Kenneth Maurice Tyler, Ph.D.
Educational, School, & Counseling Psychology
College of Education
University of Kentucky
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Lexington, Kentucky 40506
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EDUCATION

Doctor of Philosophy: Developmental Psychology, May 2002
Howard University, Washington, D.C.
Dissertation: "An Examination of Cultural
Socialization Processes of Black and White
Parents"
Dissertation Advisor: A. Wade Boykin, Ph.D.

Master of Science: Developmental Psychology, December 1999
Howard University, Washington, D.C.

Bachelor of Arts: Psychology, May 1997; African-American Studies,
May 1997.
University of Illinois at Chicago, Chicago IL.

ACADEMIC APPOINTMENTS

Professor (with Tenure): Educational, School, and Counseling Psychology,
College of Education, University of Kentucky,
08/2017-present

Associate Professor (with Tenure): Educational, School, & Counseling Psychology,
College of Education, University of Kentucky,
08/2009-07/2017

Assistant Professor (Tenure-Track): Educational, School, & Counseling
Psychology, College of Education, University
of Kentucky, 08/2004-06/2009.

Assistant Professor (Adjunct): Department of Human Development and Psycho-
Educational Studies, School of Education, Howard
University, 01/2003-05/2004.

ACHIEVEMENTS AND HONORS

University of Kentucky

Inclusive Excellence Award, Office of the Provost, University of Kentucky	2017
Nominee, William Sturgill Award in Graduate Education, University of Kentucky	2014-2015
Teacher Who Made a Difference, College of Education, University of Kentucky	2013
Teacher Who Made a Difference, College of Education, University of Kentucky	2011
Distinguished Research Award, Division E (Counseling & Human Development), American Educational Research Association	2009-2010

Howard University (graduate training)

American Psychology Association Minority Fellow	1999-2002

University of Illinois at Chicago (undergraduate training)

Psi Chi, National Honor Society in Psychology	1997
High Departmental Distinction-African-American Studies	1997
Departmental Distinction-Psychology	1997
Most Outstanding Student Award, TRIO/Academic Support Program	1995
Congressional Black Caucus Scholarship Rep. Cardiss Collins-Illinois	1994
President's Award Program Scholarship University of Illinois at Chicago	1993-1997

RESEARCH

Research interests

Cultural values of persons of color, home-school dissonance/cultural discontinuity, academic motivation, schooling and achievement outcomes, self-efficacy, achievement goal orientation,

identity development, African American middle grade and high school level students, identity development in African American male adolescents and adults, invisibility syndrome, individual, institutional, cultural, and environmental racism, , white supremacy, white privilege.

Research—publications

Books

(2014)

Tyler, K.M. (2014). *Identity and African American men: Exploring the content of our characterization:* Lexington Books (Rowman & Littlefield Publishers): Lanham, MD.

Peer-reviewed professional/scientific journal articles (N = 39; 14 first-authored)

(2016) (n = 5)

Coleman, S.T., Bruce, A., White, L., Boykin, A. W., & **Tyler, K.M.** (accepted for publication). Communal versus individualistic learning context as they relate to mathematics achievement under simulated classroom conditions. *Journal of Black Psychology.*

Collett, D. & **Tyler, K.M**. (accepted for publication). The effects of patient characteristics on Physician Assistants' adherence to preventive practice guidelines. *Journal of Health Disparities Research and Practice.*

Hargrave, L.D., **Tyler, K.M.,** & Danner, F.D. (accepted for publication). An examination of the association between student-teacher interactions and academic self-concept among African American Male High School Students. *Journal of African American Males in Education.*

Tyler, K.M., Burris, J., & Coleman, S. T. (accepted for publication). Investigating the association between home-school dissonance and disruptive classroom behaviors for urban middle grade students. *The Journal of Early Adolescence.*

Tyler, K.M., Stevens-Morgan, R.J., & Brown-Wright, L. (accepted for publication). Home-school dissonance and student-teacher interaction as predictors of school attachment among urban middle level students. *Research on Middle Level Education Online.*

(2015) (n = 2)

Tyler, K.M. (2015). Examining cognitive predictors of academic cheating among urban middle school students: The role of home-school dissonance. *Middle Grades Research Journal, 10*(3), 77-93.

Tyler, K.M., Thompson, F.A., Burris, J., Love, K., & Fisher, S. (conditional acceptance). Believing the hype: Examining the association between internalized stereotypes and

academic self-handicapping among African American male high school students. *Negro Educational Review.*

(2014) (n = 1)

Fisher, S., Reynolds, J.L., Hsu, W., Barnes, J., & **Tyler, K.M**. (2014). Examining multiracial youth in context: Ethnic identity development and mental health outcomes. *Journal of Youth and Adolescence*, *43* 1688-1699.

(2013) (n = 2)

Brown, C., Love, K., **Tyler, K.M.,** Garriott, P, Thomas, D., & Roan-Belle, C. (2013). Parental attachment, family communalism and racial identity among African American college students. *Journal of Multicultural Counseling and Development, 41,* 108-122.

Brown-Wright, L., **Tyler, K.M.,** Thomas, D., Gadson, N., Mulder, S., Roan-Belle, C., Smith, L., & Stevens, R. (2013). Investigating the link between home-school dissonance and academic cheating among high school students. *Urban Education, 48,* 314 - 333.

(2011) (n = 4)

Brown-Wright, L., **Tyler, K.M.,** Thomas, D.M., Stevens-Watkins, D., Roan-Belle, C., Smith. L., & Stevens, R. (2011). Examining the associations among home-school dissonance, amotivation and classroom disruptive behavior for urban high school Students. *Education and Urban Society, 45,* 142-162.

Stevens-Watkins, D., Brown-Wright, L., & **Tyler, K**.**M.** (2011). Brief report: The number of sexual partners and race-related stress in African American adolescents: Preliminary findings. *Journal of Adolescence, 34,* 191-194.

Tyler, K.M., Love, K.M., Thomas, D.M., Garriott, P.O., Brown, C.L., & Roan-Belle, C.R. (2011). Linking communalism to college adjustment and institutional attachment for African American and European American undergraduates. *College Student Affairs Journal, 30,* 47-62.

VanWinkle, C., Love, K., **Tyler, K.M.,** Thomas, D., & Smith, L. (2011). The influence of parental attachments across multiple indicators of adjustment among African American college students. *National Social Science Journal, 36, 126-132.*

(2010) (n = 4)

Tyler, K.M., Love, K.M., Garriott, P.O., Brown, C.L., Roan-Belle, C. & Thomas, D..M. (2010). Linking communalism to achievement correlates for African American and European American undergraduates. *International Journal of Teaching and Learning in Higher Education, 22, 23-31. .*

Brown-Wright, L., & **Tyler, K.M**. (2010). Examining the effects of home-school discontinuity for African American male high school students. *Journal of Negro Education, 79,* 125-136.

Garriott, P., Love, K., **Tyler, K.M.,** Thomas, D., Roan, C., & Brown, C. (2010). Testing an attachment model of Latina/o college students' psychological adjustment. *The Hispanic Journal of Behavioral Sciences, 32,* 104-117.

Tyler, K.M., Brown-Wright, L., Gadson, N., Mulder, S., Roan-Belle, C., Smith, L., & Stevens, R. (2010). Linking home-school dissonance to school-based outcomes for African American high school students. *Journal of Black Psychology, 36,* 410-425.

(2009) (n = 3)

Love, K., **Tyler, K.M**., Thomas, D., Garriott, P., Brown, C., Roan-Belle, C. (2009). The influence of multiple attachments on well-being: A model for African American college students attending HBCUs. *Journal of Diversity in Higher Education, 2,* 35-45.

Thomas, D., Love, K., Roan-Belle, C., **Tyler, K.M**., Brown, C., & Garriott, P. (2009). Motivation, self-efficacy, and academic adjustment among African American women attending institutions of higher education. *Journal of Negro Education, 78,* 159-171.

Uqdah, A.L., **Tyler, K.M**., & DeLoach, C. (2009). Academic attitudes and psychological well-being of African-American psychology graduate students. *Negro Educational Review, 60,* 23-38.

(2008) (n = 6)

Hughes, T.B., **Tyler, K.M**., Danner, D., & Carter, A. (2008). African American caregivers: An exploration of pathways and barriers to a diagnosis of Alzheimer's disease for a family member with dementia. *Dementia: The International Journal of Social Research and Practice*, 8, 95-116.

Tyler, K.M., & Boelter, C.M. (2008). Linking middle school students' perceptions of teachers' expectations to academic engagement and academic efficacy. *Negro Educational Review,* 59, 27-44.

Tyler, K.M., Tyler, C.M.B., & Boykin, A.W. (2008). Linking teachers' perceptions of educational value discontinuity to low-income middle school students' academic engagement and self-efficacy. *Middle Grades Research Journal*, *3,* 1-20.

*****Tyler, K.M.,** Uqdah, A.L., Dillihunt, M.L., Beatty-Hazelbaker, R., Conner, T., Gadson, N.C., Henchy, A.M., Hughes, T., Mulder, S., Owens, E., Roan-Belle, C., Smith, L., & Stevens, R. (2008). Cultural discontinuity: Towards the empirical inquiry of a major hypothesis in education. *Educational Researcher, 37, 280-297.*

Article received the Distinguished Research Award from Division E (Counseling and

Human Development) from the American Educational Research Association, 2009-2010.

Garriott, P.O., Love, K.M., & **Tyler, K.M**. (2008). Anti-Black racism, self-esteem, and the adjustment of White students in higher education. *Journal of Diversity in Higher Education, 1*, 45-58.

Tyler, K.M., Dillihunt, M.L., Boykin, A.W., Coleman, S.T., Scott, D.M., Tyler, C.M.B., & Hurley, E.A. (2008). Cultural socialization activities within African and European American families. *Cultural Diversity and Ethnic Minority Psychology*, 14, 201-204.

(2007) (n = 1)

Thomas, D., Love, K.M., Roan, C., **Tyler, K.M**., Brown, C., & Garriott, P.O. (2007). Individual and contextual factors affecting academic adjustment among African American college students. *Kentucky Counseling Association Journal*, 26, 40-46.

(2006) (n = 4)

Boykin, A.W., **Tyler, K.M**., Watkins-Lewis, K.M. & Kizzie, K. (2006). Culture in the sanctioned classroom practices of elementary school teachers serving low-income African American students. *Journal of Education of Students Placed At-Risk*, *11*, 161-173.

Tyler, K.M., Boykin, A.W., Miller, O.A. & Hurley, E.A. (2006). Cultural values in the home and school experiences of low-income African American students. *Social Psychology of Education, 9*, 363-380.

Tyler, K.M., Boykin, A.W. & Walton, T.R. (2006). Cultural considerations in teachers' perceptions of student classroom behavior and achievement. *Teaching and Teacher Education, 22*, 998-1005.

Dillihunt, M.L., & **Tyler, K.M**. (2006). Examining the effects of multiple intelligences on math performance. *Journal of Urban Learning, Teaching and Research, 2*, 119-138.

(2005) (n = 5)

Boykin, A.W., Albury, A. **Tyler, K.M**., Hurley, E.A., Bailey, C.T., & Miller, O.A. (2005). The influence of culture on the perceptions of academic achievement among low-income African and Anglo American elementary students. *Cultural Diversity and Ethnic Minority Psychology, 11*, 339-350.

Boykin, A.W., **Tyler, K.M**. & Miller, O.A. (2005). In search of cultural themes and their expressions in the dynamics of classroom life. *Urban Education*, *40*, 521-549.

Ellison, C.M., Boykin, A.W., **Tyler, K.M**., & Dillihunt, M.L. (2005). Examining classroom learning preferences among elementary school students. *Social Behavior and Personality*, *33*, 699-708.

Marryshow, D., Hurley, E.A., Allen, B.A., **Tyler, K.M**., & Boykin, A. W. (2005). The impact of learning orientation on African American children's attitudes toward high achieving peers. *American Journal of Psychology*, *118*, 603-618.

Tyler, K.M., Boykin, A.W., Boelter, C.M. & Dillihunt, M.L. (2005). Examining mainstream and Afrocultural value socialization in African American households. *Journal of Black Psychology*, *31*, 291-311.

(2004) (n = 1)

Boykin, A.W., Lilja, A.J., & **Tyler, K.M**. (2004). The influence of communal versus individual learning context on the academic performance of African-American elementary school students. *Learning Environments Journal*, 7, 227-244.

(2001) (n = 1)

Carroll, G., LaPoint, V., & **Tyler, K.M**. (2001). Co-construction-A facilitator for school reform in school, community, and university partnerships. *Journal of Negro Education*, *70*, 38-58.

Book chapters (N =5, all first-authored)

Tyler, K.M., Boelter, C.M., & Boykin, A.W. (2008). Linking teachers' perceptions of educational value discontinuity to low-income middle school students' academic engagement and self-efficacy (reprint). In Hough, D. L. (Ed.), *Middle Grades Research: Exemplary studies linking theory to practice* (pp. 167-185). Charlotte, NC: Information Age Publishing.

Tyler, K.M., Stevens, R.J., & Uqdah, A.L. (2009). Cultural bias in teaching. In E.M. Anderman & L.H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 292-296). Detroit, MI: Cengage.

Tyler, K.M., & Tyler, C. (2009). Stereotype threat. In E.M. Anderman & L.H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 887-890). Detroit, MI: Cengage.

Tyler, K.M. & Uqdah, A.L. (2009). Kenneth Bancroft Clark. In E.M. Anderman & L.H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 146-147). Detroit, MI: Cengage.

Tyler, K.M., Haines, R.T., & Anderman, E.M. (2006). Examining the intersection of culturally relevant pedagogy, academic motivation and achievement outcomes among ethnic minority youth. In D. McInerney, M. Dowson, & S. Van Etten (Eds.), *Effective Schools:*

*Research on socio-cultural influences on motivation and learning (*pp.61-104).

Peer-reviewed manuscripts under review (N = 3)

Love, K.M., Thomas, D.M., Lloyd, H., Fitzgerald, K., **Tyler, K.M.**, & Stevens-Watkins, D. (under review). African American women's experiences with racism and sexism at predominately White institutions: Strategies for coping. *The Urban Review.*

Rojas, J.P., & **Tyler, K.M**. (under review). Measuring the creative process: A psychometric examination of creative ideation and grit. *Creativity Research Journal*.

Rojas, J.P, & **Tyler, K.M**. (under review). Who will succeed? Creativity and motivation in college students. *Journal of College Student Development*.

Peer-reviewed manuscripts in preparation (N = 4)

Burris, J. L., & **Tyler, K.M.** (in preparation). The Cultural Activities and Values Scales: Validating a measure to assess the presence of cultural discontinuity in the lives of African American populations. *Journal of Black Psychology.*

Coleman, S.T., Boykin, A. W., Hurley, E., & **Tyler, K.M.** (in preparation). Lasting effects of communalism as an effective learning context for African American elementary students using a mathematics fractions unit in real classroom settings. *Journal of Education for Students Placed At Risk.*

Guettler, K., & **Tyler, K.M.** (in preparation). The relationships among hypermasculinity, racism, and academic efficacy for African American males. *Journal of Negro Education.*

Stevens-Watkins, D., Burris, J., & **Tyler, K.M**. (in preparation). Examining the dimensionality of the Auburn Differential Masculinity Inventory with an African American adolescent male sample: A confirmatory factor analysis. *Psychology of Men and Masculinity.*

Peer-reviewed conference presentations (N = 32)

(2016) (n = 4)

Angyal, B., Mosley, D.V., & **Tyler, K.M.** (2016). *Facilitating resistance: Racial justice efforts in the Academy*. Paper presented at Berea College Dialogue on Race and Education in the 21st Century, Berea, Ky.

Burris, J. L., **Tyler, K.M**., Thompson, F., & Lloyd, H. (2016, October). *Exploring fit and reliability estimates of the Auburn Differential Masculinity Inventory with an adolescent African American male sample.* Poster session to be presented at the Mid-Western Educational Research Association, Evanston, IL.

Guettler, K. & **Tyler, K.M.** (2016). *The relationships among hypermasculinity, racism, and academic efficacy for African American males.* Paper presented at Berea College Dialogue on Race and Education in the 21st Century, Berea, Ky.

Hargrave, L., & **Tyler, K.M.** (2016). *An examination of the association between student-teacher interactions and academic self-concept among African American male high school students*. Paper presented at the American Educational Research Association conference, Washington DC.

(2014) (n = 2)

Tyler, K.M. (2014). Discussant, Paper Session, *Talent Development of Students Placed At Risk Special Interest Group*, American Educational Research Association, Philadelphia, Pa.

Hazelbaker, R., Goldstein, B., & **Tyler, K.M**. (2014). *Lifting as we climb: Messages influencing African American women's postgraduate degree attainment*. Roundtable presentation, American Educational Research Association, Philadelphia, Pa.

(2013) (n = 1)

Thompson, F.A., **Tyler, K.M.,** Burris, J.L., & Lloyd, H. (2013). Believing the hype: *Examining the association between internalized racist stereotypes and academic self-handicapping among African American male high school students*. Poster presented at the 2013 Mid-Western Educational Research Association conference, Evanston, IL.

(2010) (n = 1)

Brown-Wright, L., Graves, S.L., Stevens-Watkins, D., Harris, J.J., **Tyler, K.M**., Feist-Price, S., Richardson, J. (2010). *Renewing the African spirit through successful roles in academia: Unveiling the academy's dirty little secrets*. Symposium presented at the 2010 Association of Black Psychologists Conference, Chicago, IL.

(2009) (n = 1)

Thomas, D., Love, K., & **Tyler, K.M**. (2009). *Exploring racial variations and the impact of parental attachments and psychological health among diverse college students*. Paper presented at the American Counseling Association Annual Conference and Exposition, Charlotte, NC.

(2008) (n = 10)

Brown, C.L., Love, K.M., **Tyler, K.M**., Garriott, P.O., Thomas, D. & Roan, C. (2008). *Parental attachment, family influence, racial identity, and self-esteem among African American college students*. Poster presented at the 2008 International Counseling Psychology Conference, Chicago, IL.

Cokley, K.O., Utsey, S.O., Walker, K., **Tyler, K.M**., & White, A. (2008). *Strategies for getting published: A panel of emerging scholars and journal editors.* Panel symposium for the 2008 Annual Association of Black Psychologists Convention, Oakland, CA.

Conner II, T. W., **Tyler, K. M**., Mulder, S.L., Beatty-Hazelbaker, R., Gadson, N.C., Henchy, A.M., Hughes, T., Owens, E., Roan-Belle, C., Smith, L., & Stevens, R. (2008). *Teacher Efficacy: How do teachers' attitudes affect their efficacy in teaching culturally diverse students?* Paper presented at the meeting of the Mid-West Educational Research Association , Columbus, OH.

Garriott, P.O., Love, K.M., **Tyler, K.M.,** Brown, C.L., & Thomas, D. (2008). *Attachment, racism, and self-esteem among Whites: Exploring a mediation model*. Poster presented at the 2008 International Counseling Psychology Conference, Chicago, IL.

Garriott, P.O., Love, K.M., **Tyler, K.M**., Brown, C.L., & Thomas, D.M. (2008). *Attachment, self-construal and depression among Latinas/os.* Poster presented at the 2008 International Counseling Psychology Conference, Chicago, IL.

Love, K.M., **Tyler, K.M.,** Thomas, D.M., Brown, C.L., Garriott, P.O., & Roan-Belle, C. (2008). *Multiple attachment relationships and adjustment: A model for African Americans.* Presented at the 2008 American Psychological Association Conference, Boston, MA.

Mulder, S. M., Brown-Wright, L**., Tyler, K. M.,** Owens, E., Roan-Belle, C. Smith, L. Gadson, N.C., Hughes, T., Stevens, R.**,** McClain, K., Stevens-Watkins, D. (2008). *Qualitative study of African American college graduates: Reflections of family-related factors that made the difference.* Paper presented at the meeting of the University of Cincinnati Spring Research Conference, Cincinnati, OH.

Mulder, S. M., **Tyler, K. M.,** Conner II, T. W. Beatty-Hazelbaker, Gadson, N.C., Henchy, A.M., Hughes, T., Owens, E., Roan-Belle, C., Smith, L., & Stevens, R. (2008). *Teacher efficacy: How do teachers' attitudes affect their efficacy in teaching culturally diverse students?* Paper presented at the meeting of the University of Cincinnati Spring Research Conference, Cincinnati, OH.

Schroeder, D. C., Mohr, M. J., Stevens, J. T., Ma, X., **Tyler, K. M**., & Millman, R. (2008). *A look at attitude and achievement as a result of self-regulated learning in Algebra I.* Paper presented at the 2008 American Educational Research Association, New York, NY.

Tyler, K.M., Brown-Wright, L., Gadson, N.C., Mulder, S., Roan-Belle, C., Smith, L. & Stevens, R. (2008). *Examining the effects of home-school discontinuity for   African American high school students.* Poster presentation for the 2008 Annual Association of Black Psychologists Convention, Oakland, CA.

(2007) (n = 4)

Garriott, P.O., Love, K.M., & **Tyler, K.M.** (2007). *White racial attitudes, self-esteem, and college adjustment.* Paper presented at the 2007 American Psychological Association Annual Conference, San Francisco, CA.

Love, K., Thomas, D., Roan, C., & **Tyler, K.M.** (2007). *Motivation, self-efficacy, and academic adjustment among African American women*. Paper presented at the 2007 American Psychological Association Annual Conference, San Francisco, CA.

Thomas, D.M., Love, K.M., & **Tyler, K.M**. (2007). *Motivational factors that influence the academic achievement of African Americans attending Historically Black Colleges and Universities and Community Colleges.* Poster presented at the Kentucky Association of Blacks in Higher Education Annual Conference, Louisville, KY.

Tyler, K.M., Love, K.M, Garriott, P.O., Brown, C.L., McClain, K.P., Roan, C., & Thomas, D. (2007*). Linking communalism to achievement correlates for African and European American undergraduates.* Paper presented at the 2007 American Psychological Association Annual Conference, San Francisco, CA.

(2006) (n = 6)

Garriott, P.O., **Tyler, K.M**., & Love, K.M. (2006). *Factor structure and generalizability of the parental attachment questionnaire among Latina/o college students*. Poster presented at the 2006 National Latina/o Psychological Association Conference, Milwaukee, WI.

Dillihunt, M.L. & **Tyler, K.M**. (2006). *Using multiple intelligence strategies in urban school settings*. Poster presented at the 2006 American Educational Research Association Annual Conference, San Francisco, CA.

Tyler, K.M., Dillihunt, M.L.,& Tyler, C.M.B. (2006). *Examining culture in the socialization processes of African and European American Adults*. Poster presented at the 2006 American Educational Research Association Annual Conference, San Francisco, CA.

Tyler, K.M., Dillihunt, M.L., Tyler, C.M.B, & Boykin, A.W. (2006). *Culture in the healthy village: Parents' reports of preferred socialization practices at home.* Poster presented at the 2006 Association of Black Psychologists Annual Conference, Cleveland, OH.

Tyler, C.M.B., **Tyler, K.M.**, & Boykin, A.W. (2006). *The academic engagement of low-income, African American students as it relates to reported classroom variables.* Poster presented at the 4th Annual International Biennial SELF Research Conference, Ann Arbor, MI.

Tyler, C.M.B**., Tyler, K.M.,** & Boykin, A.W. (2006). *"Hearing What They See": Linking teachers' perceptions of African American students to engagement and efficacy*. Poster presented at the 2006 Association of Black Psychologists   Annual Conference, Cleveland, OH.

(2005) (n = 3)

Dillihunt, M.L., & **Tyler, K.M.** (2005). *Examining classroom learning preferences among minority students in public elementary schools.* Paper presented at the American Educational Research Association Annual Conference, Montreal, Quebec, Canada.

Smith, L.T., & **Tyler, K.M**. (2005). *Redefining the dream through multiculturally responsive pedagogy.* Roundtable session presented at the annual National Association of Multicultural Education Conference, Atlanta, GA.

Tyler, K.M., & Boykin, A.W. (2005). *Cultural considerations in elementary school teachers' perceptions of student achievement*. Poster presented at the Hawaii International Conference on the Social Sciences, Honolulu, HI.

(1999-2000: Graduate Training) (n = 2)

Tyler, K.M. (2000). *Black parents' preferences toward and practices of six cultural learning orientations*. Paper presented at the American Educational Research Association Annual Conference, New Orleans, LA.

Tyler, K.M. (1999). *African-American parents' preferences toward and practices of six distinct cultural socialization activities: Preliminary findings*. Paper presented at the American Educational Research Association Annual Conference, Montreal, Quebec, Canada.

Invited presentations (N = 14)

Tyler, K.M. (2014). Selected attendee, The Institute on Teaching and Mentoring. The Compact for Faculty Diversity, Southern Education Regional Board (SREB), Atlanta, GA.

Tyler, K.M. (2010). *Culture matters: Using data to understand the salience and utility of specific cultural values in the lives of African American and European American students.* Invited colloquium, Department of Educational Psychology & Philosophy, School of Educational Policy & Leadership, The Ohio State University.

Tyler, K.M. (2010). *Does culture matter: Exploring data to understand the salience and utility of cultural values in the lives of African American and European American students*. Invited colloquium, Department of Psychology, Morehouse College.

Tyler, K.M. (2008). *Culture matters: Understanding the salience and utility of specific cultural values in the lives of African Americans and European Americans*. Invited colloquium, Department of Psychology, Tulane University.

Tyler, K.M. (2007). *What African American parents, researchers, and parents who do research on African Americans want you to know about their children: Deconstructing and reconstructing instruction*. Interdisciplinary Early Childhood Education & Elementary Education Departments, College of Education, University of Kentucky.

Addo, K., DeShea, L., Missall, K. & **Tyler, K.M.** (2005). *Tricks of the trade: Dr. Somebody-making the transition from graduate student to professional*. Colloquium presented to College of Education faculty and students, University of Kentucky.

Tyler, K.M. (2005). *Let's talk relationships: Brothers and sisters' rap session*. Presentation for African American Studies and Research Program, Univ. of Kentucky.

Tyler, K.M. (2005). *A psychology of mathematics instruction: Surely, you have lost your mind*. Presentation at the annual mathematics instruction retreat, Univ. of Kentucky.

Tyler, K.M. (2005). *Strengthening the schooling outcomes of African American male students*. Professional Development Workshop for Indianapolis Public Schools, Indianapolis, IN.

Tyler, K.M. & Smith, L.T. (2005). *Educating African American male students: What we need to know, where we need to go.* Professional Development Workshop for Fayette County Public Schools and the Bethune Research Institute, Lexington, KY.

Tyler, K.M., & Smith, L.T. (2005). *Responding to the African American student through culturally responsive teaching and learning.* Professional Development Workshop for Indianapolis Public Schools, Indianapolis, IN.

Fakhrid-Deen, N. & **Tyler, K.M**. (2004). *Creating culturally responsive pathways to learning for African American male students.* Professional Development Workshop for Fayette County Public Schools and the Bethune Research Institute, Lexington, Kentucky.

Tyler, K.M. (2004a). *Towards the cultivation of cultural responsiveness*. Invited presentation, Department of Curriculum and Instruction, University of Kentucky, Lexington, Kentucky.

Tyler, K.M. (2004b). *Investigating the influence of culture in the schooling of African American students.* Presentation for the Annual Carter G. Woodson Lecture Series, African American Studies and Research Program, University of Kentucky.

Research grants, awards, fellowships and contractual activities

Funded ($57,800 in internal grants and contracts at UK)

Tyler, K.M. (2010). *Psychological, cognitive, & contextual predictors of African American male student academic identity.* African American Studies and Research Program, University of Kentucky ($7000).

Tyler, K.M., Brown, E., Dillihunt, M.L., & Hughes, T. (2007). *Examining the link between multicultural education and teaching efficacy.* Institute for Educational Research, College of Education, University of Kentucky ($6,000).

Tyler, K.M. (2006b). Independent evaluation contract, Evaluation of the Early Learning Opportunities Act Grant, Community Action Council, Lexington, KY ($15,000).

Tyler, K.M. (2006c). Independent evaluation contract, Community Action Council and the Bethune Institute, Knight Foundation Grant ($10,000).

Brown-Wright, L., & **Tyler, K.M**. (2005a). *Project PROMISE (Proactive Research On the Mediating Indices of School Excellence*. Associate Dean for Research and Graduate Studies, College of Education, University of Kentucky ($3,000)

Brown-Wright, L., & **Tyler, K.M.** (2005b). *Project PROMISE (Proactive Research On the Mediating Indices of School Excellence.* Commonwealth Collaborative Funding, Office of the President, University of Kentucky. ($10,000).

Tyler, K.M. (2005a). Delta Travel Voucher, Associate Dean for Research, College of Education, University of Kentucky. ($800)

Tyler, K.M. (2005b). *Cultural discontinuity and school functioning among African American youth.* University of Kentucky Summer Research Fellowship, Educational and Counseling Psychology, College of Education ($6,000).

Tyler, K.M. (2001). *Examining cultural socialization processes of Black and White Parents.* Walter and Theodora Daniel Endowed Research Grant, School of Education, Howard University ($5,000).

Not funded

Tyler, K.M. (2015). *Black male adolescents' perceptions of racism and academic identity.* Spencer Foundation (Small Grants Division) ($50,000).

Tyler, K.M. (2014). *Exploring associations between Black male students' perceptions of invisibility and identity*. Spencer Foundation (Small Grants Division) ($50,000).

Tyler, K.M. (2008). *Examining the presence and impact of cultural discontinuity among African American middle grade students*. African American Studies and Research Program (AASRP) Mini-Grant Program, University of Kentucky. ($15,000).

Tyler, K.M. (2008). *Examining the presence and impact of cultural discontinuity among African American middle grade students*. W.T. Grant Foundation Scholars Program ($350,000).

Tyler, K.M. (2007). *Examining the link between multicultural education and teacher efficacy.* Submitted to the Office of the President, University of Kentucky Commonwealth Collaborative Initiatives ($10,000).

Tyler, K.M. (2006). *Cultural discontinuity and school functioning among African American students*. Submitted to Spencer Foundation (Small Grants Division) ($39,996).

Anderman, E.M., **Tyler, K.M.,** Anderman, L.H., & Smith, L. (2005*). An investigation of the impact of the culturally responsive teaching and leadership model on student engagement and achievement.* Institute of Education Sciences (IES), U.S. Department of Education (DOE) ($1,349,726).

Technical Reports

Tyler, K.M. (2009). External Evaluation for the Knight Foundation: Head Start Assessment Outcomes. Technical Report delivered to the United Way of the Bluegrass, on behalf of the Community Action Council and the Child Care Council of Kentucky.

Tyler, K.M. (2007). Early Learning Opportunities Act (ELOA) Evaluation Report. Technical Report delivered to the United Way of the Bluegrass, on behalf of the Community Action Council and the Child Care Council of Kentucky.

Boykin, A.W., Serpell, Z.N., & **Tyler, K.M**. (2003). Ethnicity and tool type as they related to problem solving and transfer in a communal learning context. CRESPAR Annual Report delivered to the Office of Educational Research and Improvement.

Boykin, A.W., Coleman, S.T., Lilja, A.J. and **Tyler, K.M.** (2004). Building on children's cultural assets in simulated classroom performance environments: Research vistas in the communal learning paradigm. CRESPAR Technical Report No. 68.

TEACHING, ADVISING, & PROFESSIONAL TRAINING

Ph.D. Dissertation Committees (N = 69; 12 active committee memberships)
* denotes chair or co-chair status

2015-2016 (N = 3)

Lauren Hargrave* (Educational Psychology)-completed September 2017
Joshua Hayes (Educational Leadership)
Michael Mejia (Counseling Psychology)-program termination May 2017

2014-2015 (N = 2)

Brett Kirkpatrick (Counseling Psychology)
Rebecca Jones (Educational Psychology)

2013-2014 (N = 6)

Roberto Abreu (Counseling Psychology)
Minnah Farook (Counseling Psychology)
Rae Lyn Glover (Counseling Psychology)-completed May 2017
Karen Guettler* (Educational Psychology)
Joi-Sheree Knighton (Counseling Psychology)-completed August 2017
Michael Rosenberg (Educational Policy and Evaluation)-completed May 2015

2012-2013 (N = 7)

Betsy Caldwell (School Psychology)
Candice Davis* (Educational Psychology)
Charlene Harris (Family Studies)-completed December 2015
Shanshan Hu (Educational Psychology)
Kathryn Owens (Counseling Psychology)-completed May 2017
Natasha Murray* (Educational Psychology)
Falynn Thompson* (Educational Psychology)

2011-2012 (N = 9)

Jennifer Burris* (Educational Psychology)
Amanda Butz (Educational Psychology)-completed May 2015
David Hague (Counseling Psychology)-completed May 2015
Jonathan Kodet (Counseling Psychology)-completed December 2015
Dia Mason (Counseling Psychology)-completed May 2017
Mikeiya Morrow (Counseling Psychology)-completed May 2016
Brendan O'Farrell (Educational Policy & Evaluation)
Theresa Taylor (Educational Psychology)-program withdrawal (May 2012)
Baron Wolf (Educational Policy & Evaluation)

2010-2011 (N = 3)

Anna Farro (Counseling Psychology)
Jill Priesmeyer (School Psychology)-completed May 2014
Tonja Locklear (Curriculum & Instruction)-completed May 2012

2009-2010 (N = 10)

Deshana Collett* (Educational Policy and Evaluation)-completed September 2013
Ashlee-Nicole Crump (Educational Policy and Evaluation-program withdrawal November 2012)

Caroline Gooden-(Educational Psychology)-completed May 2016
Russell Hall (Counseling Psychology)-completed August 2010
Raven Piercey* (Educational Psychology)-completed May 2013
Joanne Rojas* (Educational Psychology)-completed August 2015
Amanda Smith (School Psychology)-completed December 2015
Gilbert Singletary (Educational Psychology)-completed May 2010
Angela Tombari (Educational Psychology)-completed December 2016
Lachelle White (School Psychology)-program withdrawal December 2012

2008-2009 (N = 8)

Carrie Brown (Counseling Psychology)-completed May 2012
Deborah Burton (Educational Psychology)-program withdrawal May 2012
F. Nicholas Denton (Counseling Psychology)-completed May 2012
William Harris (Counseling Psychology)-completed September 2009
Alexandra Henchy (Educational Psychology)-completed May 2013
Howard Lloyd (Counseling Psychology)-completed December 2013
Michael McClellan (Counseling Psychology)-completed May 2014
La Toya Smith* (Counseling Psychology)-completed May 2014

2007-2008 (N = 7)

ReShanta Beatty-Hazelbaker* (Educational Psychology)
Larry Grabau (Educational Psychology)-completed May 2016
Barry Gray (Counseling Psychology)-program termination September 2013
Katharine Hahn (Counseling Psychology)-completed October 2009
Krista Moe (Counseling Psychology)-completed October 2012
Shambra Mulder (Educational Psychology)-completed May 2010
Clarissa Roan-Belle (School Psychology)-completed August 2013

2006-2007 (N = 6)

Tim Conner* (Educational Psychology)-completed June 2013
Krystal Frieson (Counseling Psychology)-completed December 2014
William Goetz (Curriculum and Instruction)-completed May 2013
Jessica Grewe (Educational Psychology)-program withdrawal May 2012
Ruby Stevens (Educational Psychology)-completed May 2009
Chandra Strange (Counseling Psychology)-completed August 2014

2005-2006 (N = 9)

Jason Chen* (Educational Psychology)-completed May 2010
J. Russell Couch (Counseling Psychology-completed May 2009)
Keisha Fulton (Counseling Psychology)-program termination August 2008)
Travonia Hughes (Department of Gerontology-completed July 2006)
Cydney Jackson* (School Psychology)-program withdrawal December 2015

Alex Nounopoulos (School Psychology)-completed May 2013
Thomas Reed (School Psychology)-program withdrawal August 2008
Craig Schroeder (Curriculum and Instruction-completed May 2007)
James A. Smash (Counseling Psychology-completed May 2007)

2004-2005 (N = 7)

Deneia Best-Thomas* (Educational Psychology-completed May 2005)
Tirsit Brooks (Counseling Psychology-completed November 2005)
Nadia Gadson (Educational Psychology-completed May 2008)
Jaime Guerrero (Counseling Psychology)-completed May 2010
Robert Trent Haines (Educational Psychology-completed September 2006)
Seongjik Lee (Counseling Psychology-completed November 2007)
Peyyi Lin (Counseling Psychology-completed December 2008)

Master's Thesis Committees (N = 6; 3 active committee memberships)

2013-2014 (N = 1)

Lauren Hargrave* (Educational Psychology)-completed June 2015

2012-2013 (N = 2)

Ashley Taylor* (Educational Psychology)-completed August 2014
Meng Fan (Educational Psychology)-completed March 2014

2010-2011 (N = 3)

Falynn Thompson* (Educational Psychology)-completed May 2012
Candace Euarl* (Educational Psychology)-program termination (May 2014)
Alisha Rorer (Marriage & Family Therapy)—completed May 2011

2008-2009 (N = 1)

Trisha Clement* (Educational Psychology)-completed May 2010

Courses Taught

Teaching Assistant Supervision/Coordinator (EDP 202/203-Undergraduate)
Educational Psychology (EDP 548-Graduate)
Theories of Learning in Education (EDP 610-Graduate)
Multicultural Psychology (EDP 616-Graduate)
Research Methods in Education (EDP 656-Graduate)
Doctoral Professional Seminar (EDP 658-001-Graduate)
Doctoral Professional Seminar in Educational Psychology (EDP 658-002-Graduate)
Educational Psychology (Master's in Initial Certification Core Course) (EDP 658-003-Graduate)

Educational Psychology (Master's in Initial Certification Core Course) (EDP 658-004-Graduate)
Independent Study in Social Justice Scholarship (EDP 782-013-Graduate)

Courses approved for instruction

Psychology of the Black Experience (EDP 545 Undergraduate and Graduate)

PROFESSIONAL AND UNIVERSITY SERVICE

National

Editorial Boards

Advisory Editor, Negro Educational Review, Spring 2009-2012
Associate Editor, Journal of Black Psychology, Spring 2009-present

Ad hoc reviewer

International Journal of Teaching and Learning in Higher Education
Middle Grades Research Journal
Research on Middle Level Education Online

National Panel Reviews

Reviewer, Ford Foundation Fellowship—Education Panel, National Research Council, National Academies, Irvine, CA, March 2-3, 2015.

Reviewer, American Psychological Association Minority Fellowship Program Initial Review Committee, February 20th, 2015.

Panelist, Research on Teaching and Learning, National Science Foundation, October 29-30, 2012.

External Tenure and Promotion Reviewer

Kyndra Middleton, PhD., Associate Professor, Educational Psychology Program, Department of Human Development and Psycho-educational Studies, School of Education, Howard University.

David Wall Rice, PhD., Associate Professor, Psychology, Morehouse College.

Colette Chapman-Hilliard, PhD., Assistant Professor, Department of Psychology, The College of Staten Island/City University of New York.

University

Committee Memberships

Researcher/Facilitator, Committee for Research and Analysis on African American Student Success, Office of the Vice President for Institutional Research, Planning and Effectiveness, University of Kentucky, May-July, 2006.

Faculty Affiliate, Center for Equality and Social Justice, University of Kentucky

Member, Advisory Board, Center for Equality and Social Justice, Fall 2015-present.

Member, Advisory Board, African American Faculty Advisory Committee, Fall 2015-present

College

Committee Memberships

Tenure and Promotion Review and Advisory Committee, Fall 2014-

Task Force on Inclusiveness, College of Education, University of Kentucky, 2006-2008.

Undergraduate Scholarship Committee, College of Education, University of Kentucky, 2005-2008.

Learning and Behavioral Disorders Search Committee, Department of Special Education and Rehabilitation Counseling, College of Education, University of Kentucky, 2009-2011.

Department

Responsibilities

Faculty Sponsor, Social Justice Advocacy Group (Student Association), July 2015-present.

Director of Graduate Studies, May 2013-present.

Educational Psychology Program Chair. October 2008-May 2013.

Committee Memberships

Counseling Psychology Search Committee, Department of Educational, School, and Counseling Psychology, 2012.

Educational Psychology Search Committee, Department of Educational and Counseling Psychology, University of Kentucky, 2005.

Quantitative Search Committee, Department of Educational and Counseling Psychology, University of Kentucky, 2005.

School Psychology Search Committee, Department of Educational and Counseling Psychology,

University of Kentucky, 2005.

Coordinated Departmental Activities

FRED talks: Fostering Research through Engagement and Dialogue (FRED) is a monthly colloquium series designed to promote the development of research topics, ideas, questions, and skills among EDP graduate students. Similar to internationally recognized TED and TEDx talks, FRED talks, also named in honor of Dr. Fred Danner, professor of Educational Psychology, seeks to have faculty and graduate students discuss their research and/or experiences in the department in an effort to promote understanding of the scientific process through transparency, collegiality, and support. FRED talks have been in operation since September, 2013.

Social Justice Scholarship Series: This series will allow EDP faculty and students to engage in important dialogues around issues pertaining to social justice. Specifically, in the Spring 2015, faculty and students 1) have committed to read between 4-6 scholarly texts on white privilege, racism, and their confluence and 2) will convene once a month to discuss reactions, responses, and responsibilities as social justice proponents to these issues. Students have the option of enrolling in an independent study to get course credit for reading and participating in the discussions. It is anticipated that the Social Justice Scholarship Series will be going as EDP students.

Teaching Assistant Coordination and Supervision: As supervisor and TA coordinator, my responsibilities include the recruitment, resource provision, course scheduling, and observation and troubleshooting of teaching assistants in EDP. Specifically, TAs teaching undergraduate education courses (i.e., EDP 202, 203, and 303) are Type I TAs and thus, are considered instructors of record for the courses taught. In conjunction with faculty in Curriculum and Instruction, who provide primary input into the requirements for the courses taught by EDP TAs, my role includes syllabus construction, textbook selection, and TA performance observation and evaluation. TAs meet with me at least twice a month for both Fall and Spring semesters and are oriented to classroom instruction through these meetings with me and additional TAs, some of whom are retained and thus, serve as a 'senior TA' to facilitate transition of novice instructors.