

## CURRICULUM VITAE

### Patricia Margaret Brown King

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University of Michigan  
Ann Arbor, Michigan 48109  
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**EDUCATION** Ph.D., 1977; University of Minnesota-Minneapolis  
Major: Educational Psychology; Department of Social,  
Psychological and Philosophical Foundations of Education

B.A., 1972; Macalester College, St. Paul, Minnesota  
Major: English; Certification in Secondary Education

### PROFESSIONAL EMPLOYMENT

2000-2021 Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan; Originator and Coordinator, Diversity and Social Justice Concentration, Higher Education Master's Program (2012-2016)

2018-2020 Implementation Lead for Diversity, Inclusion, Justice and Equity (dije), School of Education, University of Michigan (co-Lead with Catalina Ormsby, Fall, 2018 and with David Humphrey 2019-2020)

2003-2006 Director, Center for the Study of Higher and Postsecondary Education, University of Michigan.

2000 Director, School of Leadership and Policy Studies, Bowling Green State University (January – July, 2000)

1999 Acting Director, Higher Education Administration Doctoral Program, Bowling Green State University (spring term)

1993-1998 Chair, Department of Higher Education and Student Affairs, Bowling Green State University. (Acting Chair, 1993-94)

1995-2000 Professor, Department of Higher Education and Student Affairs, Bowling Green State University.

1995-2002 Executive Editor, *About Campus: Enriching the Student Learning Experience*, a bi-monthly publication sponsored by the American College Personnel Association and published by Jossey-Bass, Inc., Publishers. (Founding and Co-Executive Editor, 1995-2000)

1982-1995 Assistant/Associate Professor, Department of College Student Personnel/Department of Higher Education and Student Affairs, Bowling Green State University. (Visiting Assistant Professor, 1982-83)

1979-81 Assistant Vice President for Student Services, The Ohio State University. Responsibilities included serving as a primary staff assistant to the Vice President for Student Services, coordinating long-range planning for the division, facilitating and

promoting student life research, coordinating program evaluation and project assessment, and acting as a liaison with instructional and other administrative units to promote the welfare of students on campus.

- 1977-79 Senior Research Psychologist, Division of Student Services, University of Iowa. Responsibilities included coordinating a longitudinal research project investigating the effects of university attendance, and assisting the Vice President for Student Services on policy and procedural issues related to research and evaluation. Assistant Professor, Division of Educational Psychology, Measurement and Statistics, University of Iowa.
- 1975 Graduate Instructor, Department of Curriculum and Instruction, University of Minnesota. Taught "Introduction to Secondary Education."
- 1972-74 Creative Writing Teacher, Humanities Program, St. Paul Public Schools. Responsibilities included developing and coordinating creative writing programs, including the Minnesota Poets in the Schools Program, for twenty junior and senior high schools.

## PUBLICATIONS

### *In Preparation*

King, P. M. *Learning to Author Your Life during College: Findings and Lessons Learned from the Wabash National Study* (with James P. Barber and Rosie J. Perez). Book under contract with Stylus Publications.

### *Published or in Press*

King, P. M. & Sparks, T. (in press-May, 2022). An Examination of Students' Moral Character Experiences using the Four Component Model and Self-Evolution Theory. *Journal of College and Character*.

King, P. M. (2017). Cognitive development. In J. H. Schuh, S. R. Jones, & V. Torres (Eds.), *Student services: A handbook for the profession*, Sixth Edition, pp. 169-184. San Francisco: Jossey-Bass.

King, P. M. (2017). Developmental theory. In J. Bennett (Ed.), *Encyclopedia of Intercultural Competence*. Sage Publications. DOI: <http://dx.doi.org/10.4135/9781483346267.n82>

King, P. M. & Kitchener, K. S. (2015). Cognitive development and the emergence of complex cognitive skills. In J. Arnett (Ed.), *The Oxford Handbook of Emerging Adulthood* (pp. 105-125). Oxford University Press. Doi: [10.1093/oxfordhb/9780199795574.013.14](https://doi.org/10.1093/oxfordhb/9780199795574.013.14)

Perez, R. J., Shim, W., King, P. M. & Baxter Magolda, M. B. (2015). Refining King and Baxter Magolda's model of intercultural maturity. *Journal of College Student Development*, 56(8), 759-776.

King, P. M. (2014). Enriching the student learning experience: Linking student development and organizational perspectives. *About Campus: Enriching the Student Learning Experience*, 19(1), 7-13.

Barber, J. P. & King, P. M. (2014). Pathways toward self-authorship: Student responses to the

demands of developmentally effective experiences. *Journal of College Student Development*, 55(5), 433-450.

Barber, J. P., King, P. M., & Baxter Magolda, M. B. (2013). Long strides on the journey toward self-authorship: Substantial developmental shifts in college students' meaning making. *Journal of Higher Education*, 84(6), 866-895.

King, P. M., Perez, R. J., & Shim, W. (2013). How college students experience intercultural learning: Key features and approaches. *Journal of Diversity in Higher Education*, 6(2), 69-83.

Baxter Magolda, M. B. & King, P. M. (2012). *Assessing Meaning Making and Self-Authorship: Theory, Research, and Application*. ASHE Higher Education Report, 38(3). San Francisco, CA: Jossey-Bass.

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), 418-435.

King, P. M. (2011). Acting affirmatively. In Magolda, P. M. & Baxter Magolda, M. B. (Eds.) *Contested issues in student affairs*, p. 273-278. Alexandria, VA: Stylus Publishing.

King, P. M., Baxter Magolda, M. B. & Massé, J. (2011). Maximizing learning from engaging across difference: The role of anxiety and meaning making. *Equity & Excellence in Education*, 44(4), 468-487.

King, P. M. & Siddiqui, R. (2011). Self-Authorship and metacognition: Related constructs for understanding college student learning and development. In C. Hoare (Ed.), *The Oxford Handbook of Reciprocal Adult Development and Learning* (pp. 113-131). New York: Oxford University Press.

Goodman, K. M., Baxter Magolda, M. B., Seifert, T. A., & King, P. M. (2011). Good practices for student learning: Mixed-method evidence from the Wabash National Study. *About Campus: Enriching the Student Learning Experience* 16(1), 2-9.

King, P. M. & Baxter Magolda, M. B. (2010). Student learning. In J. Schuh, S. Jones, & S. Harper (Eds.), *Student services: A Handbook for the profession* (5<sup>th</sup> edition), pp. 207-225. San Francisco: Jossey-Bass.

Seifert, T. A., Goodman, K., King, P. M., & Baxter Magolda, M. B. (2010). Using mixed methods to study first-year college impact on liberal arts learning outcomes. *Journal of Mixed Methods Research*, 4(3), 248-267.

Baxter Magolda, M. B., King, P. K., & Drobney, K. L. (2010). Practices that provide effective academic challenge for first-year students. *Journal on Excellence in College Teaching* 21(2), 45-64.

King, P. M. (2010). The role of the cognitive dimension of self-authorship: An equal partner or the strong partner? In M. B. Baxter Magolda, E. G. Creamer & P. S. Meszaros (Eds.), *Development and assessment of self-authorship: Exploring the concept across cultures*, pp. 167-185). Sterling, VA: Stylus.

King, P. M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. *Journal of College Student Development*, 50<sup>th</sup> Anniversary Issue, 50(6), 597-620.

King, P. M. Baxter Magolda, M. B., Barber, J. P., Kendall Brown, M., & Lindsay, N. K. (2009). Developmentally effective experiences for promoting self-authorship. *Mind, Brain, and Education*, 3(2), 108-118.

Baxter Magolda, M. B. & King, P. M. (2008). Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, 10 (1) 8-11.

Mayhew, M. J. & King, P. M. (2008). How curricular content and pedagogical strategies affect moral reasoning development in college students. *Journal of Moral Education*, 37, 1, 17-40.

Baxter Magolda, M. B., & King, P. M. (2007). Interview strategies for assessing self-authorship: Constructing conversations to assess meaning making. *Journal of College Student Development*, 48(5), 491-508.

King, P. M. (2007). Inviting college students to reflect on their collegiate experiences. *Liberal Arts: Journal of the Gaede Institute for the Liberal Arts at Westmont*, 6, 19-41.

King, P. M., Kendall Brown, M., Lindsay, N. K. and Van Hecke, J. R. (2007). Liberal arts student learning outcomes: An integrated perspective. *About Campus: Enriching the Student Learning Experience*, (12) 4, 2-9.

Landreman, L. M., Rasmussen, C., A., King, P. M., & Jiang, C. X. (2007). Phenomenological study of the development of university educators' critical consciousness. *Journal of College Student Development*, 48(3), 275-295.

King, P. M. & Bowman, N. A. (2006). Review of *Beyond the big test: Noncognitive assessment in higher education* by William E. Sedlacek, *Journal of Higher Education* 77(6), 1104-1110.

King, P. M. & VanHecke, J. R. (2006). Making connections: Using skill theory to recognize how students build – then rebuild – understanding. *About Campus: Enriching the Student Learning Experience*, 11(1), 10-16.

Kitchener, K. S, King, P. M. & De Luca, S. (2006). The development of reflective judgment in adulthood. In C. Hoare (Ed.), *Handbook of Adult Development and Learning* (pp. 73-98). New York: Oxford University Press.

King, P. M. & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46 (6), 571-592.

King, P. M. & Mayhew, M. J. (2004). Theory and research on the development of moral reasoning among college students. *Higher Education: Handbook of Theory and Research*, Vol. XIX, 375-440. Dordrecht, The Netherlands: Kluwer Academic Publishers.

King, P. M. & Lindsay, N. K. (2004). Teachable moments, teachable places; Education beyond the classroom. *Change Magazine*, 36 (3), 51-55.

King, P. M. & Kitchener, K. S. (2004). Reflective judgment: Theory and research on the development of epistemic assumptions through adulthood. *Educational Psychologist*, 39(1), 5-18.

Baxter Magolda, M. B. and King, P. M. (Eds.) (2004). *Learning partnerships: Theories and models of practice to educate for self-authorship*. Sterling, VA: Stylus Publishing.

King, P. M and Baxter Magolda, M. B. (2004), Creating learning partnerships in higher education: Modeling the shape, shaping the model. In M. B. Baxter Magolda, and P. M. King, (Eds.) (2004). *Learning partnerships: Theories and models of practice to educate for self-authorship* (pp. 303-332). Herndon, VA: Stylus Publishing.

King, P. M. (2003). Student learning in higher education. In S. R. Komives & D. B. Woodard and Associates (Eds.), *Student services: A handbook for the profession*, Fourth edition, pp. 234-268. San Francisco: Jossey-Bass.

King, P. M. and Howard-Hamilton, M. F. (2003). Becoming a multiculturally competent student affairs professional. *NASPA Journal*, 40 (2), 119-133.

King, P. M. and Mayhew, M. J. (2002). Moral judgement development in higher education: Insights from the Defining Issues Test. *Journal of Moral Education*, 33 (3), 247-270.

King, P. M. and Kitchener, K. S. (2002). The reflective judgment model: Twenty years of research on epistemic cognition. In B. K. Hofer and P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing*, (pp. 37-61). Mahwah, New Jersey: Lawrence Erlbaum.

King, P. M., & Baxter Magolda, M. B. (2002). Toward a developmental model of intercultural maturity: an holistic approach to collegiate to collegiate education. In C. Rust (Ed.), *Improving student learning: Vol. 10. Improving student learning theory and practice – 10 years on* (pp. 269-284). Oxford: The Oxford Centre for Staff & Learning Development.

King, P. M. (2001). On expecting more of ourselves: A reply to “Guiding Principles: A Review and Analysis of Student Affairs Philosophical Statements” by Nancy J. Evans and Robert Reason. *Journal of College Student Development*, 42 (4), 378-380

King, P. M. and Howard-Hamilton, M. F. (2000). Using student development theory to inform institutional research. In J. W. Pickering and G. R. Hanson (Eds.), *Collaboration between student affairs and institutional researchers to improve institutional effectiveness. New Directions for Institutional Research*, 108, 19-36.

King, P. M. (2000). Learning to make reflective judgments. In M. B. Baxter Magolda (Ed.), *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, 82, 15-26. San Francisco: Jossey-Bass.

Guthrie, V. L., King, P. M., and Palmer, C. J. (2000). Higher education and reducing prejudice: Research on cognitive capabilities underlying tolerance. *Diversity Digest*, 4 (3), 10-11, 23.

King, P. M. (1999). Can college administrators teach ethics? *Synthesis*, 10 (4), 756-757, 767-768.

King, P. M. and Howard-Hamilton, M. F. (1999). *Becoming a multiculturally competent student affairs professional*. Final Report submitted to National Association of Student Personnel Administrators (NASPA).

King, P. M. (1999). Putting together the puzzle of student learning. *About Campus: Enriching the Student Learning Experience*, 4 (1), 2-4.

King, P. M. (1999). Review of *Scholarship Assessed: Evaluation of the Professoriate* by C. E. Glassick, M. Taylor Huber and G. I. Maeroff. *Journal of College Student Development* 40(1), 101-102.

King, P. M. (March, 1999). *Improving Access and Educational Success for Diverse Students: Steady Progress but Enduring Problems*. Paper prepared as part of the Senior Scholars Higher Education Trends Analysis Project, American College Personnel Association (ACPA).

King, P. M. (1997). Character and civic education: What does it take? *Educational Record*, Summer/Fall, 97-93.

King, P. M. and Shuford, B. (1996). A multicultural view is a more cognitively complex view. *American Behavioral Scientist*, 40 (2), 153-164.

King, P. M. (1996). The obligations of privilege. *About Campus: Enriching the Student Learning Experience*, 1 (2), 2-4.

King, P. M. (1996). Student cognition and learning. In S. R. Komives & D. B. Woodard and Associates (Eds.), *Student services: A handbook for the profession*, Third edition, 218-243. San Francisco: Jossey-Bass.

King, P. M. & Baxter Magolda (1996). A developmental perspective on learning. *Journal of College Student Development*, 37(2), 163-173. Reprinted in the 40<sup>th</sup> Anniversary Issue of the *Journal of College Student Development*, 1998, 40(5), 599-609.

King, P. M. (1994). Theories of college student development: Sequences and consequences. *Journal of College Student Development*, 35 (6), 413-421.

King, P. M. and Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco: Jossey-Bass, Inc.

King, P. M. and Kitchener, K. S. (1993). The development of reflective thinking in the college years: The mixed results. In C. Schneider & W.S. Green (Eds.), *Strengthening the College Major*, New Directions for Higher Education, no. 84, pp. 25-42. San Francisco: Jossey-Bass.

King, P. M. (1993). Ethical climate and other factors affecting ethical practice in higher education. *Proceedings, 14th Annual National Conference on Law and Higher Education: Issues in 1993*. Clearwater Beach, Florida, February 14-17, 1993.

King, P. M. (Ed.) (1992). Special Issue on Reflective Judgment, *Liberal Education*, 78, Whole number 1.

King, P. M. (1992). "How do we know? Why do we believe?" Learning to make Reflective Judgments. *Journal of Liberal Education*, 78 (1), 2-9.

King, P. M. (1992). Creating environments for moral development. *Proceedings*, 1992 Florida State University Institute on College Student Values.

De Sousa, D. J. & King, P. M. (1992). Are White students really more involved in collegiate experiences than Black students? *Journal of College Student Development*, 33 (4), 363-369.

Davison, M. L., King, P. M., & Kitchener, K. S. (1990). Developing reflective thinking through writing. In R. Beach & S. Hynds (Eds.), *Becoming readers and writers during adolescence and adulthood* (pp. 265-286). Norwood, NJ: Ablex.

King, P. M. (1990). Assessing development from a cognitive developmental perspective. In D. Creamer and Associates, *College student development: Theory and practice for the 1990s* (pp. 81-98). Alexandria, VA: ACPA Media.

Strange, C. C., & King, P. M. (1990). The professional practice of student development. In D. Creamer and Associates, *College student development: Theory and practice for the 1990s* (pp. 9-24). ACPA Media.

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Kitchener, K. S., & King, P. M. (1990). The reflective judgment model: Ten years of research. In M. L. Commons, C. Armon, L. Kohlberg, F. A. Richards, T. A. Grotzer & J. Sinnott (Eds.), *Adult development: Models and methods in the study of adolescent and adult thought*. Volume 2, (pp. 63-78). New York: Praeger.

Mines, R. A., King, P. M., Hood, A. B., & Wood, P. K. (1990). Stages of intellectual development and associated critical thinking skills in college students. *Journal of College Student Development*, 6 (3), 538-547.

Kitchener, K. S. & King, P. M. (1990). The Reflective Judgment model: Transforming assumptions about knowing. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 157-176). San Francisco: Jossey-Bass.

King, P. M., Wood, P. K., & Mines, R. A. (1990). Critical thinking among college and graduate students. *Review of Higher Education*, 13(3), 167-186).

King, P. M. (November, 1989). Why is it so hard to teach ethics? *ACPA Developments*, Vol. XV, No. 1, 19.

King, P. M., Kitchener, K. S., Wood, P. K., & Davison, M. L. (1989). Relationships across developmental domains: A longitudinal study of intellectual, moral and ego development. In M. L. Commons, J. D. Sinnott, F. A. Richards & C. Armon (Eds.), *Adult development: Vol. I: Comparisons and applications of developmental models* (pp. 57-72). New York: Praeger.

Kitchener, K. S., King, P. M., Wood, P. K., & Davison, M. L. (1989). Sequentiality and consistency in the development of Reflective Judgment: A six-year longitudinal study. *Journal of Applied Developmental Psychology*, 10, 73-95.

King, P. M., & Bauer, B. A. (1988). Leadership issues for nontraditional women students. In M. D. Sagaria (Ed.), *Empowering women: Leadership development strategies on campus*. New directions for student services, No. 44 (pp. 77-88). San Francisco: Jossey-Bass.

King, P. M. (1987). Book review of Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). Women's ways of knowing: The development of self, voice, and mind. *Journal of Moral Education*, 16(3), 249-251.

King, P. M. & Kitchener, K. S. (1986). Reflective judgment theory and research: Insights into the process of knowing in the college years. *ERIC Clearinghouse on Higher Education*, ED263821.

King, P. M. (1985). Choice-making in young adulthood: A developmental double-bind. *Counseling and Human Development*, 18, Whole no. 3, 1-12.

King, P. M., Kitchener, K. S., & Wood, P. K. (1985). On the development of intellect and character: A longitudinal-sequential study of intellectual and moral development in young adults. *Moral Education Forum*, 10, 1-13.

King, P. M. (1985). Formal reasoning in adults: A review and critique. In R. A. Mines & K. S. Kitchener (Eds.), *Social-cognitive development in young adults*. New York: Praeger.

Kitchener, K. S., King, P. M., Davison, M. L., Parker, C. A., & Wood, P. K. (1984). A longitudinal study of moral and ego development in young adults. *Journal of Youth and Adolescence*, 13, 197-211.

King, P. M., Kitchener, K. S., Davison, M. L., Parker, C. A., & Wood, P. K. (1983). The justification of beliefs in young adults: A longitudinal study. *Human Development*, 26, 106-116.

Strange, C. C., & King, P. M. (1981). Intellectual development and its relationship to maturation during the college years. *Journal of Applied Developmental Psychology*, 2, 281-295.

Kitchener, K. S., & King, P. M. (1981). Reflective Judgment: Concepts of justification and their relationship to age and education. *Journal of Applied Developmental Psychology*, 2, 89-116.

Davison, M. L., King, P. M., Kitchener, K. S., & Parker, C. A. (1980). The stage concept in cognitive and social development. *Developmental Psychology*, 16(2), 121-131.

King, P. M. (1978). William Perry's theory of intellectual and ethical development. In L. L. Knefelkamp, C. Widick, & C. A. Parker (Eds.), *Applying new developmental findings*, New directions for student services, Vol. 4 (pp. 35-51). San Francisco: Jossey-Bass.

## **SELECTED EXTERNAL GRANTS**

Center of Inquiry in the Liberal Arts at Wabash College. "Liberal Arts Education: A Study of Practices and Outcomes (National Study of Liberal Arts Education). \$63,400 (2004); \$700,000 (2004-06); \$1,230,000 (2006-10).

National Association of Student Personnel Administrators/Ford Foundation Diversity Grants, 1998-99. "Becoming a Multiculturally Competent Student Affairs Professional," \$6300 (with M. Howard-Hamilton).

Fund for the Improvement of Postsecondary Education, 1990-1993. "Assessing Reflective Thinking within Curricular Contexts," \$291,000 (with K. S. Kitchener and P. K. Wood).

American Association for Counseling and Development Foundation, 1988-89. "Factors Influencing the Intellectual Development and Academic Achievement of Black College Students," \$3,000.

Theory and Research Board, American College Personnel Association, 1987-88. "Factors Influencing the Intellectual Development and Academic Achievement of Black College Students," \$6,000.

Research Challenge Award, Ohio Board of Regents, 1989. "Assessing Critical Thinking in College Students," \$5,640.

Research Challenge Award, Ohio Board of Regents, 1986. "A Ten-year longitudinal Study of Cognitive-Social Development in Young Adults: A Foundation for Adult Education," \$12,000.

Basic Grant Award, Faculty Research Committee, Bowling Green State University, 1985-86. "A Longitudinal Study of Intellectual, Moral and Ego Development: The Effects of Selected Life Experiences," \$2,681.



## PROFESSIONAL MEMBERSHIPS AND OFFICES HELD

CSHPE Rackham Faculty Ally for Diversity, University of Michigan, 2011-present

Association of American Colleges and Universities

Advisory Board, Core Commitments: Project on Personal and Social Responsibility (2006-2010)

American College Personnel Association, 1977-present

Directorate Member, Commission IX (Assessment for Student Development), 1980-83

Chair, Commission IX, 1983-85

Directorate Member, Commission XII (Professional Preparation Programs), 1986-89

Theory and Research Board Member, 1983-1986

Coordinator, Clearinghouse for Environmental and Student Development Assessment, 1983-1990

Member, Ethics Committee, 1988-1992

Senior Scholar, 1995-2000

Executive Editor, *About Campus: Enriching the Student Learning Experience*, 1995-2002

ACPA Diamond Honoree, 1999

Association for Moral Education

“Gift of Time” Professional Development Award Committee, 2006, 2007, 2008

President, 1992-1994

President-Elect, 1991-1992

Secretary/Treasurer, 1986-1991

Secretary, 1989-1991

Association for the Study of Higher Education

Editorial Board Member, *The Review of Higher Education*, 1990-1993

Awards Committee, 1991-1992

Dissertation of the Year Committee, 1992

Editorial Board, *Journal of College Student Development*, 2010-2016

Editorial Board, *Journal of Adult Development*, 1992-2001

Editorial Board, *Liberal Education*, 1999-2003

Editorial Board, *About Campus: Enriching the Student Learning Experience*, 1995-2017

Reviewer, *Journal of Higher Education*

Reviewer, *American Educational Research Journal*

Reviewer, *Educational Researcher*

Reviewer, *Review of Higher Education*

## AWARDS AND RECOGNITIONS

ACPA Lifetime Achievement Award, American College Personnel Association, 2022.

Exemplary Research Award, Division J – Postsecondary Education, American Educational Research Association, April, 2020.

dije Award, for advancing Diversity, Inclusion, Justice and Equity (*dije*) within the School of Education, University of Michigan, May, 2018.

Golden Apple Outstanding Teaching Award Nominee, University of Michigan, March, 2017

Wise Woman Award, Standing Committee for Women, American College Personnel Association, 2004.

Scholar in Residence, Annual Meeting of the Association of College and University Housing Officers-International, July, 1997.

Diamond Honoree, Educational Leadership Foundation, American College Personnel Association, 2000.

Contribution to Knowledge Award, American College Personnel Association, 1996.

Senior Scholar, American College Personnel Association, 1995-2000

Robert Shaffer Award for Contributions of a Graduate Faculty Member to Student Affairs, National Association for Student Personnel Administrators, 1995.

Faculty Scholarship Award, College of Education and Allied Professions, Bowling Green State University, 1994.

Research Award, College of Education and Allied Professions, Bowling Green State University, 1984.