

MONICA TAYLOR

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CHRONOLOGY OF EDUCATION

Ph.D. in Language, Reading & Culture, University of Arizona, 1997.

M.S.Ed. in Language and Literacy, English Education, City College of New York, 1993.

B.A. in French Language/Culture and Italian Studies, University of Pennsylvania, 1989.

CHRONOLOGY OF EMPLOYMENT

9/22-Present DIRECTOR OF GENDER, SEXUALITY, AND WOMEN'S STUDIES, College of Humanities and Social Services, Montclair State University, Montclair, NJ

9/18-Present PROFESSOR OF EDUCATIONAL FOUNDATIONS, College of Education.

9/17-8/18 PROFESSOR OF SECONDARY AND SPECIAL EDUCATION

9/06-9/17 ASSOCIATE PROFESSOR OF SECONDARY AND SPECIAL EDUCATION

9/01-9/06 ASSISTANT PROFESSOR OF SECONDARY AND SPECIAL EDUCATION
Department of Secondary and Special Education, College of Education.

- Teach doctoral courses such as Educational Equity and School Change, Advanced Qualitative Research, and Critical Feminisms in Teacher Education.
- Mentor doctoral students and serve on their doctoral committees for the defense of their qualifying papers, dissertation proposals, and dissertations.

ABRIDGED PUBLICATION LIST

Klein, E. J. & **Taylor, M.** (2023). *Our bodies tell the stories: Using feminist research and friendship to reimagine education and our lives*. Myers Education Press.

Taylor, M., Klein, E. J., Trabona, K. & Munakata, M. (2022). Feminist teacher leadership: Disrupting the patriarchal binary. In N. Bond (Ed.), *The power of teacher leaders: Their roles, influence, and impact* (pp. 213–225). Routledge.

Taylor, M. & Klein, E. J. (2021). Allowing the personal to drive our self-study: Texting, emailing, and Facebook messaging our way to feminist understanding. In J. Kitchen (Ed.), *Writing as a method for the self-study of practice* (pp. 91–108). Springer.

Taylor, M. & Diamond, M. (2020). The role of self-study in teaching and teacher education for social justice. In J. Kitchen et al. (Eds.), *2nd International Handbook of Self-Study of Teaching and Teacher Education*. Springer International Handbooks of Education. Springer.

Taylor, M. & Coia, L. (2020). Co/autoethnography as a feminist methodology: A retrospective. In J. Kitchen, M. Berry, S. M. Bullock, **M. Taylor**, A. Crowe, H. Guojonsdottir & L. Thomas (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices*, Second Edition. Springer Press.

Klein, E. J., **Taylor, M.**, & Forgasz, R. (2019). Using embodied practices with preservice teachers: Teaching and searching with the body. *Journal of Practitioner Research*.

Martin, A. & **Taylor, M.** (2019). An intergenerational self-study of narrative reflections on literature, gender, and LGBTQ identities. In A. Martin & K. Strom (Eds.), *Exploring gender and LGBTQ issues in K12 and teacher education: A rainbow assemblage* (pp. 163–182). Information Age Publishing.

Taylor, M., Klein, E. J. & Boal, J. (2019). An interview with Julian Boal: The role of Theatre of the Oppressed to promote social activism. *The Educational Forum* 83(4), 343–350.