

# Kari B. Taylor

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## EDUCATION

- ♦ **Doctor of Philosophy – Higher Education and Student Affairs, Department of Educational Studies**  
The Ohio State University; Columbus, OH      Graduation Date: August 2017  
University Fellowship, 2013-2014  
Dissertation: *Contextualizing How Undergraduate Students Develop Toward Critical Consciousness*  
Dissertation Chair: Dr. Susan R. Jones
- ♦ **Master of Science – College Student Personnel (Student Development and Student Cultures emphases)**  
Miami University; Oxford, Ohio      Graduation Date: May 2006
- ♦ **Bachelor of Journalism – Magazine sequence, Magna cum laude**  
**Bachelor of Arts – Biological Sciences, Magna cum laude**  
University of Missouri-Columbia      Graduation Date: May 2004

## PROFESSIONAL EXPERIENCE

- ♦ **Program Director; Student Affairs Administration (SAA) Program; Department of Education, School of Arts and Sciences; Springfield College; Springfield, MA; August 2022-present**  
*Department of Psychology; School of Social Work and Behavioral Sciences; Springfield College; Springfield, MA; January 2022-July 2022*  
Develop, maintain, and update program curriculum as necessary to meet professional competencies. Recruit and train adjunct faculty members. Coordinate program goals and strategies with the department's and school's strategic plans. Develop and assess student learning outcomes. Coordinate recruitment and admission process to meet enrollment management targets; coordinate graduate fellowship selection process for incoming students. Oversee advising for current students. Establish and maintain strong connections with program alumni. Build partnerships with student affairs staff locally, regionally, and nationally.
- ♦ **Assistant Professor; Student Affairs Administration (SAA) Program; Department of Education, School of Arts and Sciences; Springfield College; Springfield, MA; August 2022-present**  
*Department of Psychology; School of Social Work and Behavioral Sciences; Springfield College; Springfield, MA; July 2019-July 2022*  
Teach 3-4 graduate courses per semester related to higher education and student affairs administration, college student learning and development, and equity and social justice. Contribute to scholarly literature within the field of higher education and student affairs. Provide service to the College, department, and program. Assisted program director with marketing and recruiting initiatives to increase enrollment in the program. Collaborated with program director to design and implement updated curriculum.
- ♦ **Assistant Professor-in-Residence and Program Director; Higher Education and Student Affairs (HESA) Program; Department of Educational Leadership; Neag School of Education; University of Connecticut; Storrs, CT; August 2017-July 2019**  
Fostered collaboration between the Department of Educational Leadership and the Division of Student Affairs to prepare reflective and inclusive higher education and student affairs professionals. Oversaw the recruitment and admission of students to the HESA master's program. Coordinated graduate assistantship experiences for approximately 40 HESA students. Provided ongoing support to HESA faculty and staff related to teaching and advising within the HESA program. Built and sustained communication with all stakeholders including prospective and current students, alumni, faculty and staff, graduate assistantship and practicum supervisors, and external audiences. Taught 2 HESA graduate courses per semester. Directly advised 10-12 HESA students. Contributed to scholarly literature within the field of higher education and student affairs.

- ◆ **Graduate Research Assistant;** *Department of Educational Studies; College of Education and Human Ecology; The Ohio State University; Columbus, Ohio; May 2017-August 2017*

Prepared research manuscripts for publication in leading journals within the field of higher education and student affairs. Conceptualized a book chapter on critical and postmodern perspectives regarding cognitive dissonance. Designed a student development theory presentation for student affairs practitioner audiences. Developed a detailed guide for writing a dissertation proposal.
- ◆ **Graduate Student Researcher;** *The Center for the Study of Student Life; The Ohio State University; Columbus, Ohio; August 2014-May 2017*

Collaborated with Office of Student Life departments to design and implement quantitative and qualitative program assessment initiatives. Conducted data analysis and developed reports to assist student affairs practitioners in making evidence-based decisions. Designed and implemented qualitative research projects regarding student learning including a project to assess students' perceptions of internship opportunities and a study to explore international students' needs and interests with regard to co-curricular support.
- ◆ **Graduate Research Assistant;** *Examining the Developmental Readiness of Participants in the "Youth Leadership and Service-Learning" International Experience in Ecuador; The Ohio State University; Columbus, Ohio; August 2013-December 2015*

Assisted Principal Investigator Dr. Susan R. Jones, Professor of Higher Education and Student Affairs in the Department of Educational Studies at The Ohio State University, in conceptualizing the project and gaining approval for the project from the Institutional Review Board (IRB). Collaborated with four graduate students to conduct semi-structured interviews and analyze data. Identified themes related to the conditions under which students are developmentally ready to negotiate dissonance they experience during service-learning. Co-authored manuscripts regarding research findings.
- ◆ **Senior Associate Director;** *University Honors Program; Miami University; Oxford, Ohio; July 2011-July 2013*

Earned promotion based on record of consistently completing projects beyond those required of the Associate Director position. Developed and oversaw academic support policies and procedures for a learning outcomes-based liberal education curriculum. Supervised five assistant directors in providing academic support for approximately 1,800 high-ability students. Facilitated ongoing refinement of the University Honors Program's electronic portfolio process to cultivate meaningful reflection and ensure valid assessment of student learning. Conceptualized and implemented training modules for academic advisors as chair of the professional development subcommittee of Miami's Undergraduate Academic Advising Council.
- ◆ **Associate Director for Student Development;** *University Honors Program; Miami University; Oxford, Ohio; March 2008-July 2011*

Assisted in the transition from a course-based honors program to an outcomes-based, learning-centered honors program. Conceptualized and implemented a developmental advising process for approximately 1,800 high-ability students from a broad range of majors. Developed and coordinated the University Honors Program electronic portfolio process in which students reflected on their learning in key competency areas (e.g., critical thinking, intercultural understanding). Served as the direct supervisor for three assistant directors. Collaborated with divisional assistant deans and faculty advisors throughout the university to enroll incoming first-year honors students in learning communities. Served as the primary honors advisor for approximately 200 students.
- ◆ **Assistant Director for Academic & Co-curricular Support;** *Honors & Scholars Program; Miami University; Oxford, Ohio; July 2006-March 2008*

Provided academic advising regarding curricular and co-curricular opportunities and the honors thesis process for approximately 2,000 high-ability students. Developed and coordinated proactive advising outreach, which included collaborating with peer mentors, creating weekly e-newsletters, maintaining learning management system sites, and offering workshops. Partnered with the Office of Residence Life to create and implement developmentally sequenced programs for approximately 600 students residing in Honors & Scholars living learning communities. Helped recruit, train, and supervise instructors for an introductory honors seminar.

- ◆ **Research Team Member;** *Wabash National Study of Liberal Arts Education; Miami University; Oxford, Ohio; July 2006-October 2011*  
Facilitated semi-structured interviews with 10-12 undergraduate students at a mid-sized private liberal arts institution on an annual basis. Analyzed verbatim transcripts to assess participants' levels of cognitive, intrapersonal, and interpersonal development and understand how participants' levels of development mediated their achievement of seven liberal arts outcomes. Reviewed findings from interviews to help refine descriptions of developmental levels and identify the nuances of students' developmental journeys.
- ◆ **Associate Editor;** *About Campus: Enriching the Student Learning Experience; Oxford, Ohio; May 2006-December 2009*  
Collaborated with the Executive Editor and authors to prepare feature articles that provided an in-depth look at issues affecting student learning. Participated in the process of selecting feature articles and department articles for each issue that provided relevant and diverse perspectives on student learning. Helped conceptualize and review the Executive Editor's note for each issue.
- ◆ **Editorial Assistant;** *About Campus: Enriching the Student Learning Experience; Oxford, Ohio; August 2004-May 2006*  
Participated in conceptual planning and decision-making with regard to the content of each issue. Worked with authors to prepare engaging, well-written manuscripts for the "Bottom Line" department. Collaborated with members of the editorial team to assess the quality of manuscript submissions and offer recommendations for revision. Supervised the student editorial assistant and coordinated communication and record-keeping tasks associated with producing the publication. Obtained and analyzed readers' feedback to assess the effectiveness of the publication.

## TEACHING

### GRADUATE-LEVEL COURSES

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- ◆ **Introduction to Student Affairs**  
*Lead Instructor, Springfield College; Fall 2020, Fall 2021, Fall 2022*  
*Co-Instructor, University of Connecticut; Fall 2017*  
*Graduate Teaching Assistant, The Ohio State University; Fall 2015*  
A three credit-hour, graduate-level seminar designed to introduce master's students to the history, philosophy, and contemporary issues within higher education and student affairs. Used an integrative learning approach to weave diversity, equity, and inclusion issues throughout the curriculum.
- ◆ **Assessment, Research, and Data-informed Decision-making**  
*Lead Instructor, Springfield College; Fall 2020, Fall 2022*  
*Graduate Teaching Assistant, The Ohio State University; Summer 2016*  
A three credit-hour course that prepares graduate students to conduct high-quality assessment and research within higher education and student affairs as well as use results to enhance student learning and program effectiveness. Collaborated with a wide range of professionals to illustrate practical, real-world uses of assessment and research on college campuses.
- ◆ **Equity, Inclusion, and Social Justice in Collegiate Contexts**  
*Lead Instructor, Springfield College; Spring 2020, Fall 2020, Fall 2021*  
A three credit-hour, graduate-level seminar focused on addressing systemic societal inequities related to access to and success within higher education. Created the curriculum to align with the most recent professional competencies for social justice and inclusion. Incorporated historical analysis to allow students to recognize how current issues are grounded in the historical legacy of exclusion of marginalized communities.
- ◆ **Leadership, Legal Issues, and Higher Education Policy**  
*Lead Instructor, Springfield College; Spring 2020, Spring 2021, Spring 2022*  
*Lead Instructor, University of Connecticut; Spring 2018*  
A three credit-hour course that prepares master's students to demonstrate ethical leadership and analyze key legal and policy issues within higher education and student affairs. Built partnerships with a wide range of professionals to show relevance of knowledge related to law and policy.

## GRADUATE-LEVEL COURSES (CONTINUED)

### ♦ **Fieldwork/Practicum & Seminar in Student Affairs**

*Lead Instructor, Springfield College; Fall 2019-Spring 2023*

*Lead Instructor, University of Connecticut; Fall 2018, Spring 2019*

A three credit-hour, experiential learning-based course in which students complete a total of 140-150 hours of work within a higher education and student affairs context. Collaborated with supervisors to ensure students developed meaningful learning goals and forms of performance evaluation for their field experiences. Used a community of practice approach to facilitate collective learning and problem-solving regarding contemporary and complex issues within practice. Integrated mindfulness strategies into the curriculum to help students develop productive stress-reduction practices.

### ♦ **College Student Development**

*Lead Instructor, Springfield College; Fall 2019, Spring 2021, Spring 2022, Spring 2023*

*Lead Instructor, University of Connecticut; Spring 2019*

*Teaching Assistant, The Ohio State University; Spring 2016*

A three credit-hour course for first-year master's students focused on holistic development among diverse college students. Redesigned the curriculum to center students' lived experiences, examine the sociohistorical contexts in which existing theories were created, include critical theoretical perspectives, and connect theory with practice.

### ♦ **Practicum in Higher Education-First Semester Experience**

*Lead Instructor, University of Connecticut; Fall 2018*

A two credit-hour course tailored to students entering the University of Connecticut's Higher Education and Student Affairs (HESA) Program. Redesigned the curriculum to prepare students, many of whom identify as first-generation, for the academic, personal, and social challenges of graduate-level coursework in a cohort-based program.

### ♦ **Capstone Seminar in Higher Education**

*Lead Instructor, Springfield College; Spring 2023*

*Lead Instructor, University of Connecticut; Spring 2018*

A three credit-hour capstone course that serves as a culminating experience for graduating master's students. Provided individualized advice and feedback to support students in preparing projects and presentations for the programmatic comprehensive evaluation. Created assignments that focused on honing students' abilities to apply theoretical frameworks to practice.

## UNDERGRADUATE-LEVEL COURSES

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### ♦ **Springfield College Seminar-Honors Section**

*Lead Instructor, Springfield College; Fall 2022*

A three credit-hour seminar that introduces first-year students to the College's core curriculum, intellectual culture, and service-oriented mission. Created curriculum to engage students in interdisciplinary thinking and co-curricular learning.

### ♦ **Foundations of Engaged Learning**

*Course Coordinator and Lead Instructor, Miami University; Fall 2009-Fall 2013*

A one credit-hour course designed to orient first-year students to Miami's Honors Program. Coordinated approximately 20 sections of the course each fall semester. Oversaw training of staff instructors and peer discussion leaders. Served as lead instructor for 1-3 sections each fall semester.

### ♦ **Allies, Advocates, and Action**

*Lead Instructor, Miami University; Fall 2010-Spring 2012*

A co-curricular experience that engaged students in service-learning experiences and analysis of social justice issues. Served as lead instructor. Developed relationships with community partners who provided service opportunities for students enrolled in the course.

### ♦ **Preparing for Life Beyond Miami**

*Lead Instructor, Miami University; Fall 2008-Fall 2010*

A one credit-hour, seminar-style course designed to help students make wise decisions regarding their post-graduate plans. Revised curriculum to intentionally foster students' development. Collaborated with campus partners in human resources, financial assistance, and counseling services to help students plan for challenges associated with graduate and professional school or employment.

## UNDERGRADUATE-LEVEL COURSES (CONTINUED)

### ♦ **Multiculturalism and the Community**

*Course Coordinator and Lead Instructor, Miami University; Fall 2006-Spring 2008*

A one credit-hour course in which students actively explored dynamics of social identities. Incorporated videos and literature into the curriculum to allow students attending a predominantly White institution to engage with diverse perspectives. Trained graduate assistants to teach sections of the course.

### ♦ **Student Development in the Residence Halls**

*Co-instructor, Miami University; Spring 2005*

A one credit-hour course designed to help newly hired resident assistants explore theoretical and practical aspects of leadership, diversity, community building, and identity development. Facilitated in-class discussions. Provided feedback on community development plans.

### ♦ **Cross-cultural Journalism Proseminar**

*Undergraduate student facilitator, University of Missouri-Columbia; Fall 2001-Spring 2003*

A one credit-hour course designed to help first-year students succeed academically and personally. Collaborated with faculty members from the University of Missouri's School of Journalism to develop weekly lesson plans. Independently facilitated class sessions on multiple occasions. Provided peer mentorship to students regarding collegiate success strategies.

## PUBLICATIONS

### PEER-REVIEWED JOURNAL ARTICLES

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- ♦ Pérez II, D., & **Taylor, K. B.** (under review). "Success is not just about grades": Exploring scholars-practitioners' informal theories on student success in higher education.
- ♦ Neville, K. M., & **Taylor, K. B.** (in press). Disrupting the status quo: Developing an equity-oriented educational leadership Ph.D. program. *About Campus: Enriching the Student Learning Experience*.
- ♦ Myers, S., **Taylor, K. B.**, Singe, S., & Barrett, J. (in press). Meaning making among professional masters athletic training students. *Athletic Training Education Journal*.
- ♦ Castillo-Montoya, M., & **Taylor, K. B.** (2021). Researching complex collegiate learning: A critical and integrative approach to classroom observation. *International Journal of Qualitative Studies in Education*. 1–17. <https://doi.org/10.1080/09518398.2021.2003891>
- ♦ **Taylor, K. B.** (2021). Exploring the complexities of peer interactions in fostering development toward critical consciousness. *Journal of Diversity in Higher Education*, 14(1), 50-62.
- ♦ **Taylor, K. B.**, & Baker, A. R. (2019). Examining the role of discomfort in collegiate learning and development. *Journal of College Student Development*, 60(2), 173-188.
- ♦ **Taylor, K. B.**, Jones, S. R., Massey, R., Mickey, J., & Reynolds, D. J. (2018). "It just had to settle": A longitudinal investigation of students' developmental readiness to navigate dissonance and experience transformation through international service-learning. *The Journal of Higher Education*, 89(2), 236-260.
- ♦ **Taylor, K. B.**, Jones, S. R., Massey, R., Mickey, J., Reynolds, D. J., & Jackson, T. (2017). Examining developmental readiness in an international service-learning context. *Journal of College Student Development*, 58(5), 685-703.
- ♦ **Taylor, K. B.** (2016). How prepared are students for global citizenship?: A qualitative, holistic model for assessing intercultural competence. *The Journal of Student Affairs Inquiry*, 1(2), 1-24.
- ♦ Pérez II, D., & **Taylor, K. B.** (2016). Cultivando logradores: Nurturing and sustaining Latino male success in higher education. *Journal of Diversity in Higher Education*, 9(1), 1-19.
- ♦ Baxter Magolda, M. B., King, P. M., **Taylor, K. B.**, & Wakefield, K. M. (2012). Decreasing authority dependence during the first year of college. *Journal of College Student Development*, 53(3), 367-382.
- ♦ **Taylor, K. B.**, Baxter Magolda, M. B., & Haynes, C. (2010). Miami University's collective journey toward discovery-based learning. *Learning Communities Journal*, 2(2), 1-26.
- ♦ **Taylor, K. B.** (2008). Mapping the intricacies of young adults' developmental journey from socially prescribed to internally defined identities, relationships, and beliefs. *Journal of College Student Development*, 49(3), 215-234.

## BOOK CHAPTERS

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- ♦ **Taylor, K. B.** (2023). Exploring how epistemologies guide the process of coding data and developing themes. In A. L. Terosky, V. L. Baker, & J. C. Sun (Eds.), *A practical guide to teaching research methods in education: Lesson plans and advice from faculty* (pp. 179-187). Taylor & Francis.
- ♦ **Taylor, K. B., & Reynolds, D. J.** (2019). Dissonance. In E. S. Abes, S. R. Jones, & D-L. Stewart (Eds.), *Rethinking college student development theory using critical frameworks* (pp. 94-109). Sterling, VA: Stylus.
- ♦ Baxter Magolda, M. B., & **Taylor, K. B.** (2017). Holistic development. In J. H. Schuh, S. R. Jones, & V. Torres (Eds.), *Student services: A handbook for the profession* (6th ed., pp. 153-168). San Francisco, CA: Jossey-Bass.
- ♦ **Taylor, K. B.** (2016). Diverse and critical perspectives on cognitive development theory. In E. S. Abes (Ed.), *Critical perspectives on student development theory*. New Directions for Student Services (no. 154, pp. 29-41). San Francisco, CA: Jossey-Bass.
- ♦ Baxter Magolda, M. B., & **Taylor, K. B.** (2016). Developing self-authorship in college to navigate emerging adulthood. In J. J. Arnett (Ed.), *The Oxford handbook of emerging adulthood*. New York, NY: Oxford University Press.
- ♦ Baxter Magolda, M. B., King, P. M., & **Taylor, K. B.** (2012). Entering the crossroads: Predominantly external positions. In M. B. Baxter Magolda & P. M. King (Eds.), *Assessing meaning making and self-authorship: Theory, research, and application*. ASHE Higher Education Report (38:3, pp. 67-76). San Francisco, CA: Jossey-Bass.
- ♦ Baxter Magolda, M. B., King, P. M., & **Taylor, K. B.** (2012). Leaving the crossroads: Predominantly internal positions. In M. B. Baxter Magolda & P. M. King (Eds.), *Assessing meaning making and self-authorship: Theory, research, and application*. ASHE Higher Education Report (38:3, pp. 77-86). San Francisco, CA: Jossey-Bass.
- ♦ **Taylor, K. B.** (2011). Aiming to redefine, not restrict, parental involvement: How to foster developmentally effective parent-student partnerships. In P. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs* (pp. 182-193). Sterling, VA: Stylus.

## BOOK REVIEWS & OTHER ARTICLES

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- ♦ **Taylor, K. B., & Baxter Magolda, M. B.** (2015). Building educators' capacities to meet twenty-first century demands. *About Campus: Enriching the Student Learning Experience*, 20(4), 16-25.
- ♦ **Taylor, K. B.** (2014). *Changing on the Job: Developing Leaders for a Complex World* by Jennifer Garvey Berger (review), *Journal of College Student Development*, 55(4), 429-431.
- ♦ **Taylor, K. B., & Haynes, C.** (2008). A framework for intentionally fostering student learning. *About Campus: Enriching the Student Learning Experience*, 13(5), 2-11.
- ♦ **Taylor, K. B.** (2005). A gathering of great minds: Designing twenty-first century education with twentieth-century ideas. *About Campus: Enriching the Student Learning Experience*, 10(2), 17-23.

## PRESENTATIONS

### PEER-REVIEWED PRESENTATIONS

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- ♦ **Taylor, K. B. & Neville, K.** (2023, April). Recognizing and dismantling inequity in organizational policies and practices. Presentation given at the NASPA Student Affairs Administrators in Higher Education Annual Conference, Boston, MA.
- ♦ **Taylor, K. B., McMahon, D., Baush, A., & Erickson, M.** (2023, April). Cultivating mindfulness among aspiring and new student affairs professionals. Presentation given at the NASPA Student Affairs Administrators in Higher Education Annual Conference, Boston, MA.
- ♦ Pérez II, D., & **Taylor, K. B.** (2022, June). "It's a two-way cycle": Exploring scholar-practitioners' informal theories on student success. Presentation given at the 2022 NASPA Conference on Student Success in Higher Education, Baltimore, MD.
- ♦ **Taylor, K. B., Sprinkel, C., & Jackson, D.** (2021, March). Assessing critical consciousness development among marginalized students. Poster presented at the ACPA College Student Educators International Annual Convention. [Virtual due to COVID-19 pandemic.]

**PEER-REVIEWED PRESENTATIONS (CONTINUED)**

- ◆ **Taylor, K. B.**, Shalka, T., Duran, A., & Travers, C. (2020, March). *How to publish your scholarship as a graduate student*. Presentation given at the ACPA College Student Educators International Annual Convention, Nashville, TN.
- ◆ Shalka, T., Duran, A., Travers, C., & **Taylor, K. B.** (2019, March). *Navigating the writing and publishing process as a graduate student*. Presentation given at the ACPA College Student Educators International Annual Convention, Boston, MA.
- ◆ Castillo-Montoya, M., & **Taylor, K. B.** (2018, November). *Seeing the links between educational practices and learning in higher education: The benefits of multifaceted classroom observations*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.
- ◆ Hernández, E., & **Taylor, K. B.** (2018, March). *Debunking 8 common myths about self-authorship*. Presentation given at the ACPA College Student Educators International Annual Convention, Houston, TX.
- ◆ **Taylor, K. B.** (2017, November). *Contextualizing how undergraduate students develop toward critical consciousness: A focus on the complexities of peer interactions*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Houston, TX.
- ◆ **Taylor, K. B.** (2017, March). *Contextualizing how undergraduate students develop critical consciousness*. Presentation given at The Ohio State University Hayes Research Forum, Columbus, OH.
- ◆ Baker, A. R., & **Taylor, K. B.** (2016, November). *Examining the role of discomfort in collegiate learning and development*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Columbus, OH.
- ◆ McDaniel, A., **Taylor, K. B.**, & Oaks, D. J. (2016, March). *Assessing the co-curricular needs of international students on campus: Three lessons learned*. Presentation given at the NASPA Student Affairs Administrators in Higher Education Annual Conference, Indianapolis, IN.
- ◆ Baker, A. R., **Taylor, K. B.**, & Oaks, D. J. (2016, March). *Converting data into decisions: The interpretation, communication, and use of qualitative assessment to inform and improve student affairs practice*. Presentation given at the NASPA Student Affairs Administrators in Higher Education Annual Conference, Indianapolis, IN.
- ◆ **Taylor, K. B.**, & Jones, S. R. (2015, November). *Learning that lingers: A longitudinal investigation of disorienting dilemmas in an international service-learning context*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Denver, CO.
- ◆ Jones, S. R., **Taylor, K. B.**, Massey, R., & Mickey, J. (2015, March). *Lessons from the field: The process of researching international service-learning*. Presentation given at the ACPA College Student Educators International Annual Convention, Tampa, FL.
- ◆ **Taylor, K. B.** (2014, November). *Looking back to move forward: Toward a contemporary and culturally inclusive understanding of college student development*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Washington, D.C.
- ◆ **Taylor, K. B.**, & Baxter Magolda, M. B. (2014, November). *Building educators' capacities for transformational learning*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Washington, D.C.
- ◆ Pérez II, D., & **Taylor, K. B.** (2014, March). *Cultivando logrados: Nurturing Latino male achievement in higher education*. Paper presented at the ACPA College Student Educators International Annual Convention, Indianapolis, IN.
- ◆ **Taylor, K. B.** (2013, June). *Assessing interconnections between students' developmental journeys and learning experiences*. Presentation given at The Ohio State University Student Affairs Annual Assessment & Research Conference, Columbus, OH.
- ◆ King, P. M., Baxter Magolda, M. B., Barber, J. P., **Taylor, K. B.**, & Perez, R. J. (2012, November). *Researcher learning about assessing student development: Lessons from the Wabash National Study*. Symposium presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.
- ◆ King, P. M., Baxter Magolda, M. B., Perez, R. J., & **Taylor, K. B.** (2010, November). *Mapping developmental patterns toward self-authorship*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Indianapolis, IN.

## PEER-REVIEWED PRESENTATIONS (CONTINUED)

- ◆ King, P. M., Baxter Magolda, M. B., Perez, R. J., & **Taylor, K. B.** (2009, November). *Refining the journey toward self-authorship: Developmental steps within the crossroads*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Vancouver, BC.
- ◆ Baxter Magolda, M. B., King, P. M., **Taylor, K. B.**, & Perez, R. J. (2008, November). *Developmental steps within external meaning making*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Jacksonville, FL.
- ◆ Egart, M. K., & **Taylor, K. B.** (2007, November). *Promoting developmentally effective partnerships*. Presentation given at the National Society of Experiential Education (NSEE) Annual Conference, Seattle, WA.
- ◆ **Taylor, K. B.**, Gebely, R., & Kelly, S. (2007, April). *Integrating and sequencing education: A four-year, developmentally sequenced LLC model*. Presentation given at the ACPA/NASPA Joint Meeting, Orlando, FL.
- ◆ Baxter Magolda, M. B., Haas, L., Lowery, J. W., **Taylor, K. B.**, & Williams, L. (2005, April). *Writing for About Campus: A publishing workshop*. Presentation given at the ACPA College Student Educators International Annual Convention, Nashville, TN.

## INVITED PRESENTATIONS

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- ◆ **Taylor, K. B.** (2021, February). *Building learning partnerships with your advisees: A holistic approach to foster student development and success*. Presentation given for California State University, East Bay academic advising professional development series. [Virtual due to COVID-19 pandemic.]
- ◆ Baker, A., & **Taylor, K. B.** (2020, August). *Does discomfort signal learning? Examining the pedagogical conditions that promote critical thinking*. Keynote address given for the University of Mississippi's 2nd Annual Faculty Approaches to Critical Thinking (FACT) Institute. [Virtual due to COVID-19 pandemic.]
- ◆ **Taylor, K. B.** (2019, October). *Examining collegiate cognitive outcomes through diverse and critical perspectives*. Guest lecture given for Impact of College on Student Success graduate course, New York University, New York, NY.
- ◆ **Taylor, K. B.** (2019, September). *The role of discomfort in college student development*. Guest lecture given for College Student Development graduate course, William & Mary, Williamsburg, VA.
- ◆ **Taylor, K. B.** (2018, November). *Fostering self-authorship within higher education and student affairs practice*. Guest lecture given for Theories of College Student Development graduate course, Grand Valley State University, Allendale, MI.
- ◆ **Taylor, K. B.**, & DeRosa, D. (2018, September). *Service-learning: An overview of guiding theory and principles*. Presentation given for an Early College Experience professional development workshop, University of Connecticut, Storrs, CT.
- ◆ **Taylor, K. B.** (2017, June). *Introduction to student affairs assessment*. Workshop facilitated at The Ohio State University's Center for the Study of Student Life, The Ohio State University, Columbus, OH.
- ◆ **Taylor, K. B.** (2015, April). *Diverse and critical perspectives on cognitive development theory*. Presentation given at a class session for ESHESA 8511: Cognitive and Moral Development of College Students, The Ohio State University, Columbus, OH.
- ◆ **Taylor, K. B.** (2014, November). *Enhancing assessment with qualitative tools and strategies*. Presentation given at a Columbus College of Art & Design Student Life staff meeting, Columbus, OH.
- ◆ **Taylor, K. B.** (2013, January). *Fostering self-authorship through purposeful reflection*. Presentation given at the Union College Plan of Study Workshop, Schenectady, NY.
- ◆ **Taylor, K. B.** (2012, August). *Advising students through developmental dialogues*. Presentation given at the annual faculty community meeting at Ursuline College, Pepper Pike, OH.
- ◆ **Taylor, K. B.**, Armstrong, R. A., & Song, L. (2012, June). *Charting students' intellectual and personal growth throughout college*. Presentation given at the Chalk & Wire 10<sup>th</sup> Annual Assessment Conference, Florence, KY.
- ◆ **Taylor, K. B.** (2011, May). *Creating a developmentally sequenced curriculum to enhance student learning*. Presentation given at the Faculty Communities of Teaching Scholars (FaCTS) Summer Seminar at Xavier University of Louisiana, New Orleans, LA.



## INVITED PRESENTATIONS (CONTINUED)

- ◆ **Taylor, K. B., & McKee, H.** (2009, September). *The engaged educator and challenges of engaged learning*. Presentation given at Miami University's Bicentennial Symposium, Oxford, OH.
- ◆ **Baxter Magolda, M. B., & Taylor, K. B.** (2009, February). *Promoting self-authorship among students*. Presentation given at the Academic Advising and Career Counseling Retreat at University of Minnesota-Twin Cities, Minneapolis, MN.
- ◆ **Taylor, K. B.** (2007, July). *Exploring how to foster effective citizenship through the Learning Partnerships Model*. Training presentation facilitated at the Miami University Office of Residence Life professional staff training program, Oxford, OH.
- ◆ **Taylor, K. B.** (2003, July). *Behind classroom doors*. Training module developed for and co-facilitated at the University of Missouri Department of Residential Life student staff training program, Columbia, MO.

## GRANTS

### RESEARCH GRANTS

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- ◆ **Awarded ACPA Foundation Board Grant (\$500)** to assist with completion of dissertation research, September 2016.
- ◆ **Awarded NASPA Region IV-E Research and Assessment Grant (\$1,500)** to assist with completion of dissertation research, September 2016.
- ◆ **Awarded Ohio State's HESA Porterfield-Dickens Graduate Research Support Scholarship (\$1,000)** to assist with completion of dissertation research, May 2016.
- ◆ **Awarded Ohio State's Educational Studies Small Research Grant (\$500)** to conduct pilot study for dissertation, March 2016.
- ◆ **Awarded Ohio State's Educational Studies Small Research Grant (\$500)** to complete longitudinal component of research regarding students' developmental readiness to engage in an international service-learning experience, February 2015.
- ◆ **Awarded NASPA's Channing Briggs Small Research Grant (\$1,800)** with Dr. Anne McDaniel from Ohio State's Center for the Study of Student Life for a qualitative research project examining international undergraduate students' collegiate expectations and experiences, October 2014.

### TRAVEL GRANTS

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- ◆ **Awarded Springfield College's Faculty Travel Grant (\$900)** to co-present *How to Publish your Scholarship as a Graduate Student* at the ACPA College Student Educators International Annual Convention, March 2020.
- ◆ **Awarded Ohio State's Educational Studies Travel Grant (up to \$250)** to co-present *Examining the role of discomfort in collegiate learning and development* at the Association for the Study of Higher Education (ASHE) Annual Conference, November 2016.
- ◆ **Awarded Ohio State's College of Education and Human Ecology (EHE) Travel Grant (\$250) and Educational Studies Travel Grant (\$350)** to co-present *Learning that lingers: A longitudinal investigation of disorienting dilemmas in an international service-learning context* at the Association for the Study of Higher Education (ASHE) Annual Conference, November 2015.
- ◆ **Awarded Ohio State's College of Education and Human Ecology (EHE) Travel Grant (\$250) and Educational Studies Travel Grant (\$250)** to present *Toward a contemporary and culturally inclusive understanding of college student development* and co-present *Building educators' capacities for transformational learning* at the Association for the Study of Higher Education (ASHE) Annual Conference, November 2014.
- ◆ **Awarded Ohio State's Educational Studies Travel Grant (\$250)** to co-present *Cultivando logradores: Nurturing Latino male achievement in higher education* at ACPA College Student Educators International Annual Convention, March 2014.

## PROFESSIONAL INVOLVEMENT AND SERVICE

- ◆ **Books Co-editor;** *ACPA College Student Educators International*; March 2023-Present.
- ◆ **Educational Leadership Ph.D. advisory committee member;** *Springfield College*; February 2021-Present.
- ◆ **First-year seminar committee;** *Springfield College*; September 2020-Present.
- ◆ **Race and ethnic issues working group member;** *Springfield College*; September 2019-Present.
- ◆ **Interdisciplinary programs strategic planning working group member;** *Springfield College*; January 2022-May 2023.
- ◆ **Faculty search committee member;** *School of Arts and Sciences*; *Springfield College*; December 2022-April 2023.
- ◆ **Commission for Professional Preparation directorate board member;** *ACPA College Student Educators International*; March 2020-March 2023.
- ◆ **Teaching and learning strategic planning subcommittee member;** *School of Social Work and Behavioral Sciences*; *Springfield College*; December 2021-May 2022.
- ◆ **Faculty development and status committee member;** *School of Social Work and Behavioral Sciences*; *Springfield College*; September 2022-May 2022.
- ◆ **Marylou K. McEwen Dissertation of the Year Award reviewer;** *ACPA College Student Educators International*; October 2021, October 2022.
- ◆ **Faculty search committee member;** *Department of Psychology*; *Springfield College*; December 2020-February 2021.
- ◆ **Co-teaching Task Force member;** *Neag School of Education*; *University of Connecticut*; October 2018-May 2019.
- ◆ **Equity and Social Justice Committee member;** *Neag School of Education*; *University of Connecticut*; August 2017-May 2019.
- ◆ **Program Assistant search committee member;** *Department of Educational Leadership*; *University of Connecticut*; January-March 2018.
- ◆ **Program proposal reviewer;** *Students: Transitions and College Experiences Section*; *Association for the Study of Higher Education (ASHE) Annual Conference*; May 2017, May 2018, May 2019, May 2020, May 2021.
- ◆ **Program proposal reviewer;** *Contexts, Foundations, & Methods Section*; *Association for the Study of Higher Education (ASHE) Annual Conference*; May 2015, May 2016.
- ◆ **Program proposal reviewer;** *2014 ACPA College Student Educators International Annual Convention*; September 2013.
- ◆ **Chalk & Wire Learning Assessment Advisory Board member;** *Chalk & Wire*; August 2012-July 2013.
- ◆ **Undergraduate Academic Advising Council member;** *Miami University*; August 2012-July 2013.
- ◆ **Miami Electronic Portfolio Committee member;** *Miami University*; July 2008-July 2013.
- ◆ **Community of Practice on Engaged Learning co-facilitator;** *Miami University*; September 2008-May 2010.
- ◆ **Sophomore Curriculum Committee member;** *Miami University*; March 2007-May 2008.
- ◆ **Pre-meeting Workshop proposal reviewer;** *2007 ACPA/NASPA Joint Meeting*; September 2006.
- ◆ **Independent study to help develop and facilitate EDL 656: Supervised Practice in College Student Affairs;** *College Student Personnel Graduate Program*; *Miami University*; Spring 2006.
- ◆ **“First in 2009” Institutional Excellence Council member;** *Miami University*; September 2005-May 2006.
- ◆ **Faculty search committee member;** *College Student Personnel Graduate Program*; *Miami University*; August-December 2005.

## PROFESSIONAL MEMBERSHIPS

- ◆ ACPA College Student Educators International (ACPA)
- ◆ Association for the Study of Higher Education (ASHE)
- ◆ NASPA Student Affairs Administrators in Higher Educators (NASPA)

## **HONORS AND AWARDS**

- ◆ Recipient of a 2013-2014 University Fellowship from The Ohio State University
- ◆ Recipient of the 2008 Outstanding New Professional Award from the ACPA College Student Educators International Standing Committee for Graduate Students and New Professionals
- ◆ Recipient of the 2007 Mark G. Noffsinger New Professional Award from the Ohio College Personnel Association
- ◆ Member of Phi Beta Kappa liberal arts and sciences national honor society