

## **Sekordri L. Ojo**

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### **EDUCATION**

#### **University of Illinois at Chicago**

Ph.D., History, ongoing  
Concentration: Work, Race, and Gender in the Urban World; Black Studies; Gender and Women Studies  
Certificate in Foundations of College Instruction (in progress)

#### **Dominican University**

M.S., Special Education, 2019

#### **DePaul University**

B.A., History with Honors, 2014  
B.A., African and Black Diaspora Studies with Honors, 2014

### **RESEARCH INTERESTS**

African American History, Black Women's Intellectual History, History of African American Education, and Women and Gender History.

### **SELECTED GRANTS, FELLOWSHIPS, AND AWARDS**

Grace Holt Memorial Award, University of Illinois at Chicago-2021  
Diverse Leaders Fellowship, Noble Network of Charter Schools-2019  
UChicago Impact Teacher Leadership Fellowship-2018-2019  
MLK Student Essay Contest-Best Undergraduate Paper-2013  
Vincentian Mission Fellow, DePaul University-2013

### **PUBLICATIONS**

"FACE 2013 Conference Report: 'Learner Journeys,'" Learner Journeys: Origins, Experiences, and Destinations, eds. Michael Hill, Anthony Hudson, Danny Saunders, and John Storan (London: FACE Publications, 2014), 9-13.

### **SELECTED PRESENTATIONS**

"Black Women Intellectuals." *Feminisms Lunch Lectures*. University of Illinois at Chicago. March 2021.

"African American Women Educators: An Intellectual History." *Centering Black Women's Intellectual Production*. University of Illinois at Chicago February 2021.

"She Too Sits with Shakespeare and He Winces Not: The Educational Philosophy of Lucy Diggs Slowe." *Black Graduate Student Association and SACNAS Graduate Chapter Conference*. February 2021.

"Importance of Higher Education for Minority Students." *C.O.E Conference*. Chicago, IL. September 2013.

"Access to Higher Education-McNair-International perspective." *F.A.C.E Conference*. University of Plymouth-Plymouth, England. July 2013.

F.A.C.E Conference

“The Great Migration and the American Dream.” *Student History Conference*. DePaul University. April 2013.

“Future of Africa in the Global World.” *African Student Panel*. Ghana Telecom University. December 2012.

“History as Tool to Empower Youth.” *McNair Symposium*. DePaul University, 2012.

“Critically Thinking to Empower Youth.” McNair Annual Conference. University of California, Berkeley. August 2012

### ORGANIZATIONAL MEMBERSHIP

Association of Black Women Historians  
African American Intellectual History Society  
Black Graduate Student Association at University of Illinois at Chicago  
Phi Alpha Theta National History Honor Society  
Alpha Lambda Delta National Honor Society

### COURSES TAUGHT

Fall 2021, Teaching Assistant, History Internships (Taught by Elizabeth Todd-Breland, Ph.D.)  
Spring 2021, Teaching Assistant, Early America (History)- (Taught by Hayley Negrin, Ph.D.)  
Fall 2020, Teaching Assistant, Women and Gender in American History (Taught by Lynn Hudson, Ph.D.)  
Spring 2020, Teaching Assistant, History of Chicago (Taught by Elizabeth Todd-Breland, Ph.D.)  
Fall 2019, Teaching Assistant, Imagining the American West (Taught by Lynn Hudson, Ph.D.)

### PROFESSIONAL EXPERIENCE

University of Illinois at Chicago— Chicago, IL

**Graduate Research Assistant**-August 2021-December 2021

- Collaborated with the professor to conduct research for their book project.
- Selected images and quotes from archives and collections related to the project.
- Located and transcribed related media clips
- Developed preliminary literature reviews
- Organized all data thematically and chronologically

University of Illinois at Chicago— Chicago, IL

**Graduate Teaching Assistant**-August 2019-Present

- Responsible for instructing students on academic research methods, standards of academic writing, and historical thinking skills.
- Collaborate with professors and colleagues to discuss student progress and the needs of individual students.
- Manage online grading using Blackboard.
- Deliver key lectures and facilitated cognitive/affective learning for 60+ undergraduate students.
- Hold weekly office hours (in person/virtual) to provide tutoring, counseling, or assistance to students.

- Foster positive classroom culture by executing classroom management systems and procedures.

Gary Comer College Prep – Chicago, IL

**9<sup>th</sup> & 11<sup>th</sup> grade Social Studies Teacher**-August 2017 - May 2020

- Taught five sections of 11<sup>th</sup> grade U.S History to 120 students per semester and one 11<sup>th</sup> grade AP U.S History section to 33 students.
- Creating and maintaining online instruction via Google Classroom.
- Taught three sections of 9<sup>th</sup> grade Social Movements to 113 students per semester and one 9<sup>th</sup> grade Honors Social Movements section to 39 students.
- Developed vision and long-term plans based on PSAT/SAT standards.
- Managed online grading using Power School.
- Created daily lesson plans and interim assessments, while tracking and facilitating students' progress to goal.
- Modified instruction methods in order to accommodate individual students' needs.
- Fostered positive classroom culture by executing classroom management systems and procedures.
- Participated in research-based professional development workshops.

Gary Comer College Prep – Chicago, IL

**9<sup>th</sup> grade ELA Special Education Teacher**-August 2015-June 2017

- Taught two sections of 9<sup>th</sup> grade Reading in a self-contained setting to 15 students.
- Co-taught three sections of 9<sup>th</sup> grade Reading in a general education setting to 130.
- Assisted General Education Instructor to create weekly lesson plans and assessments.
- Created and managed goals for students with an I.E.P.
- Developed vision and long-term plans based on PSAT/SAT standards.
- Managed online grading using Power School.
- Created daily lesson plans and interim assessments, while tracking and facilitating students' progress to goal.
- Modified instruction methods in order to accommodate individual students' needs.
- Fostered positive classroom culture by executing classroom management systems and procedures.

Team Englewood High School – Chicago, IL

**Long-term Substitute Teacher (LBS Teacher)**-August 2014- August 2015

- Assisted General Education Instructor to create weekly lesson plans and assessments.
- Developed vision and long-term plans based on Illinois standards.
- Created and managed goals for students with an I.E.P.
- Modified instruction methods in order to accommodate individual students' needs.
- Fostered positive classroom culture by executing classroom management systems.

Teach For America - Chicago, IL

**Teacher**- June 2014-July 2014

- Taught remedial program in Chicago Public Schools
- Developed vision and long-term plans based on Illinois standards.
- Created daily lesson plans and interim assessments, while tracking and facilitating students' progress to goal.
- Fostered positive classroom culture by executing classroom management systems and procedures.
- Participated in research-based professional development workshops

DePaul University – Chicago, IL

**African & Black Diaspora Studies Program- Student Assistant-** September 2013-June 2014

- Chief Editor of We Are Here newsletter
- Organized all academic/financial files and records of 4 full time faculty members and 35 students
- Scheduled and Promoted new classes and events via flyers, email, and social media

DePaul University – Chicago, IL

**Blacks Empowered- President(Founder)-** September 2012-June 2014

- Planned six community service projects per academic year targeted towards low-
- Orchestrated leadership opportunities for the DePaul student body (24,414 students)
- Organized all official/unofficial documents, events, publications representing the organization
- Delegated assigned responsibilities to executive board and committee members (12 Students)

## COMMUNITY ENGAGEMENT

L.E.A.P. – an all-girls conference dedicated to providing young girls access to information that will help them develop as individuals mentally, physically and emotionally.

**President (Founder)-** September 2012-Present

- Responsible for planning three annual conferences for 250 girls (ages 13-18).
- Responsible for planning three community service projects and fundraisers per academic year targeted towards low-income communities.
- Responsible for developing leadership and professional training for student executive members.
- Responsible for communication with all community partners
- Responsible for organizing all official/unofficial documents, events, publications.
- Responsible for delegating assigned responsibilities to executive board and committee members.