

# Nathern S. A. Okilwa, Ph.D.

## Curriculum Vitae

Baylor University  
School of Education  
Department of Educational Leadership  
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### ***EDUCATION***

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#### **University of Texas at Austin, TX**

Ph.D. Educational Leadership with an emphasis in Education Policy and Planning, College of Education

Dissertation Title: *Exploring Protective Factors in School and Home Contexts for Economically Disadvantaged Students in the Middle School*. Chaired by Dr. Jennifer Holme

#### **University of Wyoming, Laramie, WY**

M.A. Special Education, College of Education

B.A. Elementary Education with a minor in Special Education, College of Education

#### **Mosoriot Teachers College, Mosoriot, Kenya**

Elementary Education

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### ***PROFESSIONAL EXPERIENCE***

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#### **ACADEMIC & RESEARCH**

#### **Baylor University, Waco, TX (August 2024 to present)**

Associate Professor of Educational Leadership, 2024

*Duties:* Teaching, research, and service

#### **University of Texas at San Antonio, TX (August 2013 to July 2024)**

Associate Professor of Educational Leadership & Policy Studies, 2019 – 2024

*Duties:* Teaching, research, and service.

Assistant Professor of Educational Leadership & Policy Studies, 2013 – 2018

*Duties:* Teaching, research, and service.

#### **University of Texas, College of Education, Austin, TX**

Research Assistant/Associate, Leaders Supporting Diverse Learners (LSDL) Project – The US Department of Education Fund for Improving Post-Secondary Education (FIPSE) Grant, January 2011 to 2012. *Duties:* Providing research support (e.g., conducting literature reviews, survey analysis, and interviews) for LSDL module development.

Teaching Assistant, Advanced Quantitative Methods course, Department of Educational Administration, Spring 2011. *Duties:* Provided instructional support (e.g., preparing

lesson materials, grading, managing Blackboard, etc.) for the course instructor and the students (e.g., one-on-one tutoring, email correspondence).

Graduate Research Assistant, University Council for Educational Administration, UCEA, August 2010 – December 2011. *Duties:* Supported networking activities among UCEA institutions; organized UCEA annual convention; and participated in research and writing projects.

### **University of Wyoming, Laramie, WY**

Graduate Teaching Assistant in the Department of Educational Studies, 2001/02. *Duties:* Taught Quantitative Reasoning course for undergraduates.

## **K-12 TEACHING & LEADERSHIP**

### **Austin Independent School District, Austin, TX**

Special Education Teacher, September 2006 – August 2010. *Duties:* Taught and supported students with disabilities in resource classroom and general education classroom settings.

### **Albany County School District #1, Laramie, WY**

Special Education Teacher, August 2003 – June 2006. *Duties:* Established and coordinated high school Emotional and Behavioral Disability Program (2003 – 2005); taught students with disabilities; and provided building level professional development.

### **Laramie County School District #2, Pine Bluffs, WY**

Special Education Teacher, 2002 – 2003. *Duties:* Provided instruction to students with disabilities and collaborated with general educators in inclusion classrooms, conducted student evaluations/assessments, and coordinated IEP meetings.

### **Teachers Service Commission, Nairobi, Kenya**

General Educator, 1992 – 1997. *Duties:* Taught math, social studies, and science to 4-8 grade general education students in a rural Western Kenya school.

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## ***AWARDS & HONORS***

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David Bruton, Jr. Fellowship, Graduate School, The University of Texas at Austin, 2011  
Eleanor “Rusty” Rowland Scholarship, The University of Wyoming, 2002

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## ***RESEARCH & TEACHING INTERESTS***

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- Educational access and equity for underserved students
- Educational policy impact
- Sociocultural influences
- School leadership support
- School leadership development
- International organization of schooling

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## ***RESEARCH PROJECTS***

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A study of UTSA-District partnership – Examining principal leadership pipeline development with a local school district (Fall 2019 – present)

A study of discipline disproportionality in the active voice (a collaboration with colleagues from other institutions) – (Fall 2016 – present).

A study of refugee students recently enrolled in college (started Fall 2015 –present).

A study of how one elementary school is supporting refugee students (started Fall 2014 – completed Spring 2015).

A study of the culture of academic success at girls-only high schools in Kenya (started Summer 2014 – present). Supported, in part, by the new faculty start-up funds.

A study of principal leadership in high-need elementary school – part of International School Leadership Development Network (ISLDN) (Started in Fall 2014 – completed Fall 2016).

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## **REFEREED PUBLICATIONS**

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### **EDITED BOOK**

**Okilwa, N. S., Khalifa, M., & Briscoe, F. (Eds.) (2017).** *The school to prison pipeline: The role of culture & discipline in school.* Bingley, United Kingdom: Emerald Publishing Ltd.

### **BOOK CHAPTERS**

**Okilwa, N. S. & Guitierrez, D. (in press).** What's your birthday? The birthday mystery and the enrollment conundrum. In (E. Crawford, B. Mann, & R. Rumpf (Eds.), *School Leadership with Refugees and Newcomers in K-12 Schools: Cases for Practice, Administration, Policymaking, & Partnership* (Harvard Education Press).

**Okilwa, N. S., Barnett, B., & Cleveland, S. (2025).** Rejuvenating school leadership preparation and Development: Lessons from the COVID-19 Pandemic. In P. Liu & D. Gurr (Eds), *Educational Leadership Preparation and Development: An International Perspective* (Springer).

**Okilwa, N. S., Pazey, B. L., & Barnett, B. G. (2024).** The personal and professional reflections of three Texas high school administrators during the COVID-19 pandemic. In S. Hardie, H. Goode, & D. Gurr (Eds), *In leading schools through the pandemic and beyond. Findings from principals in seven countries* (IAP Inc.).

**Okilwa, N. S. (2021)** Leading in a diverse context: Principal's efforts to create an inclusive elementary School for refugee students. In J. C. Veenis, S. Robertson, & J. R. Berry (Eds.), *Multiculturalism and multilingualism at the crossroads of school leadership. Exploring leadership theory, policy, and practice for diverse school.*

**Okilwa, N. S. (2021).** Review of methodological approaches in studies of high-needs schools across multinational contexts. In B. G. Barnett & P. A. Woods (Eds.), *Educational leadership for social justice and improving high-needs schools: Findings from 10 years of international collaboration* (pp. 93-112). Charlotte, NC: IAP Inc.

Barnett, B. G. & **Okilwa, N. S. (2020).** Preparation programs for school leaders. In R. Papa (Ed.), *Oxford Encyclopedia of Educational Administration.* New York: Oxford University Press.

Lac, V. & **Okilwa, N. S. (2020).** Listening to African Muslim Girls: Schooling at the intersection of race, religion, and gender. In E. Crawford & L. Dorner (Eds.). *Educational leadership of immigrants: Case studies in times of change.* New York: Routledge.

**Okilwa, N. S. & Barnett, B. G. (2019)** Sustaining a culture of academic success at a high-needs elementary school. In E. Murakami, D. Gurr, & R. Notman (Eds.), *Leadership, culture, and school success in high-need schools* (pp. 149-167). Charlotte, NC: IAP Inc.

**Okilwa, N. S. & Robert, C. (2018).** Teacher leadership: Teachers as cultural brokers. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching.* Oxford: Wiley Blackwell. doi: 10.1002/9781118784235

**Okilwa, N. S., Khalifa, M., & Briscoe, F. (2017).** Introduction and overview. In N. S. Okilwa, M.

Khalifa, & F. Briscoe (Eds.), *The school to prison pipeline: The role of culture and discipline in school* (pp. 1-13). Bingley, United Kingdom: Emerald.

Briscoe, F., **Okilwa, N. S.**, & Khalifa, M. (2017). What we can do right now: What needs further research? In N. S. Okilwa, M. Khalifa, & F. Briscoe (Eds.), *The school to prison pipeline: The role of culture and discipline in school* (pp. 195-204). Bingley, United Kingdom: Emerald.

### **JOURNAL ARTICLES**

**Okilwa, N. S.**, Kelley, M., & Hauptert, K. (2025). Examining teachers' efforts to educate refugee students at one elementary school in Texas. *Journal of Ethnic and Cultural Studies*, 12(2), 52-71. Available at <https://www.ejecs.org/index.php/JECS/article/view/2249/618>

**Okilwa, N. S.** & Barnett, B. (2024). Dealing with the social-emotional effects of the COVID-19 pandemic: School administrators' leadership experiences in Texas, USA. *Management in Education (MiE)*, 1-10. Published online at: <https://journals.sagepub.com/doi/full/10.1177/08920206241253431>

Bornstein, J., Lustick, H., Shallish, L., Hannon, L. V., & **Okilwa, N. S.** (2023). Seeking active accountability for disproportionate discipline and disability classification. *AERA Open*  
Robert, C. & **Okilwa, N.S.** (Fall 2022). A review of Oakland Unified data following the OCR investigation. *Global Education Review*.

**Okilwa, N. S.**, & Barnett, B. G. (2021). Strategies and practices of leading schools during the current COVID-19 crisis. *International Studies in Educational Administration* 49(3), 61-81, (Special Issue).

**Okilwa, N. S.**, Cordova, A., Hauptert, K. (2021). Learning in the new land: School leadership in support of refugee students. *Leadership and Policy in Schools*. Published online at: <https://doi.org/10.1080/15700763.2020.1843061>

**Okilwa, N. S.** & Duarte, B. (2019). Examining the role of leadership at an academically successful girls-only national high school in Kenya. *Leadership and Policy in Schools*. Online: <https://www.tandfonline.com/doi/full/10.1080/15700763.2019.1637901>

**Okilwa, N. S.** (2018). The role of the principal in facilitating the inclusion of elementary refugee students (Themed Issue). *Global Education Review*, 5(4), 17-35. Available at: <http://ger.mercy.edu/index.php/ger>

Brewer, C., **Okilwa, N. S.**, & Duarte, B. (2018). Culture and agency in successful context specific educational leadership: Framework for study. *International Journal of Leadership in Education*, 23(3), 330-354. Published online at: <https://www.tandfonline.com/eprint/kQfY3epnbMniiAMXuRiZ/full>

Robert, C. & **Okilwa, N.S.** (2018). A review of Los Angeles Unified data following the OCR investigation. *Education and Urban Society*. Published online at: <https://doi.org/10.1177/0013124518784655>

**Okilwa, N. S.** & Barnett, B. G. (2018). Four successive school leaders' response to a high-needs urban elementary school context. *International Studies in Educational Administration*, 46(1), 45-85.

Teasley, M. L., Schiele, J. H., Adams, C., & **Okilwa, N. S.** (2018). Trayvon Martin: Racial profiling, black male stigma, and social work practice. *Social Work*, 63(1), 37-45.

Barnett, B. G., Shoho, A. R., & **Okilwa, N. S.** (2017). Assistant principals' perceptions of meaningful mentoring and professional development opportunities. *International Journal of Mentoring and Coaching in Education*, 6(4), 285-301.

**Okilwa, N. S.** & Barnett, B. G. (2017). Sustaining school improvement in a high-need school: Comparative analysis of Robbins Elementary School from 1993 to 2015. *Journal of Educational Administration*, 55(3), 297-315.

**Okilwa, N. S.** & Robert, C. (2017). School discipline disparity: Converging efforts for better student outcomes. *The Urban Review*, 49, 239-262.

- Kearney, S., **Okilwa, N. S.**, & Goldhorn, J. (2016). Who is preparing school leaders to transition into the job of urban school principal? Analyzing the impact of a regional principal readiness education program on principal self-efficacy. *School Leadership Review*, 11(2), 17-33.
- Teasley, M., Crutchfield, J., Jennings, S., Clayton, M., & **Okilwa, N. S.** (2016). School choice and Afrocentric charter schools: A review and critique of evaluation outcomes. *Journal of African American Studies*, 20(1), 99-119. Available at: <http://link.springer.com/article/10.1007/s12111-015-9322-0>
- Okilwa, N. S.** (2016). Exploring school and home related protective factors for economically disadvantaged middle school students. *Journal of At-Risk Issues*, 19(1), 34-46. Available at <http://dropoutprevention.org/wp-content/uploads/2015/05/JARI191.pdf>
- Okilwa, N. S.** (2015). Racialized and gendered nature of school discipline: Are touted alternatives capable of making a lasting difference? *The National Journal of Urban Education and Practice*, 9(2), 494-509.
- Okilwa, N. S.** (2015). Educational marginalization: Examining challenges and possibilities of improving educational outcomes in Northeastern Kenya. *Global Education Review*, 2(4), 14-31.
- Shelby, L. & **Okilwa, N. S.** (2012). Publishing in graduate school: A narrative of the process. *Higher Education in Review*, 9. Available at: <http://www.higheredinreview.org/article-index>
- Okilwa, N. S.** & Shelby, L. (2010). The effects of peer tutoring on academic performance of students with disabilities in grades 6 through 12: A synthesis of the literature. *Remedial and Special Education*, 31(6), 450-463.

### **NON-REFEREED PUBLICATIONS**

- Okilwa, N. S.** & Barnett, B. (2023, January). What school principals do is crucial to students' emotional wellbeing. *360Info*. DOI <https://doi.org/10.54377/fe1f-1a0c>
- Okilwa, N. S.** (2020, May). Contextualizing our understanding of educational leadership within the Kenyan system. *Global Ed Leadership* (Blog). Available at: <https://globaledleadership.org/2020/05/13/contextualizing-our-understanding-of-educational-leadership-within-the-kenyan-systemnathern-okilwas-perspective/>
- Okilwa, N. S.** (2012, Fall). Preparing school leaders to support the learning of diverse student populations: UCEA unveils high-quality set of curriculum modules. *UCEA Review*, 53(3), 24-28. Available at [http://www.ucea.org/storage/review/UCEAReview2012Fall\\_lowres.pdf](http://www.ucea.org/storage/review/UCEAReview2012Fall_lowres.pdf)

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## **SCHOLARLY MANUSCRIPTS & ACTIVITIES**

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### **UNDER REVIEW (REFEREED)**

- Hans, K., Angelle, P., & **Okilwa, N. S.** (Guest Editors). Partnering for professional learning: International perspectives on partnerships for educational leadership preparation and development. *Journal of Educational Administration* (Special Issue).
- Okilwa, N. S.** & Barnett, B. Reflections on a decade of university-district partnership in preparing school leaders. Submitted to *Journal of Educational Administration* (Special Issue).
- Okilwa, N. S.**, Cleveland, S., & Barnett, B. How Can School Leaders Support Students' Social-Emotional Learning? Submitted to *Kappan*.
- Okilwa, N. S.**, Brewer, C., & McKinney, E. (**Revise & Resubmit**). Exploring the principal's contribution to school belonging: A review of the literature. Submitted to *Improving*

*Schools.*

### **IN PROGRESS**

- Okilwa, N. S.** Plugging the leaks in the educational pipeline: An Initiative for improving African American male college access. To be submitted to *International Journal of Education Policy & Leadership*.
- Okilwa, N. S.,** Hauptert, K., & Knecht, L. M. Pursuing personal dreams: Three Somali Muslim college refugee students defy odds.
- Okilwa, N. S.** Policy dialogue following school shootings: Is it school safety, gun control, 2nd Amendment or all of the above? To be submitted to *Education Policy*.

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### ***SCHOLARLY PRESENTATIONS (refereed/peer-reviewed)***

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### **CONFERENCE PAPERS**

- Okilwa, N. S.,** Barnett, B., & Cleveland, S. (July 2025). Rejuvenating School Leadership Preparation and Development: Lessons from the COVID-19 Pandemic. British Educational Leadership, Management, & Administration Society (BELMAS) Annual Conference, Brighton, England (United Kingdom).
- Okilwa, N. S.,** Brewer, C., & Jimerson, J. B. (July 2025). Writing and Utilizing JCEL Cases to Develop Transformational Leaders. British Educational Leadership, Management, & Administration Society (BELMAS) Annual Conference, Brighton, England (United Kingdom).
- Okilwa, N. S.** (July 2025). The role of the principal in advocating and facilitating inclusion. DISES International Conference, Nairobi, Kenya.
- Brewer, C., Giles, M., Jimerson, J. B., **Okilwa, N.,** & Rodriguez, M. (November 2024). Writing JCEL cases: Educational leadership praxis for school leader development. The Annual University Council for Educational Administration (UCEA) Convention, Los Angeles, CA.
- Okilwa, N. S.,** Brewer, C., Rodriguez, M., Giles, M., & Jimerson, J. B. (July 2024). Utilizing JCEL cases in leadership preparation programs and expanding the footprint across contexts. British Educational Leadership, Management, & Administration Society (BELMAS) Annual Conference, Glasgow, Scotland (United Kingdom).
- Okilwa, N. S. &** Barnett, B. (November 2023). School Administrators' Leadership Experiences During the COVID-19 Crisis in Texas, USA. The Annual University Council for Educational Administration (UCEA) Convention, Minneapolis, MN.
- Okilwa, N. S.,** Pazez, B. L., & Barnett, B. G. (November 2023). The personal and professional reflections of three Texas high school administrators during the COVID-19 pandemic. The Annual University Council for Educational Administration (UCEA) Convention, Minneapolis, MN.
- Okilwa, N. S. &** Barnett, B. (July 2023). Lessons in educational leadership: Leading through a crisis and moving forward. British Educational Leadership, Management & Administration Society (BELMAS) Annual Conference, Belfast - Northern Ireland, UK.
- Okilwa, N. S.,** Black, B., & Karanxha, Z. (July 2023). Utilizing JCEL cases in leadership preparation programs and expanding the footprint across contexts. British Educational Leadership, Management, & Administration Society (BELMAS) Annual Conference, Belfast - Northern Ireland, UK.
- Okilwa, N. S. &** Barnett, B. (November 2022). Strategies and practices of leading schools during the current COVID-19 crisis. The Annual University Council for Educational Administration (UCEA) Convention, Seattle, WA.
- Okilwa, N. S.** (November 2022). Review of methodological approaches in studies of high-needs schools across multinational contexts. The Annual University Council for Educational Administration (UCEA) Convention, Seattle, WA.

- Okilwa, N. S.** & Barnett, B. (July 2022). Strategies and practices of leading schools during the current COVID-19 crisis. British Educational, Leadership, Management & Administration Society (BELMAS) Annual Conference, Liverpool, UK.
- Goode, H., Drysdale, L., Gurr, D., **Okilwa, N.**, Tripses, J., Alford, B. (July 2022). Relationships and responsibilities: The impact of COVID-19 on school leaders. British Educational Leadership, Management, & Administration Society (BELMAS) Annual Conference, Liverpool, UK.
- Bornstein, J., Lustick, H., Shallish, L., Hannon, L. V., & **Okilwa, N. S.** (April 2022). Active accountability for disproportionate discipline and disability classification highlights student agency, contextualization, and racialization. AERA Annual Meeting, San Diego, CA and Virtual.
- Bornstein, J., Lustick, H., Shallish, L., Hannon, L. V., & **Okilwa, N. S.** (November 2021). Seeking active accountability for disproportionate discipline and disability classification. The Annual University Council for Educational Administration (UCEA) Convention, Columbus, OH.
- Okilwa, N. S.** (November 2020). Review of methodological approaches in studies of high-needs schools across multinational contexts. The Annual University Council for Educational Administration (UCEA) Convention, **Virtual Conference**.
- Okilwa, N. S.** (Symposium Organizer/presenter – November 2020). Discipline disproportionality: Active voices seeking justice in school discipline. The Annual University Council for Educational Administration (UCEA) Convention, **Virtual Conference**.
- Robert, C. & **Okilwa, N. S.** (2020, Apr 17 - 21) *Discipline Policy Reform: A Review of Oakland Unified School District Following an Office of Civil Rights Investigation* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r8jrkb6> (Conference Canceled)
- Okilwa, N. S.** (2019, November). Leading in a diverse context: A principal's efforts to create an inclusive elementary school for refugee students. The Annual University Council for Educational Administration (UCEA) Convention, New Orleans, LA.
- Okilwa, N. S.** & Barnett, B. (2019, July). Four successive school leaders' response to a high-needs urban elementary school context. British Educational Leadership, Management & Administration Society (BELMAS) conference, Hinckley Island, UK.
- Robert, C. & **Okilwa, N. S.** (2018, November). Discipline policy reform: A review of Oakland USD following an OCR investigation. The Annual University Council for Educational Administration (UCEA) Convention, Houston, TX.
- Okilwa, N. S.** & Haupt, K. (2018, April). Pursuing personal dreams: Three Somali Muslim college refugee students defy odds. The Annual American Educational Research Association (AERA) Conference, New York, NY.
- Barnett, B. G. & **Okilwa, N. S.** (2018, April). Mentoring and professional development for assistant principals. The bi-annual New Zealand Educational Administration and Leadership Society Conference, Auckland, New Zealand.
- Brewer, C., **Okilwa, N. S.**, & Duarte, B. (2017, November). Theorizing context specific leadership: Advocacy through culture. The Annual University Council for Educational Administration (UCEA) Convention, Denver, CO.
- Okilwa, N. S.** & Barnett, B. G. (2017, November). Leaders' perspectives on sustaining academic success in a high-need school. The Annual University Council for Educational Administration (UCEA) Convention, Denver, CO.
- Ombonga, M., Ongaga, K., & **Okilwa, N. S.** (2017, November). Instructional leadership practices that improve student learning: Voices from principals in western Kenya. The Annual University Council for Educational Administration (UCEA) Convention, Denver, CO.

- Okilwa, N. S.** (2017, April). Leadership for academic excellence at a girls-only national high in Kenya. The Annual American Educational Research Association (AERA) Conference, San Antonio, TX.
- Okilwa, N. S.** & Hauptert, K. (2017, April). The challenging educational pipeline for refugee students in their new homeland. The Annual American Educational Research Association (AERA) Conference, San Antonio, TX.
- Robert, C. & **Okilwa, N. S.** (2017, April). A review of Los Angeles Unified data following an OCR compliance review. The Annual American Educational Research Association (AERA) Conference, San Antonio, TX.
- Kearney, W.S., **Okilwa, N. S.**, & Goldhorn, J. (2017, April). Principal preparation beyond graduation: A collaboration between universities, districts, and an educational service center. The Annual American Educational Research Association (AERA) Conference, San Antonio, TX.
- Okilwa, N. S.** (2016, November). Examining the culture of academic success at a girls-only national high schools in Kenya. The Annual University Council for Educational Administration (UCEA) Convention, Detroit, MI.
- Okilwa, N. S.** & Barnett, B. G. (2016, April). Sustaining school improvement in a high-need school: Longitudinal analysis of Robbins Elementary School (USA) from 1993 to 2015. The bi-annual New Zealand Educational Administration and Leadership Society Conference, Dunedin, New Zealand.
- Okilwa, N. S.** & Hauptert, K. (2016, April). Leading and supporting the education of refugee students. The Annual American Educational Research Association (AERA) Conference, Washington DC.
- Okilwa, N. S.** & Hauptert, K. (2016, April). Examining teachers in educating refugee students. The Annual American Educational Research Association (AERA) Conference, Washington DC.
- Kearney, W. S, **Okilwa, N. S.**, & Goldhorn, J. (2016, January). Who is preparing school leaders to transition into the job of urban school principal? Analyzing the impact of a regional principal readiness education program on principal self-efficacy. The Texas Council of Professors of Educational Leadership (TCPEA) Midwinter Conference, Austin, TX.
- Okilwa, N. S.** & Hauptert, K. (2015, November). Learning in the new land: How school leadership supports refugee students. The Annual University Council for Educational Administration (UCEA) Convention, San Diego, CA.
- Okilwa, N. S.** & Hauptert, K. (2015, November). What are teachers doing to educate refugee students? Examining efforts at one elementary school. The Annual University Council for Educational Administration (UCEA) Convention, San Diego, CA.
- Okilwa, N. S.** & Barnett, B. G. (2015, November). Sustaining school improvement: A longitudinal analysis of Robbins Elementary School, 1990 to 2014/15. The Annual University Council for Educational Administration (UCEA) Convention, San Diego, CA.
- Garza, E., Merchant, B., Garza, R., Brewer, C., **Okilwa, N. S.**, Nino, J. M., Vielma, K., & Saucedo, H. (2015, September). A principal's contribution to school improvement: A case study. European Educational Research Association (EERA) Conference, Budapest, Hungary.
- Okilwa, N. S.** (2015, April). School discipline disproportionality: Converging efforts are an opportunity for reform. The Annual American Educational Research Association (AERA) Conference, Chicago, IL.
- Okilwa, N. S.** (2014, November). School discipline disparity: Is the federal government creating a window of opportunity for reform? The Annual University Council for Educational Administration (UCEA) Convention, Washington D.C.
- Okilwa, N. S.** & Barnett, B. (2014, November). A pilot study of a high-need school in San Antonio, Texas. The Annual University Council for Educational Administration (UCEA)

Convention, Washington D.C.

Brewer, C. & **Okilwa, N. S.** (2014, April). School improvement by facilitating belonging: A Review of the literature. The Annual American Educational Research Association (AERA) Conference, Philadelphia, PA.

**Okilwa, N. S.** & Brewer, C. (2013, November). Exploring the principal's contribution to school belonging: A Review of the literature. The Annual University Council for Educational Administration (UCEA) Convention, Indianapolis, IN.

**Okilwa, N. S.** (2013, April). Exploring protective factors in school and home contexts for economically disadvantaged students in the middle school. The Annual American Educational Research Association (AERA) conference, San Francisco, CA.

**Okilwa, N. S.** (2013, April). Risk factors associated with transition into the middle school. The Annual American Educational Research Association (AERA) conference, San Francisco, CA.

**Okilwa, N. S.** (2012, November). Exploring school belonging as a protective factor for economically disadvantaged students in the middle school. The Annual University Council for Educational Administration, UCEA, Convention, Denver, CO.

**Okilwa, N. S.** (2012, April). Zero tolerance policy: The racialized and gendered nature of school discipline. Accepted for the Annual American Educational Research Association (AERA) conference, Vancouver, British Columbia, Canada.

**Okilwa, N. S.** & Shelby, L. (2011, April). Publishing in graduate school: A Narrative of the process. Poster presentation at the Annual Council of Exceptional Children, National Harbor, MD.

**Okilwa, N. S.** & Shelby, L. (2009, April). The effects of peer tutoring on academic performance of students with disabilities in grades 6 through 12: A synthesis of the literature. Poster presentation at the Annual Council of Exceptional Children, Seattle, WA.

#### **INVITED PRESENTATIONS/PANEL (non-refereed)**

**Okilwa, N.S.** (2024, October 29). Addressing disparities: Rethinking school discipline for young men with disabilities of African heritage. Project Diverse Speaker Series: Baylor Center for Developmental Disabilities, School of Education, Baylor University.

**Okilwa, N. S.** (2023, April 26). Panel discussion: International perspectives on student support in higher education (virtual). The Center for Educational Research, Policy, and Practice, University of Texas at Arlington.

**Okilwa, N. S.** (2018, September). Learning in a new land: School leadership support for refugee students. The ProLanguage Project Final Conference, University of Reading, United Kingdom.

**Okilwa, N. S.** (2016, Feb. 25). Educational support for refugee students: The case of one elementary school in San Antonio. Academic Inquiry & Scholarship Class – First Year Experience Program, The University of Texas at San Antonio.

#### **GRANTS AND FELLOWSHIPS**

Fulbright – US Scholar Program, Fall 2023 (**Finalist**), (Requested \$95,150 - unfunded)

Fulbright – US Scholar Program, Fall 2021 (**Finalist**), (Requested \$89,150 – unfunded)

Spenser Foundation – Small Education Grant, 2019 (Requested \$50,000 – unfunded)

Russell Sage Foundation, Fall 2017 (Requested: \$79,206 – unfunded)

Greater Texas Foundation Fellowship, Spring 2016 (Requested: \$159,200 – unfunded)

College of Education and Human Development Faculty Research Award, 2014/15 (Requested: \$5,000 – unfunded)

UTSA-VPR's INTRA Seed Funding, 2015/16 (Requested: \$5,000 – unfunded)

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## ***COURSES DEVELOPED & TAUGHT***

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**BAYLOR UNIVERSITY**

EDL 6304: Politics, Policy, and Governance  
 EDL 6336: Qualitative Research/Data Analysis

**UNIVERSITY OF TEXAS AT SAN ANTONIO**

EDL 7273: Examining School Populations, Structure, & Culture  
 LDR 7137: Majority-Minority Settings  
 LDR 7003: Proseminar in Educational Leadership  
 EDU 7003: Survey of Research Methods  
 EDL 6943: Practicum in Educational Administration  
 EDU 6223: Education in a Culturally and Linguistically Diverse Society  
 EDL 6033: Educational Policy & Politics  
 EDL 5503: Administration and Function of Special Programs  
 EDL 5203: School and Community Relations in Education  
 EDU 5003: Research Methods

**UNIVERSITY OF WYOMING**

EDST 3500: Quantitative Reasoning

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## ***STUDENT ADVISING & COMMITTEES***

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**MASTER'S ADVISING (University of Texas at San Antonio)**

Advisor of NISD Cohort #8 (Spring 2023 – Fall 2024)  
 Advisor of doctoral students – 15 students

**DOCTORAL DISSERTATION (University of Texas at San Antonio)****CHAIR**

Guadalupe Veliz (Graduated Fall 2022). Title: *Saber es poder: Understanding how school leaders engage and communicate with immigrant parents*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies. (Chair)

**COMMITTEE MEMBERSHIP**

Colleen Bohrmann (Graduated Spring 2025). Title: *Exploring the voices: A case study of the experiences of head start policy council members in a large urban setting*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Laura Ancira (Graduated Fall 2024). *Principal decision-making: Factors in student discipline*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Graciela E. Bell (Graduated Fall 2024). *School closures in the neighborhood: a case study in one school district*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Robert Schlegel (Graduated Spring 2024). Title: *Social justice oriented assistant principals' sensemaking of high stakes testing and accountability system pressures*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Christopher R. Flanagan-Gonzales (Graduate Fall 2023). Title: *Responding to the academic and social-emotional needs of refugee students: the role of school leaders and school personnel in providing them with a supportive environment*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Katrina D. Ashworth (Graduated Fall 2023). Title: *Early childhood virtual and hybrid learning*

- with social emotional learning: A phenomenological research study*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Teresa A. Silva (Graduated Fall 2022). Title: *Latina principals and the development of a mestiza professional identity*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Richard Yoder (Graduated Fall 2022). Title: *Exploring factors affecting emergent bilingual student voice: Perspectives of the middle school teacher*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Misti Michelle Kelley (Graduated Spring 2022). Title: *Trust and bullying: A study of social processes in elementary schools*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Lindsey Vela (Graduated Fall 2021). Title: *A case study: Understanding the experiences of school leaders who utilize the arts integration school model*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Jason Swisher (Graduated Spring 2021). Title: *Beyond refuge: A theoretical framework for emancipatory education of forcibly displaced*. Texas State University.
- Justin Turner (Graduated Fall). Title: *Narrowing the achievement gap between Hispanic and White students: A case study of one outperforming school district in South Texas*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Amanda Garner-Maskil (Graduated Fall 2020). Title: *Understanding Teacher Applicant Responses and Behaviors: Lessons from a Comparative Case Study of Elementary Title I Principals*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Joe Juarez (Graduated Summer 2020). Title: *Latino students with learning disabilities: What does it take to be successful?* University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Timothy Mattison (Graduated Fall 2019). Title: *Teacher mental wellness in Texas: The relationships between beliefs about happiness, emotions and indicators of mental wellness*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Anna Saulsbury (Graduated Fall 2019). Title: *A case study of the language policy of a local newcomer program*. University of Texas at San Antonio, Department of Bicultural and Bilingual Studies.
- NaKeshia Graves (Graduated Spring 2019). Title: *Factors that affect the mathematical achievement of African American males in urban schools*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Erin McKinney (Graduated Fall 2018). Title: *Teacher and ELL student growth mindsets in the mathematics classroom*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- James King (Graduated Spring 2018). Title: *Social relationships between private schools in Texas*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Diana Guajardo (Graduated Spring 2018). Title: *Multidimensional borders*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Catherine Robert (Graduated Spring 2017). Title: *Non-instructional paraprofessional turnover in the K-12 campus office*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.
- Hugo Saucedo (Graduated Fall 2016). Title: *Examining the under representation of Latino males in academia particularly in tenure track positions*. University of Texas at San Antonio,

Department of Educational Leadership and Policy Studies.

Arthur A. Mendez (Graduated Fall 2013). Title: *Life stories of four academically successful Mexican-American students*. Department of Educational Leadership and Policy Studies.

### **ACTIVE**

Chasity Camero (active). Title: *Experiences of Latina teachers who attended a white majority staff high school and graduated from College*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Anna M. Lopez (active). Title: *Strategies in developing the instructional leadership skills in novice principals who lead small, rural schools in South Texas*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Patric Rivas (Active – **Co-chair**). Title: *You left? A look at state policy and teacher recruitment, retention, and attrition*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Frieayda Eakins (Active). *A Study on why dark-skinned Black females are disproportionately disciplined in K-12 education and its long-term effects*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Chasity Camero (active). Title: *Experiences of Latina teachers who attended a white majority staff high school and graduated from College*. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Maria Wilhelm (Active). A case study: Creating mathematics curriculum for high school students with interrupted formal education in a content-based esl math course. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Naderia Hartely (Active). Title TBD. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Chelsea Hytchye (Active). Title TBD. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Monica Herrera (Active). Title TBD. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Michael Silvas (Active). University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

Rebecca Zamora-Barraza (Active). Title TBD. University of Texas at San Antonio, Department of Educational Leadership and Policy Studies.

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## ***PROFESSIONAL SERVICE***

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### **NATIONAL & INTERNATIONAL**

Co-Director, UCEA Center for International Study of School Leadership, (Spring 2025-)  
Steering Committee Member, International School Leadership Development Network (ISLDN), Spring 2025 -

AERA Division A, Reviewer for the 2025 Excellence in Research Award  
Session Facilitator (November 2024). Leader sensemaking in the pursuit of educational equity. The Annual University Council for Educational Administration (UCEA) Convention, Los Angeles, CA.

Publications Committee Member: UCEA Publications, 2022 – 2023.

Session Organizer/Facilitator (November 2022). Utilizing JCEL cases in preparation programs and district-level professional development. The Annual University Council for Educational Administration (UCEA) Convention, Seattle, WA.

Program Reviewer Team Member, Application for University Council for Educational

Administration (UCEA) Institutional Membership – Texas Tech University, Spring 2022.

Associate Editor (Editor in Chief, 2021/22), *Journal of Cases in Educational Leadership (JCEL)*, 2019 – present

Nominee for UCEA’s Executive Committee – not elected (Fall 2020).

Session Organizer/Digital Discussant: Discipline disproportionality: Active voices seeking justice in school discipline. The Annual University Council for Educational Administration (UCEA) Convention, **Virtual Conference** – November 2020.

Digital Discussant: Planting schools in the soil of decolonial leadership. The Annual University Council for Educational Administration (UCEA) Convention, **Virtual Conference** – November 2020.

Jackson Scholar Mentor, University Council for Educational Administration, Fall 2019 – present.

Plenum Session Representative (PSR) for UTSA, University Council for Educational Administration, Fall 2016 – 2019.

Session Facilitator: *A Study visit of an exemplary educational leadership preparation program: The Urban School Leaders Collaborative*. University Council for Educational Administration, November 2016.

Session chair: Student perceptions and engagement in schooling, Annual Conference of the University Council for Educational Administration, November 2015.

Session Chair: *Community development & collaborations; and How leaders negotiate the influence of social context on organizational structures and school policies*, Annual Conference of the American Educational Research Association, 2015.

Session Chair: *Optimizing the student experience for increased equity*, Annual Conference of the University Council for Educational Administration, 2014.

Peer Reviewer, Proposals for the Annual Conference of the University Council for Educational Administration, 2012 – present.

Peer Reviewer, Proposals for the Annual Conference of the American Educational Research Association, 2012 – present

**Promotion & Tenure External Reviewer**

P&T to Associate Professor, Texas Tech University, 2024

P&T to Associate Professor, Sacred Heart University, 2025

## **Journals**

Peer Reviewer, *Journal of School Leadership*, 2018 – present

Peer Reviewer, *Global Education Review*, 2018 – present

Peer Reviewer, *Leadership and Policy in School*, 2018 – present

Peer Reviewer, *Multicultural Perspectives Journal*, 2016 – present

Peer Reviewer, *Canadian and International Education Journal*, 2014 – present

Peer Reviewer, *Urban Education* journal, 2012 – present

## **BAYLOR UNIVERSITY**

Panelist, Baylor Black History Month: (Baylor in Deeds: African faculty perspectives on answering the call), February 6, 2025.

## **UNIVERSITY OF TEXAS AT SAN ANTONIO**

### **University**

UTSA Core Curriculum Committee, Fall 2020 – Summer 2022.

Grant reviewer for Research Advancement and Transformation (GREAT) Seed Grant Program, Summer 2016.

Provost panelist for Student Success Initiative, Fall 2016.

### **College (UTSA)**

Conceptual Framework and Candidate Proficiency Committee, 2020 – present

Research and Development Committee, 2018-2019.

Faculty Development Leave Committee, 2018

COEHD Piper Award Committee, Fall 2016.

### **Departmental (UTSA)**

Master's Graduate Advisor of Record (GAR), Fall 2022 – present

Chair, DFRAC for faculty promotion review, Spring 2020

Coordinator, UTSA/NISD Master's Cohort Program, 2020 – present

Member (Chair, 2021), Faculty Merit Review Committee, 2020 – present

Plenary Session Representative, University Council for Educational Administration (UCEA), Fall 2016- 2019.

Co-coordinator, Northside ISD-UTSA Texas Education Association Principal Preparation Grant Program, Spring 2018 – 2019

Co-coordinator, UTSA/NISD Master's Cohort Program, 2015 – 2020

ELPS dept. representative at the Northside ISD Principals' monthly meetings, 2016 - present

Co-planner, ELPS Interview/Resume Writing Workshop, 2016 – present

Faculty Sponsor of the Journal Club, 2014-2016

Member, Educational Leadership Program Committee, Fall 2013 – present

Member, ELPS Doctoral Committee, Fall 2013 – present

### **LOCAL COMMUNITY**

#### **San Antonio, TX**

Member of Council of Advisors, Westover Hills Church, San Antonio, TX. Spring 2021 – 2025.

Member of Board of Advisors, Refugee Resettlement Services, Catholic Charities, San Antonio, TX. Fall 2019 – present.

Board Member, The Academy at Morgan Wonderland, San Antonio, TX, 2016 – 2019.

Invited Speaker, High school graduation celebration of three graduates, Spring 2015.

Member of the 2014 Northside ISD Citizen's Bond Committee, San Antonio, TX, Fall 2013.

Member of WATCH D.O.G.S. (Dads of Great Students) team, Myers Elementary School, Fall 2013.

#### **Laramie, WY**

Member of the Board of Directors, Solid Rock Outdoor Ministries, Laramie, WY, 2004 – 2006.

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### ***PROFESSIONAL AFFILIATIONS***

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British Educational Leadership, Management, and Administration Society (BELMAS), 2019 – present.

International School Leadership Development Network (ISLDN), 2014 – present.

University Council for Educational Administration (institutional membership), 2010 – present.

American Educational Research Association, 2010 – present.

Council of Exceptional Children, 2002 – 2016.