

# DR. ESTHER O. OHITO

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University of North Carolina at Chapel Hill | School of Education — Peabody Hall, CB 3500, Chapel Hill, NC 27599

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## 1. EDUCATION

2020-2023 (*anticipated*) M.F.A. University of North Carolina Wilmington, Wilmington, NC  
*Specialization:* Writing of creative nonfiction

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

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## 2. ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

### POSTDOCTORAL

2019-Present **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

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## 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-Present Tricontinental Teacher Training, a collaboration between UNC-Chapel Hill (USA),  
University of Hamburg (Germany), and University of Education (Ghana)

#### 4. FELLOWSHIPS & AWARDS<sup>+</sup>

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

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#### 5. PUBLICATIONS<sup>+</sup> \*

##### 5.1 JOURNAL ARTICLES

- 18) **Ohito, E. O.** (accepted w/minor revisions). "I'm very hurt": Un/justly reading the Black female body as text in a racial literacy learning assemblage. *Reading Research Quarterly*.
- 17) **Ohito, E. O.**, & Brown, K. D. (in press). 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.** (in press). "Blackness is not just a single definition": Multimodal composition as an exercise for scaffolding student theorizing in a Black Studies classroom. *English Teaching: Practice & 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:

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<sup>+</sup> Postdoctoral and predoctoral

\* Underlining indicates co-authorship with undergraduate or graduate student(s)

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.). (in press). 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. (in press). 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 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.** (revise & resubmit). Portrait of an antiracist hypermasculine Black male pedagogue: Race, gender (performance), and antiracist pedagogy in teacher education.

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**Ohito, E. O.** (revise & resubmit). Remembering my memories: Memory work as a Black feminist visual research method of inquiry.

**Ohito, E. O.** (under review). Free our wild tongues: A loving call to discursively decolonize gender theorizing in comparative and international education spaces. *Comparative Educational Review*. [Invited contribution to CER moderated discussion on (re)theorizing gender.]

**Ohito, E. O., & Loury, A.** (under review). “I write with intent”: An improvisational Black feminist study of writing as an extraordinary literacy practice.

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.

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### 6. GRANTS & FUNDED PROJECTS<sup>+</sup> ‡

#### EXTERNAL

- |           |   |
|-----------|---|
| 2021-2023 | <b>Small Grant Program, \$50,000</b> , Principal Investigator (PI), with Dr. Constance A. Lindsay. Funded by the Spencer Foundation. <b>Project title:</b> <i>What is Black Male Pedagogy? Investigating the Pedagogical Practices and Lived Experiences of National Board Certified Black Male Teachers</i> .  |
| 2020-2021 | <b>Education Research Conference Award, \$14,600</b> , Principal Investigator (PI), with Dr. Sherry L. Deckman. Funded by the American Educational Research Association (AERA). <b>Project title:</b> <i>The Missing Discourses of Geographies, Genders, and Sexualities in Education Research on Black Girls</i> .   |
| 2020-2025 | <b>Teacher Quality Partnership Grant, \$2,426,834</b> , Co-Principal Investigator, with Drs. Kristin Papoi, Dorothy Espelage, Jocelyn Glazier, and Diana Lys. Funded by the U.S. Department of Education. <b>Project title:</b> <i>Diverse and Resilient Educators Advised through Mentorship (UNC DREAM)</i> .   |
| 2019      | <b>Explorance Faculty Grant, \$10,000</b> , Principal Investigator, with Dr. Joseph L. Lewis. Funded by Explorance/BlueNotes Group. <b>Project title:</b> <i>Exploring Diversity and Inclusion Pedagogy in Two Inclusive University Classrooms</i> .  |
| 2019      | <b>Fulbright-Hays Group Projects Abroad Program, \$92,431</b> , Project Research Coordinator & Evaluator, with Drs. Jamila Lyiscott, Susan Yawa Wilcox, & Keisha Green. Funded by the U.S. Department of Education. <b>Project title:</b> <i>Teachers Becoming Learners of Cultural and Linguistic Diversity in Ghana</i> . Project implemented by University of Massachusetts Amherst. |
| 2017      | <b>Fulbright-Hays Group Projects Abroad Program, \$84,115</b> , Principal Investigator &  |

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‡ Awards total approximately \$2.75 million

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<sup>+</sup> ^

### 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***

*Barnard College (Undergraduate)*

WMST BC 2150 **Practicing Intersectionality: The Interdisciplinary Study of Race, Gender, and Ethnicity<sup>\*\*</sup>**

<sup>+</sup> ***Italics*** indicate original course design

<sup>\*\*</sup> Co-instructor or graduate teaching assistant of record

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## *Teachers College, Columbia University (Graduate)*

C&T 6900	<b><i>Race and Social Justice in Education</i></b>
A&HE 5518	<b>Teaching English in Diverse Social &amp; Cultural Contexts**</b>
C&T 5000	<b>Theory &amp; Inquiry into Curriculum and Teaching**</b>
C&T 4124	<b>Curriculum Development &amp; Instruction in Inclusive Elementary Education**</b>
C&T 4123	<b>Curriculum &amp; Instruction in Elementary Inclusive Education**</b>

## *The University of Chicago (Graduate)*

UTEP 35502	<b>Foundations of Education: Human Development and Learning**</b>
UTEP 31500	<b>Teaching as a Profession**</b>

## 7.2 ELEMENTARY & SECONDARY EDUCATION

### *Teaching*

2005-2009	<b>Teacher</b> , Grades 6-8, English Language Arts, Chicago Public Schools, Chicago, IL
2004-2005	<b>Teacher</b> , Grade 5, Chicago Public Schools, Chicago, IL

### *Instructional Coaching & New Teacher Induction*

2013-2016	<b>Staff Developer and Inquiry-to-Action Team Facilitator</b> (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	<b>New Teacher Induction Coach</b> (in Chicago Public Schools), Urban Teacher Education Program, The University of Chicago, Chicago, IL
2007-2009	<b>Curriculum Inquiry Group Facilitator</b> (in Chicago Public Schools), Chicago New Teacher Center, as affiliated with the University of California, Santa Cruz, Chicago, IL
2007-2009	<b>Literacy Study Group Coach</b> , 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

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## 8. CONFERENCE PRESENTATIONS+

### INVITED PANELIST

- 42) **Ohito, E. O.** (2021, April). *"I am": Black feminist futures and possibilities in the academy*, with Lori Patton (Organizer), Natasha Croom (Chair), Venus E. Evans-Winter, Treva Lindsey, and Lawanda Ward. Invited Presidential Session at American Educational Research Association Annual Meeting. Virtual.
- 41) **Ohito, E. O.** (2018, April). *Living legacy, struggle, and commitments in public education: Doing the work of critical women-of-color feminisms*, with 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 American Educational Research Association Annual Meeting, New York, NY

## 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, 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
  - 1) Stovall, D. O., **Ohito, E. O., & Watkins, C.** (2008, May). *Critical race praxis in action*. Panel conducted at 2008 Critical Race Studies in Education Association (CRSEA) Annual National Conference. Chicago, IL
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## 9. INVITED CAMPUS LECTURES, PANELS, & WORKSHOPS+

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| 2021 | Stanford University; 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. <b>Lecture title:</b> <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. <b>Lecture title:</b> <i>Curricular confrontations in the wake of antiblackness and in the break of Black possibilities</i> .  |
| 2017 | Mills College. <b>Lecture title:</b> <i>Toward a feminist framework for antiracist teaching</i> .   |
| 2015 | Teachers College, Columbia University; Racial Literacy Roundtables, hosted by Dr. Yolanda Sealey-Ruiz. <b>Lecture title:</b> <i>What can a body teach?: Race and body matters in teaching, learning, and the preparation of teachers for urban schools</i> .                              |
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## 10. SERVICE+

### 10.1 SERVICE TO THE PROFESSION

#### *Committee Service*

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| 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 |
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## DR. ESTHER O. OHITO

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	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, <i>Equity &amp; Excellence in Education</i>
2021-2025	Editorial Board Member, <i>Gender and Education</i>
2019-2021	International Editorial Board Member, <i>Curriculum Inquiry</i>
2020	Manuscript Reviewer, <i>Urban Education</i>
2020	Manuscript Reviewer, <i>Research in the Teaching of English</i>
2020	Manuscript Reviewer, <i>Journal of Literacy Research</i>
2018	Manuscript Reviewer, <i>Educational Researcher</i>
2018	Manuscript Reviewer, <i>International Journal for Qualitative Studies in Education</i>
2017-Present	Manuscript Reviewer, <i>Curriculum Inquiry</i>
2017-Present	Manuscript Reviewer, <i>Journal of Teacher Education</i>
2016	Manuscript Reviewer, <i>Equity &amp; Excellence in Education</i>
2016	Manuscript Reviewer, <i>Gender and Education</i>

### *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
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## 10.2 SERVICE TO THE DEPARTMENT<sup>+</sup>

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) Liz Allen (Ph.D. candidate, UNC-Chapel Hill School of Ed) - Doctoral Committee Member
- 3) Corey Bray (Ph.D. student, UNC-Chapel Hill School of Ed) – Advisor
- 4) Cortland Gilliam (Ph.D. candidate, UNC-Chapel Hill School of Ed) – Doctoral Committee Member

- 5) Lucía Mock Muñoz de Luna (Ph.D. candidate, UNC-Chapel Hill School of Ed) – Doctoral Committee Member
  - 6) Sophia Noor Kiser (Ph.D. candidate, UNC-Chapel Hill Hussman School of Journalism and Media) – Doctoral Committee Member
  - 7) Jerry J. Wilson (Ph.D. candidate, UNC-Chapel Hill School of Ed) – Doctoral Committee Member
  - 8) Diana Tursi (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**

<b>French</b>	Beginning level, written and spoken
<b>Kiswahili</b>	Advanced level, written and spoken
<b>Luo</b>	Intermediate level, written and spoken

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## **13. REFERENCES**

Available upon request