1999-2003 **Presidential Scholarship**, Hampton University
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5. PUBLICATIONS^{+ *}

5.1 JOURNAL ARTICLES

- 20) **Ohito, E. O.** (2021). Remembering my memories: Memory work as a Black feminist visual research method of inquiry. *International Journal of Qualitative Studies in Education*. Advance online publication. <https://doi.org/10.1080/09518398.2021.1956620>
- 19) **Ohito, E. O.** (2021). "I'm very hurt": Un/justly reading the Black female body as text in a racial literacy learning assemblage. *Reading Research Quarterly*.
- 18) Min Wotipka, C., Anderson, E. W., Vanner, C., Kelly, K., Lukose, R., Takayama, K., Blanco, G. L., Webster, N., & **Ohito, E. O.** (2021). CER Moderated Discussion on "Participation Does Not Equal Voice": Gendered Experiences in an Academic and Professional Society. *Comparative Education Review*, 65(3), 555-572. <https://doi.org/10.1086/714990>
- 17) **Ohito, E. O.**, & Brown, K. D. (2021). Feeling safe from the storm of anti-Blackness: Black affective networks and the im/possibility of safe spaces in Predominantly White Institutions. *Curriculum Inquiry*.
- 16) **Ohito, E. O.** (2021). "Blackness is not just a single definition": Multimodal composition as an exercise for scaffolding student theorizing in a Black Studies classroom. *English Teaching: Practice &*

⁺ Postdoctoral and predoctoral

^{*} Underlining indicates co-authorship with undergraduate or graduate student(s)

Critique.

- 15) **Ohito, E. O.** (2021). What can we not leave behind? Storying family photographs, unlocking emotional memories, and welcoming complex conversations on being human. *Occasional Paper Series*.
- 14) **Ohito, E. O.** (2021). How to be an antiracist teacher educator in the United States: A sketch of a Black male pedagogic provocateur. *Teaching and Teacher Education, 98*, 1-9.
<https://doi.org/10.1016/j.tate.2020.103235>
- 13) **Ohito, E. O.,** Lyiscott, J., Green, K. L., & Wilcox, S. E. (2021). This moment is the curriculum: Equity, inclusion, and collectivist critical curriculum mapping for study abroad programs in the COVID-19 era. *Journal of Experiential Education, 44*(1), 10-30.
<https://doi.org/10.1177/1053825920979652>
- 12) **Ohito, E. O.** (2020). Some of us die: A Black feminist researcher's survival method for creatively refusing death and decay in the neoliberal academy. *International Journal of Qualitative Studies in Education*. Advance online publication. <https://doi.org/10.1080/09518398.2020.1771463>
- 11) Deckman, S.L., & **Ohito, E. O.** (2020). Stirring vulnerability, (un)certainly, and (dis)trust in humanizing research: Dialogically re-membering unsettling racialized encounters in social justice teacher education. *International Journal of Qualitative Studies in Education, 33*(10), 1058-1076.
<https://doi.org/10.1080/09518398.2019.1706199>
- 10) **Ohito, E. O.,** & the Fugitive Literacies Collective (2020). "The creative aspect woke me up": Awakening to multimodal essay composition as a fugitive literacy practice. *English Education 52*(3), 186-222.
- 9) **Ohito, E. O.** (2020). Fleshing out enactments of Whiteness in antiracist pedagogy: Snapshot of a White teacher educator's practice. *Pedagogy, Culture and Society, 28*(1), 17-36.
<https://doi.org/10.1080/14681366.2019.1585934>
- 8) Nyachae, T. N., & **Ohito, E. O.** (2019). No disrespect: Dissecting respectability discourses in extracurricular programming for Black girls. *Urban Education*. Advance online publication.
<https://doi.org/10.1177/0042085919893733>
- 7) **Ohito, E. O.** (2019). Mapping women's knowledges of antiracist teaching in the United States: A feminist phenomenological study of three antiracist women teacher educators. *Teaching and Teacher Education, 86*, 1-11. <https://doi.org/10.1016/j.tate.2019.102892>
- 6) **Ohito, E. O.** (2019). "I just love Black people!": Love, pleasure, and critical pedagogy in urban teacher education. *The Urban Review: Issues and Ideas in Public Education, 51*(1), 123-145.
<https://doi.org/10.1007/s11256-018-0492-7>
- 5) **Ohito, E. O.,** & Nyachae, T. N. (2019). Poetically poking at respectability discourses: Conducting rigorous feminist Critical Discourse Analysis using Black feminist poetry. *Qualitative Inquiry 25*(9-10), 839-850. <https://doi.org/10.1177/1077800418786303>
- 4) **Ohito, E. O.** (2019). Thinking through the flesh: A critical autoethnography of racial body politics in urban teacher education. *Race, Ethnicity and Education, 22*(2), 250-268.
<https://doi.org/10.1080/13613324.2017.1294568>
- 3) **Ohito, E. O.,** & Khoja-Moolji, S. (2018). Reparative readings: Re-claiming Black feminized bodies as

sites of somatic pleasures and possibilities. *Gender and Education*, 30(3), 277-294.
<https://doi.org/10.1080/09540253.2016.1225014>

- 2) **Ohito, E. O.** (2016). Refusing curriculum as a space of death for Black female subjects: A Black feminist reparative reading of Jamaica Kincaid's "Girl." *Curriculum Inquiry*, 46(5), 436-454.
<https://doi.org/10.1080/03626784.2016.1236658>
- 1) **Ohito, E. O.** (2016). Making the emperor's new clothes visible in anti-racist teacher education: Enacting a pedagogy of discomfort with White preservice teachers. *Equity & Excellence in Education* 49(4), 454-467. <https://doi.org/10.1080/10665684.2016.1226104>

5.2 SPECIAL or THEMED JOURNAL ISSUES

- 4) **Ohito, E. O.** (Ed). (forthcoming, May 2022). Black girls in space: Locating the geographies of Black girlhoods in education research. [Special issue] *Girlhood Studies: An Interdisciplinary Journal*.
- 3) **Ohito, E. O.,** & Coles, J. A. (Eds.). (2021). Curricular confrontations in the wake of anti-Blackness and in the break of Black possibilities. [Special issue] *Curriculum Inquiry*.

Editorial: Ohito, E. O., & Coles, J. A. (2021). Storytelling by the light of the lantern: A polyvocal dialogue turning towards critical Black curriculum studies [Special issue]. *Curriculum Inquiry*.

- 2) **Ohito, E. O.,** Lyiscott, J., Gonzales, L., González Ybarra, M., Caldas Chumbes, B., Coles, J., Harris Garad, B., & Player, G. D. (Eds.). (April 2020). Caught up in the rupture of freedom: Fugitive literacies across multimodalities in communities and classrooms. [Special issue] *English Education*.
- 1) **Ohito, E. O.,** Sealey-Ruiz, Y., Watson, W., & Lyiscott, J. (Eds.). (March 2019). "What's love got to do with it?": Looking for love in urban schooling. [Special issue] *The Urban Review: Issues & Ideas in Public Education*.

Editorial: Ohito, E. O., Watson, W., Lyiscott, J., & Sealey-Ruiz, Y. (2019). The editors' love letter: Visions of love in urban schooling. [Special issue] *The Urban Review: Issues & Ideas in Public Education* 51(1), 146-148. <https://doi.org/10.1007/s11256-019-00498->

5.3 BOOK CHAPTERS

- 4) **Ohito, E. O.,** & Nyachae, T. N. (2019). Conceptualizing and enacting sensational currere: Attuning to the embodied essence in autobiographical curriculum inquiry. In T. Strong-Wilson, C. Ehret, D. Lewkowich, & S. Chang-Kredl (Eds.), *Provoking curriculum encounters: New engagements with curriculum theory*. (pp. 193 – 205). Routledge.
- 3) **Ohito, E. O.,** & Deckman, S. L. (2018). Feeling Black and blue in pre-service teacher education: Encountering emotion and embodiment in antiracist teaching. In B. Ahad-Legardy, & O. Poon (Eds.) (pp. 129-144), *Difficult subjects: Strategies for teaching race, sexuality and gender*. Stylus.
- 2) Khoja-Moolji, S., & **Ohito, E. O.** (2018). Containing the leakiness of impure inhumans: Bleeding third world bodies and the confining cultural politics of menstrual hygiene campaigns. In S. Talbert (Ed.), *Youth sexualities: Public feelings and contemporary cultural politics* (pp. 107-127). Praeger.
- 1) **Ohito, E. O.,** & Oyler, C. (2017). Feeling our way toward inclusive counter-hegemonic pedagogies in teacher education. In L. Florian, & N. Pantić (Eds.), *Teacher education for the*

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changing demographic of schooling (pp. 183-198). Springer.

5.4 BOOK REVIEW

Ross, N., & **Ohito, E. O.** (2020). *From the middle passage to Black lives matter: Ancestral writing as a pedagogy of hope*. *Teachers College Record*.

5.5 MANUSCRIPTS & MONOGRAPHS IN PROGRESS

Ohito, E. O., & Loury, A. (revise & resubmit). "I write with intent": An improvisational Black feminist study of writing as an extraordinary literacy practice.

Ohito, E. O. (under review). Portrait of an antiracist hypermasculine Black male pedagogue: Race, gender (performance), and antiracist pedagogy in teacher education.

Mock Muñoz de Luna, L., & Hernández Adkins, S., & **Ohito, E. O.** (under review). Death to (Critical) Whiteness (Studies) in teacher education: An erotic chant celebrating Black cultural thought.

Ohito, E. O., & Deckman, S. L. (in preparation). Traversing the emotional domain of the un/sayable: Troubling classroom race talk in antiracist teacher education.

Ohito, E. O. (in preparation). Thinking through the sonics of whiteness in antiracist teacher education.

Ohito, E. O. (in preparation). *Blackness as a problem for student thought*. Targeted publishing house: Columbia University Press.

Hernández Adkins, S., Mock Muñoz de Luna, L., & **Ohito, E. O.** (in preparation). Anti-racist praxis but make it feel good: An erotic reading of affective whiteness in teacher education.

6. GRANTS & FUNDED PROJECTS+ ‡

EXTERNAL

- | | |
|-----------|---|
| 2021-2023 | Small Grant Program, \$50,000 , Principal Investigator (PI), with Dr. Constance A. Lindsay. Funded by the Spencer Foundation. Project title: <i>What is Black Male Pedagogy? Investigating the Pedagogical Practices and Lived Experiences of National Board Certified Black Male Teachers</i> . |
| 2020-2021 | Education Research Conference Award, \$14,600 , Principal Investigator (PI), with Dr. Sherry L. Deckman. Funded by the American Educational Research Association (AERA). Project title: <i>The Missing Discourses of Geographies, Genders, and Sexualities in Education Research on Black Girls</i> . |
| 2020-2025 | Teacher Quality Partnership Grant, \$2,426,834 , Co-Principal Investigator, with Drs. Kristin Papoi, Dorothy Espelage, Jocelyn Glazier, and Diana Lys. Funded by the U.S. Department of Education. Project title: <i>Diverse and Resilient Educators Advised through Mentorship (UNC DREAM)</i> . |
| 2019 | Explorance Faculty Grant, \$10,000 , Principal Investigator, with Dr. Joseph L. Lewis. Funded by Explorance/BlueNotes Group. Project title: <i>Exploring Diversity and Inclusion Pedagogy in Two Inclusive University Classrooms</i> . |
| 2019 | Fulbright-Hays Group Projects Abroad Program, \$92,431 , Project Research |

‡ Awards total approximately \$2.75 million

Coordinator & Evaluator, with Drs. Jamila Lyiscott, Susan Yawa Wilcox, & Keisha Green. Funded by the U.S. Department of Education. **Project title:** *Teachers Becoming Learners of Cultural and Linguistic Diversity in Ghana*. Project implemented by University of Massachusetts Amherst.

2017 **Fulbright-Hays Group Projects Abroad Program, \$84,115**, Principal Investigator & Project Co-Director with Drs. Susan Yawa Wilcox, Jamila Lyiscott, & Patricia Nunley. Funded by the U.S. Department of Education. **Project title:** *Learning in Ghana: Linking Language, Literacy, and Culture*. [retained by Mills College upon my departure]

2013 **Fulbright-Hays Group Projects Abroad Program, \$70,000**, Co-Principal Investigator & Project Director with Drs. Celia Oyler (Co-PI) and Karishma Desai. Funded by the U.S. Department of Education. **Project title:** *Exploring the Intersections of Language, Culture, and Society through a Case Study of Tanzania*.

INTERNAL

2015 **Vice President's Grant for Diversity & Community Initiatives, \$1,500**, with Mary Ann Chacko, Karishma Desai, and Nicole Pearson. Teachers College, Columbia University

2013 **Vice President's Grant for Diversity & Community Initiatives, \$1,500**, with Karishma Desai and Nicole Pearson. Teachers College, Columbia University

2008 **Fund for Teachers Grant, \$10,000**, with Monica Lewis. Fund for Teachers

2008 **Teaching Incentive Grant, \$3,000**, Oppenheimer Family Foundation

2007 **Student Achievement Grant, \$5,000**, with Monica Lewis. The NEA Foundation

7. TEACHING & TEACHER PROFESSIONAL DEVELOPMENT+ ^

7.1 TERTIARY EDUCATION

University of North Carolina at Chapel Hill (Graduate and Undergraduate)

EDUC 851 **Curriculum Theory**

EDUC 715 ***Girlhood, Culture, and Curriculum***

EDUC 688 **Teaching English Language Arts, Grades 3-6**

EDUC 615 **Schools and Community Collaboration**

Denison University (Undergraduate)

EDUC 390 **Critical Pedagogy: Gender, Race, and Class in U.S. Education.** Cross-listed in Black Studies and Women's and Gender Studies

BLST 246 ***Theorizing Curriculum in Womanist Ways: Race, Gender, and Curriculum in Education.*** Cross-listed in Educational Studies and Women's and Gender Studies

BLST 246 ***Becoming a Bad Student: Identity, Inequity, and Intersectionality in Schooling.*** Cross-listed in Educational Studies and Women's and Gender Studies

BLST 235 **Introduction to Black Studies.** Cross-listed in Queer Studies

Mills College (Graduate and Undergraduate)

EDUC 389 **Teaching Reading and Writing in the Secondary School**

EDUC 385 **Student Teaching in the Secondary School**

EDUC 347 **Introduction to the Profession of Teaching Diverse Learners**

EDUC 301A **Curriculum and Instruction: Secondary Schools**

EDUC 180J ***Becoming a Bad Student: Identity, Inequity, and Intersectionality in Schooling***

^ *Italics* indicate original course design

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Barnard College (Undergraduate)

WMST BC 2150 **Practicing Intersectionality: The Interdisciplinary Study of Race, Gender, and Ethnicity****

Teachers College, Columbia University (Graduate)

C&T 6900 **Race and Social Justice in Education**

A&HE 5518 **Teaching English in Diverse Social & Cultural Contexts****

C&T 5000 **Theory & Inquiry into Curriculum and Teaching****

C&T 4124 **Curriculum Development & Instruction in Inclusive Elementary Education****

C&T 4123 **Curriculum & Instruction in Elementary Inclusive Education****

The University of Chicago (Graduate)

UTEP 35502 **Foundations of Education: Human Development and Learning****

UTEP 31500 **Teaching as a Profession****

7.2 ELEMENTARY & SECONDARY EDUCATION

Teaching

2005-2009 **Teacher**, Grades 6-8, English Language Arts, Chicago Public Schools, Chicago, IL

2004-2005 **Teacher**, Grade 5, Chicago Public Schools, Chicago, IL

Instructional Coaching & New Teacher Induction

2013-2016 **Staff Developer and Inquiry-to-Action Team Facilitator** (in New York City Department of Education and Hartford Public Schools), Teachers College Inclusive Classrooms Project, Teachers College, Columbia University, New York, NY

2009-2012 **New Teacher Induction Coach** (in Chicago Public Schools), Urban Teacher Education Program, The University of Chicago, Chicago, IL

2007-2009 **Curriculum Inquiry Group Facilitator** (in Chicago Public Schools), Chicago New Teacher Center, as affiliated with the University of California, Santa Cruz, Chicago, IL

2007-2009 **Literacy Study Group Coach**, Chicago Foundation for Education, Chicago, IL

7.3 INTERNATIONAL EDUCATION

Professional Development: Leadership & Participation

2015 EdTech Summit Africa (South Africa and Swaziland)

2013-2014 Millennium Villages Project (Ghana), Earth Institute, Columbia University

2011 Fulbright-Hays Seminars Abroad (Brazil), U.S. Department of Education

2008 Fulbright-Hays Group Projects Abroad (Jamaica), U.S. Department of Education

2007 Educators to Saudi Arabia Program, Institute for International Education

8. CONFERENCE PRESENTATIONS (abbreviated)+

INVITED PANELIST

3) *"I am": Black feminist futures and possibilities in the academy*, with Lori Patton (Organizer), Natasha Croom (Chair), Venus E. Evans-Winters, Treva Lindsey, and Lawanda Ward. Invited Presidential Session at 2021 American Educational Research Association Annual Meeting. Virtual.

2) *Living legacy, struggle, and commitments in public education: Doing the work of critical women-of-color feminisms*, with

** Co-instructor or graduate teaching assistant of record

- Cynthia B. Dillard (Organizer), Bettina Love (Chair), Joyce King, Aida Hurtado, Sandy Grande, Subini Annamma, Venus E. Evans-Winters, and Carmen Medina. Invited Presidential Session at 2018 American Educational Research Association Annual Meeting, New York, NY
- 1) *Critical race praxis in action*, with Stovall, D. O., & Watkins, C. (2008, May). Invited panel at 2008 Critical Race Studies in Education Association (CRSEA) Annual National Conference. Chicago, IL

ORGANIZER or PARTICIPANT

- 40) **Ohito, E. O.**, Lyiscott, J., Green, K. L., Wilcox, S. E. (2021, April). *This moment is the curriculum: Equity, inclusion, curriculum Mapping for study abroad programs, and COVID-19*. Presented at 2021 American Educational Research Association Annual Meeting. Virtual.
- 39) Caldas Chumbes, B., Coles, J., Harris Garad, B., Gonzales, L., González Ybarra, M., Player, G. D., Lyiscott, J., & **Ohito, E. O.** (2021, April). *Seeking routes to freedom: Fugitive methodologies for rethinking community research, literacies, and engagement*. Presented at 2021 American Educational Research Association Annual Meeting. Virtual.
- 38) **Ohito, E. O.**, Lyiscott, J., Green, K. L., Wilcox, S. E., Coleman, C., Dunn, D., Odlum, L., Pulley, S., Wilkes, R., Segura, P., Heyward, B., Hoskins, J., Okwuazi, A., Jacques, A., & Myrie, M. (2020, December). *Critical literacies for social justice across two continents: Teachers as cross-cultural learners and agents of transformative literacy education*. Presented at 10th International Conference on Education and Social Justice. Virtual.
- 37) **Ohito, E. O.**, & Lewis, J. L. (2020, August). *Evaluating diversity and inclusion pedagogy in two inclusive university classrooms*. Presented at BlueNotes Global 2020 Conference. Virtual.
- 36) **Ohito, E. O.**, Lyiscott, J., Green, K. L., & Wilcox, S. E. (2020, July). *Critical literacies across two continents: Teachers as cross-cultural learners and agents of transformative literacy education*. Presented at Second World Conference on Transformative Education (WCTE). Cape Coast, Ghana. (Conference canceled).
- 35) **Ohito, E. O.** (2020, June). Creative writing track. 2020 Conference on James Baldwin. Saint-Paul de Vence, France. (Conference canceled).
- 34) Deckman, S. L., & **Ohito, E. O.** (2020, May). *Traversing the terrain of the (un)sayable: Storying troubling talk in antiracist teaching*. Narrative Matters 2020 Conference. Atlanta, GA. (Conference canceled).
- 33) **Ohito, E. O.** (2020, April). *Division B pre-conference mentoring session. Write it down, Sis: Writing, wellness, and women of color scholars in the academy*. Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 32) **Ohito, E. O.** (2020, April). *Traversing the jagged terrain of the (un)sayable: Troubling talk in antiracist teaching*. Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 31) **Ohito, E. O.** (2020, April). *Is there a Black pedagogy? Or, Portrait of the dangerous Black pedagogue*. Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 30) **Ohito, E. O.** (2020, April). *Good, hood, bad, and bougie: Complicating conversations about Black girlhoods lived in dark places*. [Panel] Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 29) **Ohito, E. O.** (2020, April). *A "celebration of African American life and freedom": Researching free-writing as a fugitive literacy practice*. Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 28) **Ohito, E. O.**, & Deckman, S. L. (2019, November). *Decolonizing knowledge about antiracist teaching: Lessons from Black women teacher educators' lived experiences and wisdom*. Presented at 2019 American Educational Studies Association Annual Meeting, Baltimore, MD
- 27) **Ohito, E. O.**, & Deckman, S. L. (2019, November). *Traversing the terrain of the (un)sayable: Troubling talk in antiracist teaching*. Presented at 2019 American Educational Studies Association Annual Meeting,

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- Baltimore, MD
- 26) **Ohito, E. O.**, & Brown, K. D. (2019, November). *Living curriculum in the afterlife of slavery: Fugitivity, freedom, and futurity in two university classrooms*. Presented at 2019 American Educational Studies Association Annual Meeting, Baltimore, MD
 - 25) **Ohito, E. O.** (2019, April). *Remaking the world through the word: Multimodal fiction writing as a fugitive literacy practice*. Presented at 2019 American Educational Research Association Annual Meeting, Toronto, Canada.
 - 24) **Ohito, E. O.** (2019, April). *Articulating a feminist framework for antiracist teaching: A feminist phenomenological study of antiracist teacher educators*. Presented at 2019 American Educational Research Association Annual Meeting, Toronto, Canada.
 - 23) **Ohito, E. O.**, & Deckman, S. L. (2019, April). *Toward embodied humanizing pedagogies: Duo-ethnographically re-membering corporeal pedagogical encounters in social justice teacher education*. Presented at 2019 American Educational Research Association Annual Meeting, Toronto, Canada.
 - 22) **Ohito, E. O.** (2018, December). "Use correct grammar": *Dissecting discourses of antiblackness in extracurricular programming for Black schoolgirls in the United States*. Presented at 6th World Curriculum Studies Conference, Melbourne, Australia.
 - 21) **Ohito, E. O.** (2018, November). "Use correct grammar": *Dissecting discourses of antiblackness in extracurricular programming for Black schoolgirls in the United States*. Presented at 11th Decolonizing Conference, Centre for Integrative Anti-Racism Studies, Toronto, Canada.
 - 20) **Ohito, E. O.** (2018, April). *The pedagogical provocateur: Portrait of an antiracist teacher educator's "real Black" curriculum and pedagogy*. Presented at 2018 American Educational Research Association Annual Meeting, New York, NY
 - 19) **Ohito, E. O.**, & Nyachae, T. M. (2018, April). *Poetically poking at racialized discourses: Narratively analyzing qualitative data in (Black) feminist Critical Discourse Analysis*. Presented at 2018 American Educational Research Association Annual Meeting, New York, NY
 - 18) Nyachae, T. M., & **Ohito, E. O.** (2018, April). *Traversing the affective terrain of Black feminist pedagogy in social justice teacher education*. Presented at 2018 American Educational Research Association Annual Meeting, New York, NY
 - 17) **Ohito, E. O.**, & Nyachae, T. M. (2018, April). *Poetically re-inventing Black girlhoods: Curricular re-makings of Black girls beyond the politics of respectability*. Presented at 2018 American Association for the Advancement of Curriculum Studies. New York, NY
 - 16) **Ohito, E. O.**, & Joubert, E. (2017, November). *Memory, racial trauma, and troubling curricular constructions of Black girlhood in Young Adult literature*. Presented at 2018 American Educational Studies Association Annual Meeting, Pittsburgh, PA
 - 15) **Ohito, E. O.**, & Deckman, S. L. (2017, November). *Toward humanizing pedagogies of embodiment: A duoethnographic re-membering of corporeal pedagogic encounters in teacher education*. Presented at 2017 American Educational Studies Association Annual Meeting, Pittsburgh, PA
 - 14) **Ohito, E. O.** (2017, June). *Fleshing out antiracist teacher education: Portrait of a White teacher educator's disembodied antiracist pedagogy*. Presented at 2017 Critical Race Studies in Education Association (CRSEA) Annual National Conference, Indianapolis, IN
 - 13) **Ohito, E. O.**, & Deckman, S. (2017, April). *Feeling Black and blue in pre-service teacher education: Encountering emotion and embodiment in antiracist teaching*. Presented at 2017 American Educational Research Association Annual Meeting, San Antonio, TX
 - 12) **Ohito, E. O.**, & Joubert, E. (2017, April). *(Re)membering Black girls: Memory, racial trauma, and troubling curricula constructions of Black girlhood in the United States*. Presented at 2017 American Educational Research Association Annual Meeting, San Antonio, TX
 - 11) **Ohito, E. O.** (2017, April). *The affectionate interrupter: Portrait of a Black feminist teacher educator's antiracist pedagogy of love*. Presented at 2017 American Educational Research Association Annual Meeting, San Antonio, TX
 - 10) **Ohito, E. O.** (2016, May). *The loving interrupter: Portrait of a Black feminist teacher educator's antiracist*

- pedagogy of love*. Presented at 2016 Critical Race Studies in Education Association (CRSEA) Annual National Conference, Denver, CO
- 9) **Ohito, E. O.** (2016, April). *Discomfort as pedagogy in a racial and social justice-oriented third space in preservice teacher education*. Presented at 2016 American Educational Research Association Annual Meeting, Washington, DC
 - 8) **Ohito, E. O., & Khoja-Moolji, S.** (2016, April). *Reparative readings: Re-claiming Black feminized bodies as sites of pleasure and possibilities in diverse democracies*. Presented at 2016 American Educational Research Association Annual Meeting, Washington, DC
 - 7) **Ohito, E. O.** (2016, February). *Thinking through the flesh: Race, embodiment, and the preparation of teachers for urban schools*. Presented at 37th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA
 - 6) **Ohito, E. O.** (2015, May). *What can a body do?: Race and body matters in teaching, learning, and the preparation of teachers for urban schools*. Presented at 2015 Critical Race Studies in Education Association (CRSEA) Annual National Conference, Nashville, TN
 - 5) **Ohito, E. O.** (2014, October). *Revisioning teacher education: Examining race and racial bias with preservice teachers through multimodal autoethnography*. Presented at Diversity Challenge Conference, Boston College, Boston, MA
 - 4) **Ohito, E. O.** (2014, September). *Revisioning teacher education: Examining race with pre-service teachers through multimodal autoethnography*. Presented at Race & Pedagogy National Conference, University of Puget Sound, Tacoma, WA
 - 3) **Ohito, E. O., & Hoffman, M.** (2011, February). *The challenges of diversity in our urban teacher education program*. Presented at 39th Annual North Dakota Study Group Meeting, Mundelein, IL
 - 2) **Ohito, E. O., & Hoffman, M.** (2010, February). *Honest conversations about race in the classroom: The story of a White preservice teacher, a Black mentor teacher, and a Black student*. 38th Annual North Dakota Study Group for Evaluation Meeting. Mundelein, IL

9. INVITED CAMPUS LECTURES, PANELS, & WORKSHOPS+

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| 2021 | University of Iowa College of Education; Graduate Student Teaching and Learning Colloquium Keynote. Lecture title: <i>Remembering my memories: Black feminist memory work as a humanizing research method</i> . |
| 2021 | Stanford University Graduate School of Education; A Conversation with the Critical Studies of Blackness in Education (CSBE) Group. |
| 2021 | Northwestern University; Keyman Modern Turkish Studies Program Workshop. |
| 2021 | UNC-Chapel Hill; UNC Speech and Hearing Sciences Anti-Racist Research Panel. |
| 2020 | UNC-Chapel Hill; UNC School of Education Graduate Student Association Education Equity & Justice Speaker Series. Lecture title: <i>Seeking shelter from the storm of anti-Blackness: The im/possibility of classrooms as fugitive spaces in Predominantly White Institutions</i> . |
| 2019 | Ontario Institute for Studies in Education, University of Toronto. Lecture title: <i>Curricular confrontations in the wake of antiblackness and in the break of Black possibilities</i> . |
| 2017 | Mills College. Lecture title: <i>Toward a feminist framework for antiracist teaching</i> . |
| 2015 | Teachers College, Columbia University; Racial Literacy Roundtables, hosted by Dr. Yolanda Sealey-Ruiz. Lecture title: <i>What can a body teach?: Race and body matters in teaching, learning, and</i> |

DR. ESTHER O. OHITO

the preparation of teachers for urban schools.

10. SERVICE+

10.1 SERVICE TO THE PROFESSION

Committee Service

- 2021-2023 Co-Chair, American Educational Research Association (AERA), Division K (Teacher and Teacher Education), Section 4: The Racial and Socio-cultural Foundations of Teaching and Teacher Education
- 2020-2022 Co-Chair, American Educational Research Association (AERA), Division B (Curriculum Studies), Section 6: De/Colonization and Transformative Curriculum Studies
- 2020 Recruitment/Membership Chair, International Girls Studies Association (IGSA)
- 2019-2022 Journal and Publications Committee Member, American Association for the Advancement of Curriculum Studies (AAACS)
- 2018-2020 Equity and Inclusion Council Sub-Committee Member, AERA Division B

Editorial Service

- 2020-2023 Co-Editor in Chief, *Equity & Excellence in Education*
- 2021-2025 Editorial Board Member, *Gender and Education*
- 2019-2021 International Editorial Board Member, *Curriculum Inquiry*
- 2020 Manuscript Reviewer, *Urban Education*
- 2020 Manuscript Reviewer, *Research in the Teaching of English*
- 2020 Manuscript Reviewer, *Journal of Literacy Research*
- 2018 Manuscript Reviewer, *Educational Researcher*
- 2018 Manuscript Reviewer, *International Journal for Qualitative Studies in Education*
- 2017-Present Manuscript Reviewer, *Curriculum Inquiry*
- 2017-Present Manuscript Reviewer, *Journal of Teacher Education*
- 2016 Manuscript Reviewer, *Equity & Excellence in Education*
- 2016 Manuscript Reviewer, *Gender and Education*

Consultancy

- 2021 Anti-racist Curriculum Alignment Team, Pathway to Practice North Carolina, a collaboration between the School of Education, University of North Carolina at Chapel Hill (UNC-Chapel Hill) and the College of Education at North Carolina State University

10.2 SERVICE TO THE DEPARTMENT+

- 2021-2020-2021 Antiracist Teaching Group, Graduate School of Education, Rutgers-New Brunswick
- 2020-2021 Scholarship Committee, School of Education, UNC-Chapel Hill
- 2020-2021 Teaching Evaluation Tools Committee, School of Education, UNC-Chapel Hill
- 2020 Search Committee for UNC DREAM Postdoctoral Scholar, School of Education, UNC-Chapel Hill
- 2018-2019 Curriculum Committee, Black Studies Program, Denison University
- 2018-2019 Faculty Advisor for Educational Studies Department Fellows, Denison University

2015-2016 Campus Liaison, AERA, Division G (Social Context of Education)
2009-2012 Diversity Support Services Coordinator, Urban Teacher Education Program, The University of Chicago

Doctoral Committees & Advisement

- 1) Sean Hernández Adkins (Ph.D. candidate, UNC-Chapel Hill) – Advisor & Doctoral Committee Chair
 - 2) Lucía Mock Muñoz de Luna (Ph.D. candidate, UNC-Chapel Hill School of Ed) – Doctoral Committee Member
 - 3) Sophia Noor Kiser (Ph.D. candidate, UNC-Chapel Hill Hussman School of Journalism and Media) – Doctoral Committee Member
 - 4) Jerry J. Wilson (Ph.D. candidate, UNC-Chapel Hill School of Ed) – Doctoral Committee Member
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11. PROFESSIONAL MEMBERSHIPS

- American Association for the Advancement of Curriculum Studies (AAACS)
 - American Educational Research Association (AERA)
 - American Educational Studies Association (AESA)
 - American Studies Association (ASA)
 - Association of Teacher Educators (ATE)
 - Critical Race Studies in Education Association (CRSEA)
 - International Association for the Advancement of Curriculum Studies (IAACS)
 - Literacy Research Association (LRA)
 - National Council of Teachers of English (NCTE)
 - National Women’s Studies Association (NWSA)
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12. LANGUAGE PROFICIENCY

French	Beginning level, written and spoken
Kiswahili	Advanced level, written and spoken
Luo	Intermediate level, written and spoken

13. REFERENCES

Available upon request