CURRICULUM VITAE

CV SECTION 1: Employment History/Awards

NAME Kristen D. Morris, Ph.D.

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EDUCATION

2015	Ph.D., Cornell University, Ithaca, NY, USA.
2011	M.S., Colorado State University, Fort Collins, CO, USA.
2007	B.S. (Cum Laude), Colorado State University, Fort Collins, CO, USA.

ACADEMIC POSITIONS

August 2022 – Present	Associate Professor, Department of Design and Merchandising, Colorado State University; AM Program Coordinator Fall 2022 – Spring 2025
August 2019 - 2022	Assistant Professor, Department of Design and Merchandising, Colorado State University
August 2015 – July 2019	Assistant Professor, Textile and Apparel Management, University of Missouri

OTHER POSITIONS

2011- 2015	Lead Apparel & Technical Designer, Production Manager of Running Activewear, Redline Races, Denver, CO
2007-2011	Lead Apparel & Technical Designer, Production Manager of Running Activewear, BornFit, Denver, CO
2007-2009	Art Director, Graphic Designer, Sportline Team Sports, Arvada, CO

CURRENT JOB DESCRIPTION

Colorado State University

2022-
Present 40 % Teaching 35 % Research/Creative Activity 25 % Service/Outreach 0 % Admin

2019-

2022 50 % Teaching 35 % Research/Creative Activity 15 % Service/Outreach 0 % Admin

University of Missouri
2015-
2018 40 % Teaching 40 % Research/Creative Activity 20 % Service/Outreach 0 % Admin

HONORS AND AWARDS

I have been recognized through **35 total honors and awards in my academic and professional career**, **20 since the start of my tenure clock (2016)**. Since 2016, I have received **six** awards for outstanding creative scholarship, **five** awards to recognize excellence in research, and **nine** honors for exemplary teaching and mentoring. I am particularly proud of three honors: the **International Textile and Apparel Association (ITAA) Rising Star Award**, the **Costume Society of America's (CSA) Scholars Roundtable Honor Award**, and the **Faulty Achievement Award in Diversity** from the Univ. of Missouri. The International Textile and Apparel Association (ITAA) is the premier conference in our field. Therefore, the ITAA Rising Star Award is a special honor because it recognizes junior faculty members who demonstrate excellence in teaching, research/scholarly work, /engagement, and service commensurate with their faculty appointment on an international level. This award is the only organization-level award available to junior faculty from ITAA. The ITAA Rising Star Award is given out annually to 1-3 people per year. I was one of three junior faculty recipients in 2019. In 2021 I was nominated to present at the CSA Scholars Roundtable because of my creative scholarship on the inclusive design of adaptive apparel for people with disabilities. The CSA Scholars Roundtable is a prestigious award from CSA. While still at the Univ. of Missouri, I was awarded the Faculty Achievement Award in Diversity for connections I made in the classroom with students and scholarship on trans and gender non-binary apparel. A student must nominate you for this award. I was one of three faculty from across the University to receive this award in 2017. I believe these awards speak to my dedication to elevating diversity & inclusivity in scholarship and the classroom in the Textile and Apparel discipline.

Below, I've categorized these awards by research (R), design scholarship (D), and teaching/mentorship (T) categories.

#	Cat.	Year	Description
35.	D	2021	ATEXINC Award for Excellence in Marketable Textile Design – Professional category for *See Me: Adaptive Rain Kit*, International Textile and Apparel Association, Virtual Conference. *This award is given to designs that exhibit excellence in fabrication, including innovative use of textiles.*
34.	R	2021	CSA Scholars' Roundtable Honor Award, Costume Society of America, New York, New York –Virtual Conference *The CSA Scholars' Roundtable recognizes those who exemplify high standards in apparel/costume scholarship and charges them with leading a National Symposium event that stimulates consideration and discussion of an issue pertaining to costume scholarship.*
33.	D	2020	Claire Schaeffer Award for Outstanding Marketable Design – Professional category for *Ice Wine: Adaptive Down Parka*, International Textiles and Apparel Association, Virtual Conference. *This award is given to designs that show excellence in designs appropriate for Mass Market Level of Apparel Clothing Production.*

32. R 2020 2020 Paper of Distinction Design/Product Development Track with Kayna Hobbs and Juyeon Park, International Textiles and Apparel Association, Online meeting.

This is an invited scholarship award for research and teaching given by the International Textiles and Apparel Association at the annual meeting. Authors of high-scoring abstracts are invited to submit a full-length manuscript which is then judged for awards.

31. T 2020 Mentor for the 2020 Class of Mizzou 18, University of Missouri, Columbia, Missouri.

This mentoring honor is for faculty who have shown dedication to collaborating with graduate and professional students at the University of Missouri. Only 18 graduate and professional students are selected from across the university for the Mizzou 18 award annually. The honorees choose a faculty member to be recognized for the impact they have made in the lives of MU students.

30. R 2019 Rising Star Award, International Textiles and Apparel Association, Las Vegas, Nevada.

The ITAA Rising Star Award recognizes faculty who teach, research (either written or creative), and conduct service in the area of Textiles and Apparel. This award is intended for junior faculty members who are untenured in a tenure-track faculty position. Candidates must demonstrate excellence in teaching, research/scholarly work, /engagement and service that is commensurate with his/her faculty appointment.

29. D 2019 Educators for Socially Responsible Apparel Practices (ESRAP) Award for Sustainable Design. Professional category for *Adaptive Active: Embedding inclusion into activewear*, International Textiles and Apparel Association, Virtual Conference.

Awarded to design scholarship that showcases excellence in design development that is focused on issues of sustainability, through the selection of materials, processes, and outcomes. This may include sustaining and improving the well-being of people, the processes that enhance sustainability, and design choices that sustain the environment.

28. T 2019 Human Environmental Sciences Distinguished Teacher Award, College of Human Environmental Sciences, Univ. of Missouri, Columbia, Missouri.

Nomination-based college-level award to honor faculty who have made meaningful impact on students' education in the classroom.

27. T 2019 Mentor Award for Applied Design, Univ. of Missouri Undergraduate Visual Art & Design (UVAD) Showcase. Univ. of Missouri, Columbia, Missouri.

A university-level award to recognize mentorship of undergraduate students who also received top honors from the UVAD Showcase.

26. T 2019 Honorary Coach, Univ. of Missouri Women's Basketball Team. Univ. of Missouri, Columbia, Missouri.

Chosen by student athletes for faculty who have helped them in their academic careers.

25. D 2018 International Textiles and Apparel Association Award (ITAA) for Creative and Innovative Employment of Techniques, Professional category for *Afterglow: An equitable approach to design*, International Textiles and Apparel Association, St. Cleveland, Ohio. Co-Designer: Jean Parsons

Awarded to design scholarship that showcases innovative design with a focus on design scholarship.

24. R 2018 Intellect Books Research Award, International Textiles and Apparel Association, St. Cleveland, Ohio. Co-Authors: Sunhyung Cho, Angela Uriyo, and Lida Aflatoony

Intellect Books Research Award recognizes outstanding research on the cultural and social influences affecting fashion and dress.

23. D 2018 ATEXINC Award for Innovation in Textile Instruction, International Textiles and Apparel Association, St. Cleveland, Ohio.

ATEXINC provides one award that is selected from abstracts submitted to ITAA for presentation at the annual conference that demonstrate innovative approaches to teaching textile-related content.

22. T 2018 Faculty Institute of Inclusive Teaching Fellow, Univ. of Missouri, Columbia, Missouri.

One-year commitment to The Faculty Institute for Inclusive Teaching (FIIT) which brought together a cross-disciplinary network of faculty to explore promising practices around diversity and inclusiveness in the undergraduate classroom through a cohort-based program that combines expert facilitation with peer-to-peer learning. FIIT supports developing faculty's content knowledge about inclusive pedagogy as well as skills for managing diversity and inclusion in the classroom.

21. T 2017 EFI/Optitex Best Use of EFI Optitex in a School Award, International Textiles and Apparel Association, St. Petersburg, Florida.

Awarded faculty for their use of technology in the classroom to prepare students for the apparel industry.

20. D 2017 Claire Schaffer Award for Outstanding Marketable Design, Professional category for *Luminosity: High Visibility Apparel for Runners*, International Textiles and Apparel Association, St. Petersburg, Florida.

This award is given to designs that show excellence in designs appropriate for Mass Market Level of Apparel Clothing Production.

19. T 2017 Faulty Achievement Award in Diversity, Univ. of Missouri, Columbia, Missouri.

I was one of three recipients awarded throughout the Univ. to faculty members whose research elevates diversity and inclusion on the Univ. of Missouri campus.

18. T 2017 Catalyst Award: LGBTQIA Resource Center, Univ. of Missouri, Columbia, Missouri.

This award is given to faculty whose research aims to amplify underrepresented LGBTQIA issues with their research.

17. T 2017 Langsam Faculty Appreciation Award, Dept. of Textile and Apparel Management, Univ. of Missouri, Columbia, Missouri.

Annual department-level award, voted on by students.

16. T 2016 Wakonse Teaching Fellow, Univ. of Missouri, Columbia, Missouri.

The Wakonse Fellowship brings together faculty, teaching and learning professionals from postsecondary institutions who recognize and are devoted to the inspirational aspect of the teaching and learning process.

15. 2015 Fashion Design Award 1st Place, National Make it with Wool Competition; American Sheep Industry Association, Reno, Nevada.

14. 2014 Lois Dickey Fellowship for Continuing Doctoral Student Award, International Textiles and Apparel Association, Charlotte, North Carolina.

13.	2013	Lectra Graduate Student Award for use of Technology 1st Place, International Textiles and Apparel Association, New Orleans, Louisiana.
12.	2013	Fashion Supplies Innovative Design Award 2nd Place, International Textiles and Apparel Association, New Orleans, Louisiana.
11.	2012	Fashion Supplies Innovative Design Award 1st Place; International Textiles and Apparel Association, Honolulu, Hawaii.
10.	2010	Lectra Graduate Student Award for use of Technology 1st Place; International Textiles and Apparel Association, Montreal, Canada.
9.	2010	Helen F. McHugh Graduate Student Fellowship, Colorado State Univ., Fort Collins, Colorado.
8.	2010	Barbara Oliver Memorial Fellowship, Colorado State Univ., Fort Collins, Colorado.
7.	2010	Professionalism in Graduate School Award, Colorado State Univ., Fort Collins, Colorado.
6.	2009	Finalist - Fashion Group International Rising Star Award for BornFit, Denver, Colorado.
5.	2008	JDRF Walk to Cure Diabetes 2nd Place Design; Arvada, Colorado.
4.	2007	JDRF Walk to Cure Diabetes 1st Place Design; Arvada, Colorado.
3.	2007	American Sewing Guild – Denver Chapter Fellowship, American Sewing Guild, Denver, Colorado.
2.	2007	College of Applied Human Sciences Outstanding Senior of the Year Award, Colorado State Univ., Ft. Collins, Colorado.
1.	2007	Department of Design and Merchandising Student of the Year Award, Colorado State Univ., Ft. Collins, Colorado.

CV SECTION 2: Publications/Scholarly Record

Scholarship Executive Statement

Park, Knight, Kaiser, and Ha-Brookshire define the field of apparel design and product development as "an applied science that makes vital contributions to social and industrial progress based on solid scientific knowledge and in-depth research inquiries" (2015, p. 16).[1] **My specialization within apparel design and product development focuses on improving the health and well-being of underserved target markets through functional clothing design and advanced design technologies**. I address this through three strategies: 1) Giving focus to the apparel needs of underserved target markets; 2) Enhancing the functional performance of apparel through the application of innovative technologies; and 3) Advancing the product development process through user-centered design to address user requirements.

Format of Scholarly Output: I actualize my program of research through peer-reviewed creative scholarship exhibitions and publications. My department recognizes both as principal scholarly activities. Both types of scholarship address my central research question and build a cohesive body of work.

Impact of Work: According to Google Scholar, my work has been cited 187 times. My **h-index is 6**, and my **i10-index is four**. For context, the AACC[2] states "that, on average, assistant professors have an h-index of 2-5, associate professors 6-10, and full professors 12-24."

I have published **13 manuscripts in peer-reviewed journals, 11 publications** since the start of my tenure clock (2016). Four of the nine manuscripts are published in the *Clothing and Textiles Research Journal* (CTRJ), the premier journal in the apparel field, which has an **acceptance rate of ~ 12%.** One article in CTRJ (Morris & Ashdown, 2018) is one of the top 20 most cited articles in this journal in the last three years.[3]

I also exhibited **22 works of creative scholarship at peer-reviewed exhibitions in my professional career.** I exhibited 12 of 14 of my creative scholarship works at the International Textile and Apparel Association's (ITAA) annual meeting, the premier juried exhibition venue in our field. To be accepted to ITAA, it undergoes a **double-blind peer-review process.** The **acceptance rates for this venue are between 31% and 51%. Six** of the designs mentioned earlier have been **published in books** from leading educational publishing houses (i.e., Bloomsbury). In addition, **four designs received awards from ITAA** for excellence in marketable designs, sustainable design, and innovative employment of techniques.

Grants: In total, I have been awarded $228,480 in grant funding in my professional career. Of this, **5** were **external grants ($158,575),** and **7** were **internal grants ($64,302)**. I have been the **PI on <u>all</u> externally awarded projects**, and I was the PI on two internal grants. Additionally, I sought but was not awarded four external grants from national-level funding agencies (e.g., NSF, NIH, NEA). I will continue to seek national-level funding from these agencies as part of my future career goals.

<u>EVIDENCE OF INCORPORATING DIVERSITY, EQUITY, INCLUSION, AND/OR SOCIAL JUSTICE (DEISJ) IN RESEARCH</u>

I use my platform as a university professor to advocate for inclusive design practices for marginalized communities, which reflects CSU's pillar of values in inclusive excellence.[4] In my research, I explore design-based needs/solutions for people who identify as disabled, people who identify as Trans or gender non-binary, and the aging population. This work has resulted in publications, design scholarship, conference presentations, and panel discussions where I share research findings with the academic, professional, and public communities.

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[1] Park, J., Knight, D., Kaiser, S., & Ha-Brookshire, J. (2015). Textiles and apparel: The academic core that makes us unique and united. In J. Ha-Brookshire & K. LaBat (Eds.), *Envisioning Textile and Apparel Research and Education for the 21st Century.* International Textile and Apparel Association Monograph #11. Retrieved from http://c.ymcdn.com/sites/itaaonline.org/resource/resmgr/Publications/ITAA_Monograph_11.pdf

[2] Schreiber, W. E. (2019). Scientific Impact and the H-Index. Retrieved from https://www.aacc.org/cln/articles/2019/september/scientific-impact-and-the-h-index

[3] These statistics are updated weekly using data sourced exclusively from CrossRef.

[4] Colorado State University (2021). About- Office of Inclusive Excellence University Diversity Statement. https://inclusiveexcellence.colostate.edu/about/

Conducting design-based research with people from underrepresented communities is vital to minimize stereotypes, advance design thinking, and develop products inclusive of the widest variety of users possible. To make a broader impact with my work, I share my research with the public and apparel brands so that the study does not reside only within academia.

PUBLISHED WORKS

Refereed Journal Articles:

Regarding articles with collaborators, authors are listed in the order that they appear in the journal. The authors for each publication are listed in descending order of contribution. The proportion of each author's contribution was negotiated before beginning the writing process.

* An asterisk indicates graduate student or undergraduate student co-authors.

14. Reddy-Best, K., Reilly, A., Streck, K., Green, D., Morris, K., Doty, K. (2023) Chest-Binding Practices for Trans and Nonbinary Individuals within Different Spatiotemporalities: Redefining the Meanings of Space, Place, and Time. *Fashion Theory, 0*(0), https://doi.org/10.1080/1362704X.2023.2196761

    IF: Unknown; *Cite Score:* 0.9; *Journal Acceptance Rate*: not yet available; *Citations- Google Scholar*: 0; *Citations – Web of Science*: 0

    Role: My role on this paper was to help develop the research design, collect data, analyze the data, and write the methods section and parts of the results section.

13. Sokolowski, S., Griffin, L., Wu, Y, McKinney, Morris, K., Bettencourt, C. (2022). Examination of Current U.S. Female Firefighting Personal Protective Equipment (PPE) Sizing and Fitting Process Challenges: An Opportunity to Improve Safety. *Fashion and Textiles, 9*(40). Doi: https://doi.org/10.1186/s40691-022-00314-8

    IF: 2.765; *Cite Score:* 3.7; *Journal Acceptance Rate*: not yet available; *Citations- Google Scholar*: 0; *Citations – Web of Science*: 0

    Role: My role on this paper was to develop the research design, collect data, and analyze the data. I also wrote the results, discussion, and conclusion sections.

12. Hobbs-Murphy, K.*, **Morris, K.,** Park, J., (2022). A Case Study of Developing a Paralympic Shooting Jacket for Disabled Athletes. *Clothing and Textiles Research Journal, 0*(0) doi:10.1177/0887302X221102920

IF[5]: 1.528; *Cite Score*[6]*:* 2.9; *Journal Acceptance Rate*[7]: not yet available; *Citations- Google Scholar*[8]: not yet available; *Citations – Web of Science*[9]: not yet available

Role: The first author was my graduate student, therefore I provided mentorship on the research design and data collection of the research. I assisted with drafting the manuscript, editing, and making significant revisions to the entire manuscript during the review process.

11. McKinney, E., **Morris, K.,** Wu, Y., Griffin, L., Sokolowski, S., Carufel, R.*, & Park, J. (2021). Understanding firewomen's fit problems with their coats and pants and its impact on mobility and safety. *WORK: A Journal of Prevention, Assessment, and Rehabilitation*, 69 (2), 449-464. doi: 10.3233/WOR-213490.

    IF: 1.132; *Cite Score:* 1.8; *Journal Acceptance Rate*: not yet available; *Citations- Google Scholar*: 0; *Citations – Web of Science*: 0

    Role: My role on this paper was to develop the research design, collect data, and analyze the data. I also wrote the results, discussion, and conclusion sections.

10. Cho, S.*, Aflatoony, L.*, **Morris, K.,** & Uriyo, A.* (2020). Development of garment design strategies for women with visual impairments. *International Journal of Fashion Design, Technology and Education, 13*(2), 181-189. https://doi.org/10.1080/17543266.2020.1761461.

    IF: 1.51; *Cite Score:* 1.6; *Journal Acceptance Rate*: not yet available; *Citations- Google Scholar*: 1; *Citations – Web of Science*: N/A

    Role: All three co-authors were graduate students, therefore I provided mentorship on the research design and data collection stages of the research. I assisted with data analysis and made significant edits to the entire manuscript.

9. Parsons, J., & **Morris, K.** (2020). Apparel and textile design scholarship: Shared knowledge, dissemination, and evaluation. *Clothing and Textiles Research Journal, 39*(1), 7-23. https://doi.org/10.1177/0887302X20903809.

    IF: 1.10; *Cite Score:* 2.5; *Journal Acceptance Rate*: 12%; *Citations- Google Scholar*: 1; *Citations – Web of Science*: 1

    Role: The responsibilities of this research and manuscript development were split equally with my collaborator. We both wrote sections of the introduction, literature review, discussion, and conclusion. I took a primary role in data analysis, methods, and results section.

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[5] Impact factor [*IF*] by Journal Citation Reports provides ranking for journals in the areas of science, technology, and social sciences. Based on citation data of Journals indexed in Web of Science database that includes 12,000 peer-reviewed journals.
[6] *Cite Score*™ by Scopus have very similar values as *IF* as they are calculated by the same formula. Cite score belongs to Elsevier's Scopus database that includes 34,346 peer-reviewed journals.
[7] Journal acceptance rates were obtained from the journal's published metrics.
[8] *Citations - Google Scholar:* The results number indicates how many times the manuscript has been cited. Please note: Anything cited by another article, whether scholarly or not will be included in the times cited list which will most likely offer a higher number of documents which have cited a work than Web of Science.
[9] *Citations – Web of Science*: The results number indicates how many articles in Web of Science cited the manuscript. Please note: The citation count will only include the number of times the publication was cited by specific articles from the journals that Web of Science covers. Web of Science does not count citations from every journal published around the world, nor does it count citations from books, conference proceedings, dissertations/theses, patents, technical reports, or other types of publications.

8. Ramseyer Winter, V., Teti, M., Landor, A., & **Morris, K.** (2019). "On a journey to appreciate what my body does for me": Qualitative results from a positive body image intervention study. *Social Work in Public Health, 34, 2019*(7), 637-645. https://doi.org/10.1080/19371918.2019.1635951.

   IF: .607; *Cite Score:* 1.2; *Journal Acceptance Rate*: 30%; *Citations- Google Scholar*: 2; *Citations – Web of Science*: 2

   Role: My role on this paper was to develop the research design, collect data, develop the paper positioning, and edit the final drafts.

7. Teti, M., **Morris, K.,** Bauerband, L., Rolbiecki, A., & Young, C.* (2019). An exploration of apparel and well-being among transmasculine young adults. *Journal of LGBT Youth*, *17*(1), 53-69. https://doi.org/10.1080/19361653.2019.1611519.

   IF: 1.01; *Cite Score:* 2.0; *Journal Acceptance Rate*: 41%; *Citations- Google Scholar*: 2; *Citations – Web of Science*: 0

   Role: My role on this paper was to develop the research design, collect data, analyze the data, develop the paper positioning, and edit the final drafts.

6. Ramseyer Winter, G., Landor, A., Teti. **Morris, K.**, Schliep, E., Pevehouse-Pfeiffer, D., & Pekarek, E. (2019). Is body appreciation a mechanism of depression and anxiety? An investigation of the 3-Dimensional Body Appreciation Mapping (3D-BAM) intervention. *Mental Health & Prevention, 14*(2019), 200158. https://doi.org/10.1016/j.mph.2019.200158.

   IF: 0.67; *Cite Score:* 2.1; *Journal Acceptance Rate*: not yet available; *Citations- Google Scholar*: 2; *Citations – Web of Science*: n/a

   Role: My role on this paper was to develop the research design, collect data, develop the paper positioning, and edit the final drafts.

5. **Morris, K.,** & Ashdown S. P. (2018*).* Partnerships in practice: Producing new design knowledge with users when developing performance apparel products. *Fashion Practice, 10*(3), 328-353. https://doi.org/10.1080/17569370.2018.1507149.

   IF: .582; *Cite Score:* 1.0; *Journal Acceptance Rate*: 35%; *Citations- Google Scholar*: 1; *Citations – Web of Science*: 0

   Role: I was the lead researcher on this paper, with my collaborator providing mentorship and editing.

4. **Morris, K.,** & Ashdown S. P. (2018). Expanding the Concept of Lead Users as Collaborators in Functional Apparel Design. *Clothing and Textiles Research Journal, 36*(3), 180-198. https://doi.org/10.1177/0887302X18765262.

   IF: 1.1; *Cite Score:* 2.5; *Journal Acceptance Rate:* 11.9%; *Citations- Google Scholar*: 5; *Citations – Web of Science*: 2

   Role: I was the lead researcher on this paper, with my collaborator providing mentorship and editing.

3. **Morris, K.,** Park, J., & Sarkar, A. (2017). Development of a nursing sports bra for physically active breastfeeding women through user-centered design. *Clothing and Textiles Research Journal*, *35*(4). 290-

306. https://doi.org/10.1177/0887302X17722858.

IF: 1.1; *Cite Score:* 2.5; *Journal Acceptance Rate*: 11.9%; *Citations- Google Scholar*: 14; *Citations – Web of Science*: 4

Role: I was the lead researcher on this paper, with my collaborators providing mentorship and editing.

2. Park, H., Kim, S., **Morris, K.,** Moukperian, M., Moon, Y., & Stull, J. (2015). Effect of firefighters' personal protective equipment on gait. *Applied Ergonomics*, *48*, 42-48. https://doi.org/10.1016/j.apergo.2014.11.001.

IF: 3.145; *Cite Score:* 7.1; *Journal Acceptance Rate*: unknown; *Citations- Google Scholar*: 46; *Citations – Web of Science*: 19

Role: I assisted in data collection, data analysis, and writing the literature review, portions of the discussion, and portions of the conclusion in this manuscript.

1. Park, J., Morris, K., Stannard, C., & Hamilton, W. (2014). Design for many, design for me: Universal design for apparel products. The Design Journal, 17(2). 267-290. https://doi.org/10.2752/175630614X13915240576103.

IF: .886; *Cite Score:* 0.60; *Journal Acceptance Rate*: 30%; *Citations- Google Scholar*: 19; *Citations – Web of Science*: 6

Role: My role on this paper was to develop one of the designs featured in this manuscript, write sections of the literature review, and contribute writing to the discussion, and conclusion sections of the manuscript.

Refereed Proceedings:

I have had 41 total professional conference presentations at international and national-level conferences in my academic and professional career. Of which, **30 of these presentations were since the start of my tenure clock** (2016), **averaging 3-4 presentations per year**. Most of the presentations I have given were at the International Textile and Apparel Association's (ITAA) annual meeting, the premier conference in our field. **Two presentations received awards at ITAA** for exemplary research/teaching presentations.

* An asterisk indicates graduate student or undergraduate student co-presenters.

43. **Morris, K.,** & Davis, M. (2023). Assessing the Impact of an Adaptive Apparel Curriculum in Preparing Students to Develop Products for Diverse Markets - A Longitudinal Evaluation of Student Projects. Presented at the annual meeting of International Textile and Apparel Association, Baltimore, MD.

42. Ogle, J., Rudkin, A., Reddy-Best, K., Harmon, J., **Morris, K.,** & Kittersong, P. (2023). An Interpretive Exploration of Positive Body Image Experiences Among Nonbinary, Gender Fluid, and Genderqueer Individuals. Presented at the annual meeting of International Textile and Apparel Association, Baltimore, MD.

41. **Morris, K.**, & Boyle, S. (2022). Inclusive Design as a Strategy to Promote 21st Century Skills for Product Development Students. Presented at the annual meeting of International Textile and Apparel Association, Denver, CO.

40. Eckerson, N., Ha-Brookshire, J., & **Morris, K.** (2022). Exploring the Role Digital Textile Prints Play in Breast Cancer Survivors' Identity Expression. Presented at the annual meeting of International Textile and Apparel Association, Denver, CO.

39. Wu, Y., Liu, X., **Morris, K**., Lu, S., Wu, H. (2022). An Exploratory Study of Body Measurement Prediction Using Machine Learning and 3D Body Scans. Presented at the annual meeting of International Textile and Apparel Association, Denver, CO.

38. McBee-Black, K., McAndrews, L., Lee, Y-A, **Morris, K.**, & Sokolowski, S. (2022). Special Topic: The Adaptive Apparel Movement as a Building Block Supporting Increased Diversity and Inclusivity in the Apparel Marketplace. Presented at the annual meeting of International Textile and Apparel Association, Denver, CO

37. McBee-Black, K., **Morris, K.**, Lee, Y-A., & Michaelson, D. (2021). Mapping Adaptive Apparel Scholarship in the Clothing and Textile Discipline. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference.

36. **Morris, K.**, Hobbs, K.*, & Kupfer, H.* (2021). Patent Analysis of Adaptive Apparel Innovations from 1990 to 2020. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference.

35. **Morris, K.**, & Kupfer, H.* (2021). Peer Teaching as a Strategy to Promote 21st Century Skills in Apparel Technology Courses. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference.

34. **Morris, K.,** Ipaye, H.*, & Norum, P. (2020). Key functional and symbolic values of activewear designed for active aging women. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference. doi: https://doi.org/10.31274/itaa.12219

33. Hobbs, K.*, & **Morris, K.** (2020). Custom Paralympic Shooting Jacket: A Single-Case Virtual Product Development Project. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference. doi: https://doi.org/10.31274/itaa.12220

32. **Morris, K.**, Green, D., Streck, K.*, Reddy-Best, K., Reilly, A., & Doty, K. (2020). Why Bind? Emotional, Physical, and Cultural Considerations for Trans and Gender Non-Binary Individuals. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference. doi: https://doi.org/10.31274/itaa.12217

31. Reddy-Best, K., Reilly, A., **Morris, K.**, Green, D., Streck, K.*, & Doty, K. (2020). Why Bind? Public, Private, and Secret Self Chest Binding for Trans and Gender Non-Conforming Individuals. Presented at the annual meeting of International Textile and Apparel Association, Virtual Conference. doi: https://doi.org/10.31274/itaa.11848

30. **Morris, K.** (2019). Exploring designer's perceptions of professional facilitation in a user-centered design scenario. Presented at the annual meeting of International Textile and Apparel Association, Las Vegas, Nevada. doi: 10.31274/itaa.9550

29. **Morris, K.**, McBee-Black, K. & Zhao, L. (2019). Breaking the barriers of disability with cotton performance technologies: An experiential learning opportunity for technical design and omnichannel

retailing students. Presented at the annual meeting of International Textile and Apparel Association, Las Vegas, Nevada. doi: 10.31274/itaa.9548

28. Ipaye, H.*, **Morris, K.**, & Norum, P. (2019). Sports bra design for the active aging woman. Presented at the Fashion and Active Aging Symposium, St. Paul, Minnesota.

27. **Morris, K.**, (2018). Teaching the Next Generation of Technical Designers about Cotton Performance Technologies through a Problem-Based Learning. Presented at the annual meeting of International Textile and Apparel Association, Cleveland, Ohio. doi: https://lib.dr.iastate.edu/itaa_proceedings/2018/presentations/1

Award: ATEXINC Award for Innovation in Textile Instruction.

26. Cho, S.*, Aflatoony, A.*, Uriyo, L.*, & **Morris, K.** (2018). Development of tactile garment design strategies for women with visual impairments. Presented at the annual meeting of International Textile and Apparel Association, Cleveland, Ohio. doi: https://lib.dr.iastate.edu/itaa_proceedings/2018/presentations/110/

Award: Intellect Book Research Award.

25. **Morris, K.**, Aflatoony, L.* & Romine, A.* (2018). A Low-Cost 3D Design Process: Exploring Alternatives to Capture, Process, and Design using 3D Data. Presented at the annual meeting of International Textile and Apparel Association, Cleveland, Ohio. doi: https://lib.dr.iastate.edu/itaa_proceedings/2018/presentations/2

24. **Morris, K.**, Ramseyer Winter, G., Landor, A., & Teti, M. (2018). The Implications of 3D Body Scanning on State Self-Objectification. Presented at the annual meeting of International Textile and Apparel Association, Cleveland, Ohio. doi: https://lib.dr.iastate.edu/itaa_proceedings/2018/posters/1

23. Cho, S.*, & **Morris, K.**, (2018). Developing baseline design criteria for people with lower body mobility impairments using inclusive design. Presented at the annual meeting of International Textile and Apparel Association, Cleveland, Ohio. doi: https://lib.dr.iastate.edu/itaa_proceedings/2018/presentations/109/

22. Ramseyer Winter, V., Landor, A., **Morris, K.**, & Teti, M. (2018). Exploring the Possible Benefits of Using 3D Technology in Body Appreciation Interventions. Presented at the International Conference on Eating Disorders (ICED), Chicago, Illinois. doi: https://higherlogicdownload.s3.amazonaws.com/AEDWEB/27a3b69a-8aae-45b2-a04c-2a078d02145d/UploadedImages/Events/ICED_2018_Final_Program.pdf

21. Ramseyer Winter, V., Landor, A., **Morris, K.**, Teti, M., & Pevehouse-Pfeiffer, D.* (2018). 3-Dimensional Body Appreciation Mapping (3D-BAM): Results from an intervention study. Presented at Appearance Matters 8, London, United Kingdom.

20. **Morris, K.**, & Teti, M. (2017). Photovoice: A user-centered design method to understand apparel needs of Female to Male (FTM) in gender identity and expression. Presented at the annual meeting of International Textile and Apparel Association, St. Petersburg, Florida. doi: https://lib.dr.iastate.edu/itaa_proceedings/2017/presentations/160

19. **Morris, K.** & Ashdown, S. P. (2017) Exploring the relationship between Lead Users and collaborative orientation in the design of a functional running garment. Presented at the annual meeting of the International Textile and Apparel Association, St. Petersburg, Florida. doi: https://lib.dr.iastate.edu/itaa_proceedings/2017/presentations/32

18. Teti, M. & **Morris, K.** (2017). Picturing trans-positive apparel: Showcasing the links between image, gender identity, and health via Photovoice. Presented at the 23rd annual meeting of Qualitative Health Research Conference. Quebec City, Quebec. doi: https://doi.org/10.1177/1609406917748703

17. Teti, M., & **Morris, K.** (2017). Using participatory photography to showcase the links between apparel, gender identity, and well-being among transmasculine individuals. Presented at the Transgender Spectrum Conference. St. Louis, Missouri.

16. **Morris, K.**, & Parsons, J. (2016). Design Scholarship: What is it and How Does it Count (for Tenure)? Presented at the annual meeting of International Textile and Apparel Association, Vancouver, British Columbia. doi: https://lib.dr.iastate.edu/itaa_proceedings/2016/presentations/64/

15. Raj, D.*, & **Morris, K.** (2016). Disruptive Potential of 3D Printing for Clothing and Textile Sector. Presented at the annual meeting of International Textile and Apparel Association, Vancouver, British Columbia. doi: https://lib.dr.iastate.edu/itaa_proceedings/2016/posters/77/

14. Raj, D.*, & **Morris, K.** (2016). Strategies to Update the Clothing and Textile Course Curriculum with Emerging Technologies. Presented at the annual meeting of International Textile and Apparel Association, Vancouver, British Columbia. doi: https://lib.dr.iastate.edu/itaa_proceedings/2016/presentations/155/

13. **Morris, K.**, & Ashdown, S. (2015). In Practice: Perceptions of User Involvement in the Activewear Industry. Presented at the annual meeting of International Textile and Apparel Association, Santa Fe, New Mexico. doi: https://lib.dr.iastate.edu/itaa_proceedings/2015/presentations/91/

12. **Morris, K.**, Coffman, C., Kozen, F., Dao, K.*, Green, D., Ashdown, S., Dunne, L., & Reich, J.* (2015). Sketching as a Tool to Measure Concept Application in an Informal Learning Environment. Presented at the annual meeting of International Textile and Apparel Association, Santa Fe, New Mexico. doi: https://lib.dr.iastate.edu/itaa_proceedings/2015/posters/98/

11. **Morris, K.**, Ashdown, S., Coffman, C., Kozen, F., Dao, K.*, Green, D., Dunne, L., & Reich, J.* (2015). Exploring Naïve Spatial Understanding in Patternmaking. Presented at the annual meeting of International Textile and Apparel Association, Santa Fe, New Mexico. doi: https://lib.dr.iastate.edu/itaa_proceedings/2015/posters/97/

10. **Morris, K.**, & Ashdown, S. (2014). The Ideal User: A Pilot Study to Find Apparel Collaborators. Presented at the annual meeting of International Textile and Apparel Association, Charlotte, North Carolina. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/18126/rec/1

9. Park, H., Kim, S., **Morris, K.**, Moukperian, M., Moon, Y., & Stull, J. (2014). Impact of Firefighters' Personal Protective Equipment on Gait Instability and Injury Risk. Presented at the annual meeting of International Textile and Apparel Association, Charlotte, North Carolina. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/17888/rec/3

8. **Morris, K.**, Dunne, L., Ramaswamy, H., Reich, J., Ashdown, S., Coffman, C., Kozen, F., & Ruehlow, S. (2014). Smart Clothing, Smart Girls: Teaching Spatial Manipulation through Garment Patterns. Presented at the annual meeting of International Textile and Apparel Association, Charlotte, North Carolina. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/18565/rec/1

7. Dunne, L., Ramaswamy, H., Reich, J., Ashdown, S., Coffman, C., Kozen, F., **Morris, K.**, & Ruehlow, S. (2014). Smart Clothing, Smart Girls: Teaching Wearable Electronics. Presented at the annual meeting of International Textile and Apparel Association, Charlotte, North Carolina. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/18565/rec/1

6. **Morris, K.**, Wu, Y., & Ashdown, S. (2013). Exploring a Process: Using Technology to Define Firefighter Glove Fit Preference. Presented at the annual meeting of International Textile and Apparel Association, New Orleans, Louisiana. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/17098/rec/2

5. **Morris, K.**, & Moukperian, M. (2012). The Vignelli Approach to Apparel Design: An Examination of an Architect's Venture into Sustainable Fashion. Presented at the annual meeting of International Textile and Apparel Association, Honolulu, Hawaii. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/12716/rec/1
4. **Morris, K.**, & Park, J. (2012). Development and Evaluation of a Nursing Sports Bra Prototype. Presented at the annual meeting of International Textile and Apparel Association, Honolulu, Hawaii. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/12328/rec/1
3. **Morris, K.**, Stannard, C., & Park, J. (2011). Universal Design: Theory and Empirical Applications in Apparel Design. Presented at the annual meeting of International Textile and Apparel Association, Philadelphia, Pennsylvania. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/4579/rec/1
2. **Morris, K.**, & Park, J. (2011). Collaborative Apparel Product Development: Developing a Nursing Sports Bra. Presented at the annual meeting of International Textile and Apparel Association, Philadelphia, Pennsylvania. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/4579/rec/2
1. Park, J. & **Morris, K.** (2010). Team-Based Learning (TBL): New instructional strategy for apparel product development. Presented at the annual meeting of International Textile and Apparel Association, Montreal, Canada. doi: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/3775/rec/1

Non-Refereed Journal Articles/Chapters/Proceedings/Transactions:

1. Dunne, L., **Morris, K.**, Ramaswamy, H., Reich, J., Ashdown, S., Coffman, C., & Kozen, F. (2015). Fashion Meets Space Travel: Engaging Girls in STEM through Functional Apparel Design. In: *45th International Conference on Environmental Systems*. doi: https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/64376/ICES_2015_submission_98.pdf?sequence=1

PERFORMANCES, EXHIBITS, PRODUCTIONS (Visual/Performing Arts):

Juried Activities: Exhibitions – Creative Scholarship:

I primarily exhibit an original work of creative scholarship in a single juried exhibition. Each piece is **counted only once and is considered equal to a peer-reviewed publication in a journal**. In instances where I have exhibited my creative scholarship work at more than one venue, I have noted this in the descriptions below, but I only count the work once. Furthermore, none of my creative scholarship accepted for exhibition in juried competitions is student work. Student design scholarship is listed separately in the advising and mentorship section in my CV.

In the cases where I had design collaborators, I listed joint authorship in order of contribution, with the most significant contributor listed as the first author. As with joint authored publications and grants, I have indicated my role in developing the creative scholarship work.

Retrieval methods of written abstracts and images or videos of the exhibition vary and evolve as organizations and technology evolve. I have provided the DOI links if the exhibition abstracts are indexed. If no exhibition abstract is available (E.g., proceedings are not available for exhibitions before 2012), I have included a link to the design catalog.

22. **Morris, K.** *See Me: Adaptive Rain Kit* (2021, November). *See Me: Adaptive Rain Kit*, is an adaptive rain vest, quarter-zip pullover, and technical legging designed to enhance the visibility and safety of the wearer while surpassing the technical innovation and aesthetics of existing adaptive outerwear. *See Me*, the title of this work, is a double entendre devised to have a literal meaning - catch one's attention for safety considerations, and the second meaning is an appeal to recognize that the person with the disability is, first and foremost, a person. International Textile and Apparel Association, Virtual.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 42.6%
    - **Award:** ***ATEXINC Award for Excellence in Marketable Textile Design – Professional category***
    - doi: https://www.iastatedigitalpress.com/itaa/article/id/13287/
    - Impact Metrics: *Citations- Google Scholar*: none available yet; *Downloads from Digital Repository*: none available yet

21. **Morris, K.** *Ice Wine: Adaptive Down Parka.* (2020, October). Modifiable winter coat that mirrors performance features and aesthetics of non-adaptative outerwear yet ensures independence through easy dressing. Ice Wine features a zip-off lower portion that can go from fitting a person in a seated position to a knee-length parka suitable for people in a standing position. International Textile and Apparel Association, Virtual.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 44%
    - **Award: Claire Schaeffer Award for Outstanding Marketable Design – Professional Category**
    - doi: https://doi.org/10.31274/itaa.12221
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 17

20. **Morris, K.** *Adaptive Active: Embedding inclusion into activewear.* Ensemble that reflects the need for activewear that is inclusive of people living with disabilities and cogitates that people with disabilities are physically active individuals. This work was first shown at ITAA and then for the CHHS Research Day to share faculty research.
    - (2020, March). College of Health and Human Sciences Research Day, Fort Collins, Colorado.
        - On/off Campus: On
        - Level: College
        - Acceptance Rate: unknown
    - (2019, October). International Textile and Apparel Association, Las Vegas, Nevada.
        - On/off Campus: Off
        - Level: International
        - Acceptance Rate: 51%
        - **Award: ESRAP (Educators for Socially Responsible Apparel Practices) Award for Sustainable Design.**
        - doi: 10.31274/itaa.9544
        - Impact Metrics: *Citations- Google Scholar*: 1; *Downloads from Digital Repository*: 38

19. Parsons, J. & **Morris, K.** (2019, October). *Floral Fusion: Digitally printed and laser cut dress and bolero jacket.* Integration of digital textile print with laser cutting to create a 3-dimensional surface embellishment by considering print engineering and placing individually laser cut flowers on the dress collar and jacket. International Textile and Apparel Association, Las Vegas, Nevada.
    - On/off Campus: Off
    - Level: International

- Acceptance Rate: 51%
- doi: 10.31274/itaa.9545
- Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 10
- Role: In this collaborative work, my role was to engineer how to cut the digitally printed motifs using the laser cutter. I also constructed the jacket in this dress/jacket ensemble.
- **This design was added to the permanent collection of the Missouri Historic Costume and Textile Collection.**

18. Parsons, J. & **Morris, K.** *Synthesis Flow. Digitally printed and laser cut tunic.* An experimental garment that blends digitally printed textiles with laser cutting and exemplifies how a synthesis of technologies can be used to push design innovation in ways that are not possible by using one technology alone. This work was first shown at the CSA regional meeting then at ITAA.
    - (2019, October). International Textile and Apparel Association. Las Vegas, Nevada.
        - On/off Campus: Off
        - Level: International
        - Acceptance Rate: 51%
        - doi: 10.31274/itaa.9546
        - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 20
    - (2017, October). Costume Society of America's Midwestern Regional Meeting. Cincinnati, Ohio.
        - On/off Campus: Off
        - Level: National
        - Acceptance Rate: 75%
        - doi: n/a
        - Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a
    - Role: In this collaborative work, my role was to engineer how to cut the digitally printed motifs using the laser cutter. I also engineered the fabric adhesion process to finish the raw edges of the silk fabrics through the laser cutting process.

17. **Morris, K.** & Parsons, J. (2018, November). *Afterglow: An equitable approach to design.* Universally designed dress jacket featuring a synthesis of digital printing and laser cutting to enhance the comfort and range of mobility in the jacket for users with upper-body mobility impairments. International Textile and Apparel Association, Cleveland, Ohio.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 49%
    - **Award: ITAA Award for Creative and Innovative Employment of Techniques.**
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2018/design/1
    - Impact Metrics: *Citations- Google Scholar*: 1; *Downloads from Digital Repository*: 113
    - Role: I designed, patterned, and engineered the laser cutting in this partnership. My collaborator was the digital printing expert and developed and printed the textile used in this garment.

16. Parsons, J. & **Morris, K.**, (2018, November). *Water's Edge: Theme and Variation*. Universal designed vest featuring a synthesis of digital printing and laser cutting to enhance aesthetics and functionality. International Textile and Apparel Association, Cleveland, Ohio.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 49%
    - doi: 10.31274/itaa.9547
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 21

- Role: In this collaborative work, my role was to engineer how to cut the digitally printed motifs using the laser cutter. I also engineered the fabric adhesion process to finish the raw edges of the silk fabrics through the laser cutting process.

15. **Morris, K.** (2017, November). *Luminosity: High Visibility Apparel for Runners*. Running vest, base layer and tights developed with runners and further conceptualized by the designer, addresses runners concern for safety during runs in low light conditions. International Textile and Apparel Association, St. Petersburg, Florida.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 38%
    - **Award: Claire Schaffer Award for Outstanding Marketable Design – Professional Level.**
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2017/design/31
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 7
    - **This design was featured in a book:** Hall, M., Gorea, A., & Roelse, K., (2019). *The Book of Pockets*. Bloomsbury: New York, NY. p. 125-128.

14. **Morris, K.** (2017, November). *Visible - Trans Positive Apparel*. Clothing for trans or gender non-binary people can promote gender expression, decrease social stigmas, and improve body image during periods of transition. This ensemble was created for non-binary individuals and is the first design concept from a larger research study that employed Photovoice, a user-center design methods to pinpoint specific apparel ideas for the trans community. International Textile and Apparel Association, St. Petersburg, Florida.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 38%
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2017/design/30
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 8

13. **Morris, K.** (2017, November). *Lucent Two: A Breathable Hooded Rain Jacket.* Waterproof jacket and running short with aesthetic-based functional features for runners. International Textile and Apparel Association, St. Petersburg, Florida.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 38%
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2017/design/32
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 10
    - **This design was featured in a book:** Hall, M., Gorea, A., & Roelse, K., (2019). *The Book of Pockets*. Bloomsbury: New York, NY. p. 125-128.

12. **Morris, K.** (2017, October). *Parametric: Laser Engraved Neoprene Jacket.* Laser engraved parametric shapes that enable the malleability of neoprene. Costume Society of America's Midwestern Regional Meeting. Cincinnati, Ohio.
    - On/off Campus: Off
    - Level: Regional
    - Acceptance Rate: 75%
    - doi: n/a
    - Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a

11. Vaughn, A., & **Morris, K.** (2017, October). *Sprinter: 3D Technology Enabled Cycling Uniform.* Cycling uni created from a 3D body scan of a cyclist in the active position and 3D flattened patterns created in Optitex. Costume Society of America's Midwestern Regional Meeting. Cincinnati, Ohio.
    - On/off Campus: Off

- Level: Regional
- Acceptance Rate: 75%
- doi: n/a
- Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a
- Role: My role on this work was to obtain the 3D body scan of the cyclist on the bike, process the scan, and develop the garment patterns from Optitex 3D flatting tools. My co-author designed the appearance of the cycling uni and constructed the garment.

10. **Morris, K.** (2016, November). *Thermic: A Research-driven Base Layer.* Multi-use base layer and tights developed through a participatory design scenario where attributes that are important to runners who run more than 30 miles per week were identified and applied through concepts generated in quasi-experimental controlled design sessions and tested through wear trials in actual use environments. . International Textile and Apparel Association, Vancouver, British Columbia.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 45%
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2016/design/41
    - Impact Metrics: *Citations- Google Scholar*: 2; *Downloads from Digital Repository*: 12
    - **This design was featured in a book:** Hall, M., Gorea, A., & Roelse, K., (2019). *The Book of Pockets*. Bloomsbury: New York, NY. p. 125-128.

9. **Morris, K.** (2016, November). *Lucent: Lightweight Waterproof Jacket*. Lucent is a lightweight and waterproof activewear jacket, achieved by exploring creative pattern making by using a half-scale dress form design process. International Textile and Apparel Association, Vancouver, British Columbia.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 45%
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2016/design/40/
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 11

8. **Morris, K.** (2015, November). *Kuiki Echo.* Laser-cut Hawaiian-Style Quilt. International Textile and Apparel Association, Santa Fe, New Mexico.
    - On/off Campus: Off
    - Level: International
    - Acceptance Rate: 38%
    - doi: https://lib.dr.iastate.edu/itaa_proceedings/2015/design/109/
    - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 26

7. **Morris, K.** *Cilia.* Repurposed Wool Jacket. This jacket was first shown at ITAA where it won an award and then accepted to the National Make it with Wool Competition and awarded First Place for the Fashion Design Category.
    - (2015, January). National Make it with Wool Competition, American Sheep Industry Association, Reno, Nevada.
        - On/off Campus: Off
        - Level: National
        - Acceptance Rate: unknown
        - doi: n/a
        - **Award: *2015 Fashion Design Award, First Place.***
    - (2013, October). International Textile and Apparel Association, New Orleans, Louisiana.
        - On/off Campus: Off
        - Level: International
        - Acceptance Rate: 39%

- **Award: *2013 Lectra Graduate Student Award for use of Technology, First Place.***
- doi: https://lib.dr.iastate.edu/itaa_proceedings/2013/design/38
- Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 41
- **This design was featured in a magazine article:** Miller, S., Erkan, M., & Agugliro, D. (2016, Jan,). Make it with Wool 2015. *Threads Magazine*. P. 62

6. **Morris, K.**, Ashdown, S. P., Flint, S. (2014, November). *Rowers Design Retro Uni.* Digitally printed rowing uniform developed through a user-centered design process. International Textile and Apparel Association, Charlotte, North Carolina.
   - On/off Campus: Off
   - Level: International
   - Acceptance Rate: 43%
   - doi: https://lib.dr.iastate.edu/itaa_proceedings/2014/design/2
   - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 31
   - Role: In this work, I conceptualized the collaborative design scenario with the rowers. I developed the digital print design with the third author, from which I developed the garment pattern, digitally printed the fabric, and constructed the garments. In total, over 15 garments were made for the Univ. rowing team.
   - **This design was added to the permanent collection of the Cornell Fashion + Textile Collection.**

5. **Morris, K.** (2013, October). *Peacocking*. Digitally printed flax Suit. International Textile and Apparel Association, New Orleans, Louisiana.
   - On/off Campus: Off
   - Level: International
   - Acceptance Rate: 39%
   - **Award: *2013 Fashion Supplies Innovative Design Award, Second Place.***
   - doi: https://lib.dr.iastate.edu/itaa_proceedings/2013/design/106
   - Impact Metrics: *Citations- Google Scholar*: 0; *Downloads from Digital Repository*: 35

4. **Morris, K.**, Flint, R., & Park, H. (2012, November). *Migration for a New Habitat.* Electrically heated wetsuit. This work was shown twice, first at ITAA and then as invited graduate student work for the State University of New York celebration of graduate research in Albany, NY at the capital building.
   - (Feb. 26, 2013). State University of New York (SUNY) Boosting the Power of SUNY: A Celebration of Graduate Research. Albany, New York.
     - On/off Campus: Off
     - Level: State
     - Acceptance Rate: unknown
     - doi: n/a
   - (2012, November). International Textile and Apparel Association, Honolulu, Hawaii.
     - On/off Campus: Off
     - Level: International
     - Acceptance Rate: 37%
     - Retrievable: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/12688/rec/1
     - Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a
   - Role: My role on this work to develop the wetsuit patterns from a 3D body scan of a dress form. I used Optitex 3D flatting tools to draw the garment pattern on the body and "flatten" the pattern. I also constructed the garment.

- **This design was also featured in a book:** *Tortora, P., G., & Eicher, J. B., (2015).* Dress, Fashion and Technology: From Prehistory to the Present *Bloomsbury: New York, NY, p.227.*

3. **Morris, K.** (2012, November). *CoVess: Experiential Design Process*. International Textile and Apparel Association, Honolulu, Hawaii.
   - On/off Campus: Off
   - Level: International
   - Acceptance Rate: 37%
   - **Award:** ***2012 Fashion Supplies Innovative Design Award, First Place.***
   - Retrievable: http://cdm16001.contentdm.oclc.org/cdm/compoundobject/collection/p16001coll5/id/12497/rec/1
   - Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a

2. **Morris, K.**, Stannard, C., & Park, J. (2010, October). *Pupa Butterfly: Transitional Maternity Dress.* International Textile and Apparel Association, Montreal, Canada.
   - On/off Campus: Off
   - Level: International
   - Acceptance Rate: 31%
   - **Award:** ***2010 Lectra Graduate Student Award for use of Technology, First Place.***
   - Retrievable: 2010 Design Catalog
   - Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a
   - Role: In this partnership, I developed the digital textile print design and the second author developed the garment design and patterns. We worked together to print the fabric and construct the garment.

1. **Morris, K.**, & Sanders, E. (2006, November). *Asymmetrical Caplet and Ruff Suit Jacket. Machine Embroidered Sportswear Separates*. International Textile and Apparel Association, San Antonio, Texas.
   - On/off Campus: Off
   - Level: International
   - Acceptance Rate: 42%
   - Retrievable: 2006 Design Catalog
   - Impact Metrics: *Citations- Google Scholar*: n/a; *Downloads from Digital Repository*: n/a
   - Role: My role on this work was in this partnership, my co-author provided design mentorship, while I developed the garment design, patterns, embroidery, and constructed the garment.

Non-Juried Activities: Exhibitions – Creative Scholarship:

3. **Morris, K.**, & Parsons, L., (Oct. 20, 2017). *Lucid #1: Universal Design for the Advanced Aged Women.* ArtWear Biennial: Where Fashion Meets Fine Art, The Lincoln Center, Fort Collins, Colorado.
   - Type: Creative Scholarship
   - On/off Campus: Off
   - Level: National
   - Acceptance Rate: unknown
   - Retrievable: http://www.kristendmorris.com/designscholarship
   - Impact Metrics: *n/a*
   - Role: I designed, patterned, and engineered the laser cutting in this partnership. My collaborator was the digital printing expert and developed and printed the textile used in this garment.

2. Parsons, J & **Morris, K.**, (Oct. 20, 2017). *Autumn Universal.* ArtWear Biennial: Where Fashion Meets Fine Art, The Lincoln Center, Fort Collins, Colorado.

- Type: Creative Scholarship
- On/off Campus: Off
- Level: National
- Acceptance Rate: unknown
- Retrievable: http://www.kristendmorris.com/designscholarship
- Impact Metrics: *n/a*
- Role: My role on this work was I was the laser cutting expert in this partnership – developing the abstract garment pattern that we laser cut. I also engineered the fabric adhesion process to finish the raw edges of the silk fabrics through the laser cutting process.
- **This design was also featured in a book:** Davis Burns, L. (2019). Sustainability and Social Change in Fashion*. Bloomsbury: New York, NY. p. 36.*

1. Parsons, J & **Morris, K.**, (Oct. 20, 2017). *All the Ribbons.* ArtWear Biennial: Where Fashion Meets Fine Art, The Lincoln Center, Fort Collins, Colorado.
    - Type: Creative Scholarship
    - On/off Campus: Off
    - Level: National
    - Acceptance Rate: unknown
    - Retrievable: http://www.kristendmorris.com/designscholarship
    - Impact Metrics: *n/a*
    - Role: My role on this work was I was the laser cutting expert in this partnership – developing the abstract garment pattern that we laser cut. I also engineered the fabric adhesion process to finish the raw edges of the silk fabrics through the laser cutting process.
    - **This design was also featured in a book:** Davis Burns, L. (2019). *Sustainability and Social Change in Fashion.* Bloomsbury: New York, NY. p. 36.

Clinics/Workshops:

1. **Morris, K.** & Phoenix, K. (October 23, 2019). *Creating Custom Half-Scale Dress Forms from 3D Body Scans.* International Textile and Apparel Association, Las Vegas, Nevada.
    - On/off Campus: Off
    - Level: International
    - Retrievable: 10.31274/itaa.9551
    - Role: Workshop Co-Facilitator. In coordination with Kimberly Phoenix (Cornell Univ.), we held a hands-on workshop that covered the entire process of developing a custom half-scale foam dress form, starting with capturing 3D data with a Structure Sensor to assembling the final dress form from foam slices. Specifically, we demonstrated how to digitally process and develop files for the dress form using Fusion 360. We also showed participants how to slice the 3D model to extract a plan for cutting materials used in the dress. Finally, participants assembled a prepared foam half-scale dress form; And demonstrated how to use half-scale forms in our design process.

Non-Juried Activities: Exhibitions

3. Morris, K. (December 5 – December 16, 2022). Wide Open: Comprehensive Garments for All. Avenir Museum of Design and Merchandising, Colorado State University, Fort Collins, Colorado.
    - Type: Curatorial Exhibition
    - On/off Campus: On
    - Level: Campus

- Acceptance Rate: n/a
- Retrievable: https://www.chhs.colostate.edu/iil/ - Forthcoming
- Impact Metrics: n/a

2. Morris, K. (December 8 – December 18, 2021). Inclusive Innovations. Nancy Richardson Design Center Design Exchange, Richardson Design Center, Colorado State University, Fort Collins, Colorado.
   - Type: Curatorial Exhibition
   - On/off Campus: On
   - Level: Campus
   - Acceptance Rate: n/a
   - Retrievable: https://www.chhs.colostate.edu/iil/cotton-inc-new/
   - Impact Metrics: n/a

1. Morris, K. (August 20 - September 15, 2018). *Cotton on Design.* Nicholas and Abigail Fillippello Gallery, Gwynn Hall, Univ. of Missouri, Columbia, Missouri.
   - Type: Curatorial Exhibition
   - On/off Campus: On
   - Level: Campus
   - Acceptance Rate: n/a
   - Retrievable: http://www.kristendmorris.com/technical-design-1
   - Impact Metrics: n/a

CONTRACTS & GRANTS

For each award, I have provided a summary of the grant funding's role in moving my program of research forward. In cases where I had collaborators, I defined my roles and responsibilities on each grant.

Externally-Funded Projects as PI

Aug. 2023 – July 2025 — Elevating Colorado's outdoor workforce and economy through digital asset mapping and a Sustainable Outdoor Product Design Certificate. Diddi, S. (PI), **Morris, K (Co-PI),** Nelson, G. (Co-PI), Colorado Office of Economic Development & International Trade EDA State Outdoor Recreation Grants. $70,000.

Interdisciplinary Research & Outreach Grant: Two main goals of the proposed project are to create an industry-informed interdisciplinary certificate focused on sustainable outdoor product design (OPD) and develop equity-focused Digital Asset Map of Colorado outdoor recreation businesses and resources using a citizen science approach. Both these goals directly contribute to local economic development, qualified workforce development, and inclusive outdoor recreation participation. There is a critical need for educational offerings that will enhance workforce skills and knowledge related to outdoor product design, designing for adaptive outdoor recreation, entrepreneurship, sustainable sourcing, and supply chains. CSU is uniquely positioned to develop and deliver certificate/degrees in these areas with facilities that have advanced prototyping technologies used extensively by the outdoor industry. This funding will be crucial to develop an industry-informed certificate program.

Role: I was a Co-PI on this grant, with Dr. Sonali Diddi as the PI. My responsibilities on this grant included grant included help organizing the Colorado Outdoor Industry Day at CSU Spur campus, organize the Outdoor Industry Working Group advisory board, and developing

modules/courses for the certificate program. I also collected and analyzed data for final reports and manuscript preparation.
Implications of grant on program of research/teaching: This funding serves two purposes that impact my teaching and research. Regarding teaching, I provide students with an opportunity for engaged scholarship, enriching student's learning outcomes. Regarding research, I will hold a focus group with PWD (for whom the students will also develop questions) to simultaneously collect data about design needs for PWD which feeds into my publication and grant applications and provide undergraduate students with an opportunity to conduct primary research.

Jan. 2023 – Dec. 2023

Innovation Partners: A multifaceted opportunity for students to develop cotton-enhanced adaptive apparel products through active partnerships with people with disabilities. **Morris, K. (PI)**, Cotton Incorporated, $37,010.

Disciplinary Teaching & Research Grant: The purpose of this proposed project, titled Innovation Partners: A multifaceted opportunity for students to develop cotton-enhanced adaptive apparel products through active partnerships with people with disabilities, is to provide Capstone Product Development students with a multifaceted opportunity to apply Cotton Performance Technologies (CPT) to address apparel-related problems experienced by people with disabilities (PWD). The PI will guide students through an immersive product development project where students will work directly with people with disabilities to design a collection of cotton-rich adaptive apparel products. This aim is explored through a comprehensive product development project where students will design a collection of cotton-rich adaptive apparel products that address user's functional, expressive, and aesthetic needs.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, developing curricular activities for the course, and implementing the project in with the technical design students, and data collection through the focus groups. I will also manage all data analysis and manuscript preparations.

Implications of grant on program of research/teaching: This funding serves two purposes that impact my teaching and research. Regarding teaching, I provide students with an opportunity for engaged scholarship, enriching student's learning outcomes. Regarding research, I will hold a focus group with PWD (for whom the students will also develop questions) to simultaneously collect data about design needs for PWD which feeds into my publication and grant applications and provide undergraduate students with an opportunity to conduct primary research.

Jan. 2022 - Dec. 2022

Inclusive Futures: Countering clothing-related barriers for people with disabilities through cotton performance technologies and inclusive product design. **Morris, K. (PI)**, Cotton Incorporated, $31,995.

Disciplinary Teaching & Research Grant: The purpose of this project is to provide Capstone Product Development students with an opportunity to explore performance cotton as a mechanism to solve apparel-related problems experienced by people with disabilities (PWD). This proposal continues the PI's efforts started in a 2021 CIC award to enhance students' knowledge of how CPT can add value to adaptive apparel. This new proposal adds depth to cotton fundamentals and 3D virtual prototyping using Fabricast 3D digital fabrics. Still today, there is comparatively little emphasis on fiber or fabric-level innovations in the adaptive

apparel market. CPT could add functional and aesthetic value for PWD in their clothing. This project is a catalyst for students to think inclusively about design and cotton as a barrier-breaking fiber for adaptive apparel.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, developing curricular activities for the course, and implementing the project in with the technical design students, and data collection through the focus groups. I will also manage all data analysis and manuscript preparations.

Implications of grant on program of research/teaching: This funding serves two purposes that impact my teaching and research. Regarding teaching, I provide students with an opportunity for engaged scholarship, enriching student's learning outcomes. Regarding research, I will hold a focus group with PWD (for whom the students will also develop questions) to simultaneously collect data about design needs for PWD which feeds into my publication and grant applications and provide undergraduate students with an opportunity to conduct primary research.

Jan. 2021 - Dec. 2021

Value-added: Challenging students to solve clothing-related problems for people with disabilities using cotton performance technologies. **Morris, K**. **(PI)**, Cotton Incorporated, $32,129.

Disciplinary Teaching & Research Grant: The purpose of this project is to provide Capstone Product Development students with an opportunity to explore performance cotton as a mechanism to solve apparel-related problems experienced by people with disabilities (PWD). This aim is explored through a comprehensive product development project where students will design a collection of cotton-rich adaptive apparel products that address user's functional, expressive, and aesthetic needs. The students will work directly with PWD in a user-centered design process to develop the collection. I will showcase the student's final projects in an interactive public exhibit and a website that documents the semester's activities. Overall, this project adds value to the existing curriculum by furthering student's awareness and understanding of cotton fiber and advanced cotton performance technologies (CPT) as they prepare to enter the apparel industry.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, developing curricular activities for the course, and implementing the project in with the technical design students, and data collection through the focus groups. I will also manage all data analysis and manuscript preparations.

Implications of grant on program of research/teaching: This funding serves two purposes that impact my teaching and research. Regarding teaching, I provide students with an opportunity for engaged scholarship, enriching student's learning outcomes. Regarding research, I will hold a focus group with PWD (for whom the students will also develop questions) to simultaneously collect data about design needs for PWD which feeds into my publication and grant applications and provide undergraduate students with an opportunity to conduct primary research.

Jan. 2019 – Dec. 2019

Breaking the barriers of disability with cotton performance technologies: An experiential learning opportunity for students. **Morris, K**. **(PI)**, Zhao, L., & McBee-Black, K., Cotton Incorporated, $29,977.

Disciplinary Teaching & Outreach Grant: The objective of this teaching and outreach grant was to provide students technical design and omnichannel retailing students with an opportunity to explore cotton innovations as a mechanism to reduce apparel-related barriers

for people living with a disability (PWD) through a real-life case study of an adaptive apparel retailer. Cross-functional teams of students across two courses collaborated to develop cotton-rich adaptive apparel products and mock websites promoting cotton as a barrier-breaking fiber for adaptive apparel. Through this grant, we also hosted a panel discussion titled Design for Disability: Adaptive Clothing Innovations Symposium. There were over 150 people in attendance at this event.

Role: My responsibilities on this grant included grant stewardship, developing curricular activities for the technical design course, and implementing the project in with the technical design students. I also managed the data collection from students, data analysis (with graduate students), and manuscript preparation.

Implications of grant on program of research/teaching: This funding served to enrich student's learning outcomes. Through this grant my collaborators and I were able to provide students with an opportunity for engaged scholarship, where students consulted with PWD from the community, and it informed their course projects.

Jan. 2018 – Dec. 2018

No Sweat: Teaching the next generation of technical designers about cotton performance, **Morris, K. (PI)**, Cotton Incorporated, $27,464.

Disciplinary Teaching Grant: The objective of this teaching grant was to provide students technical design and omnichannel retailing students with an opportunity to explore cotton innovations as a mechanism to reduce apparel-related barriers for people living with a disability (PWD) through a real-life case study of an adaptive apparel retailer. Cross-functional teams of students across two courses collaborated to develop cotton-rich adaptive apparel products and mock websites promoting cotton as a barrier-breaking fiber for adaptive apparel. Through this grant, we also hosted a panel discussion titled Design for Disability: Adaptive Clothing Innovations Symposium. There were over 150 people in attendance at this event. My responsibilities on this grant included grant stewardship, developing curricular activities for the technical design course, and implementing the project in with the technical design students.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, developing curricular activities for the technical design course, and implementing the project in with the technical design students.

Implications of grant on program of research/teaching: This funding served to enrich student's learning outcomes. Through this grant I was able to provide students with an opportunity for engaged scholarship, where students consulted with PWD from the community, and it informed their course projects.

Nov. 2014 – July 2015

Implications of users and facilitation on collaborative innovation in functional apparel design. **Morris, K. (PI)**, Student Research Support Grant Program, American Association of Textiles Chemists and Colorists, Research Triangle Park, NC. $500.

Disciplinary Research Grant: The objective of this research support grant was to prototype and test cold-weather base layers for elite runners. In the study, I managed a collaborative design scenario with elite runners to identify product attributes that were most important to them in apparel for cold weather. Two prototypes were developed and tested through laboratory, wear test, and field testing. The outcome of this research was two vetted base layer prototypes and a recommended method to systematize current practices of user collaborations in design ideation and product evaluation.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, and implementing the project.

Implications of grant on program of research/teaching: This funding was for my dissertation research which developed into two manuscripts and helped establish my reputation in the field as one of the primary researchers on user-centered design methods.

Internally-Funded Awards

March 2021 – August 2021

HICAHS Emerging Issues: Assessing the 3D Facial Anthropometrics of LatinX Workers. Rosecrance, J. (PI), Hobbs, K. (Co-Investigator), **Morris, K.** (Co-Investigator), Brazile, W. (Co-Investigator), HHS-CDC Centers for Disease Control, Colorado State University, $20,126.

Interdisciplinary Research Grant: The purpose of this research is to obtain, digitize, and compare critical 3D facial anthropometrics of LatinX individuals to individuals of other race/ethnicities for the purpose of developing better fitting cloth face masks and N95 respirators among LatinX workers, who are an understudied population.

Role: My role on this project is to support the 3D face scanning and processing of the 3D data.

Implications of grant on program of research/teaching: This funding has implications on my program of research, particularly 3D data capture, analysis, and design for underserved populations.

July 2020 - June 2021

Increasing participation in physical activity for persons with paralysis: A pilot study of product and environment-related barriers to full participation. **Morris, K. (PI),** College of Health and Human Sciences Early Career Investigator Award, Colorado State University, $6,967.

Disciplinary Research Grant: This grant provided funding to collect pilot data from 23 people with disabilities to learn how the lack of appropriate products for persons who identified as being paralyzed (PWP) (i.e., apparel, "gear", equipment) and environmental factors (i.e., inequitable access to exercise classes or outdoor recreation) exacerbate non- participation in physical activities. Models of disability advocacy recognize that disabilities are social problems created and intensified by environmental and attitudinal barriers in society. This funding also provide support to catalyze an interdisciplinary team of researchers to develop an external funding proposal to fund further research on product-related barriers to participation in physical activity for.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, and implementing the project.

Implications of grant on program of research/teaching: This funding is helping catalyze a team of interdisciplinary researchers in the College of Health and Human Sciences to develop an external proposal t. The pilot data collected in this grant will lead into a manuscript and advance our application to the Reeves Foundation.

May 2018 – June 2019

A collaborative anthropometric study of personal protective apparel, gloves, and boots for female fire fighters. **Morris, K. (PI),** Research Council, Univ. of Missouri, $8,609.

Disciplinary Research Grant: This grant provided funding to collect anthropometric body measurements using 3D body scanning from firefighters to develop a database of whole-body, hand, and feet data for female firefighters. The anthropometric dataset generated in this study was analyzed to evaluate the effectiveness of existing fire gear sizing systems for female fire service members and suggested improved sizing methods that minimize consumer dissatisfaction related to

personal protective equipment (PPE) sizing. This data is valuable for PPE manufacturers to develop PPE that is consistent with the current anthropometric characteristics of the population of firefighters. This project collected data from firefighters in Missouri and contributed to a larger study to collect data from firefighters across the United States as part of the NC170 multistate research group.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, and implementing the project.

Implications of grant on program of research/teaching: This grant provided funding to collect data that fed into the larger NC170 multistate research project. This project has resulted in one publication (and 2 under development). In the future we seek to apply for USDA funding, based on data collected with this grant.

April 2016 - May 2017

3D Body Appreciation Mapping (BAM): A Pilot Study of an Innovative Patient-Driven Body Image/Skin Tone and Health Intervention for College Women. Ramseyer-Winter, V., Morris, K. **(Co-PI)** Landor, A., Teti, M. Univ. of Missouri Center for Patient-Centered Outcomes Research (PCOR) Small Project Award, $20,000.

Interdisciplinary Research Grant: Through this funding, our interdisciplinary team developed an intervention, titled 3D Body Appreciation Mapping, aimed at improving participant's body image and heath behaviors. We implemented this intervention in a sample of 103 college-aged women. The intervention used 3D scanning technology for the participants to "map" their body image and improve participants' body image. We followed-up with participants 3 months post intervention to determine the longer-term impact of the intervention on their body image and health. Additionally, we conducted focus groups to collect feedback on the intervention regarding the process and feasibility.

Role: In this project, I was the 3D body scanning expert, for which the entire intervention was based. My role in this grant was to develop the 3D body scanning protocol and implement the data collection. I was also involved in all grant writing. To date, our collaborations have resulted in two publications, internal funding, external proposals, and three conference presentations.

Implications of grant on program of research/teaching: This grant funded the collection of pilot data that resulted in two manuscripts, and an un-funded proposal to National Institute of Mental Health R61/R33.

Aug. 2016 - Aug. 2017

Picturing Transpositive apparel: A Photovoice exploration of Female to Male (FTM) apparel experiences, identity, and quality of life. Teti, M., & **Morris, K. (Co-PI)**, Research Council, Univ. of Missouri. $4,100.

Interdisciplinary Research Grant: Funding from Research Council enabled our interdisciplinary team of public health, textile/apparel experts to research the role of appearance and apparel in female to male (FTM) identity and transition including the relationship between apparel and trans individual's quality of life. Through this project we developed user driven FTM apparel design concepts that met appearance and apparel needs during transition periods. Results of this exploratory study included new information and a novel design concept to be further developed and disseminated in future research.

Role: In this project, I was the apparel expert, which was the primary focus of this study. My collaborator and I developed the research protocol, collected data through three focus groups, analyzed data, developed an exhibition, and developed a manuscript.

Implications of grant on program of research/teaching: This grant funded the collection of pilot data that resulted in one manuscript, one work of creative scholarship, and an un-funded proposal to the National Endowment for the Arts, Research Works Program. This study has also setup further research projects on chest binding with a different group of collaborators.

Aug. 2016 - Aug. 2017

Synthesizing Technology to Create Universally Designed Apparel. **Morris, K., (Co-PI)** & Parsons, J., Margaret Mangle Research Catalyst, College of Human Environmental Sciences Office of Research and Graduate Studies, Univ. of Missouri, Columbia, MO, $3,000.

Disciplinary Research Grant: The purpose of this grant was to "catalyze" new research initiatives in creative scholarship using cutting-edge technology. The researchers developed multiple approaches to synthesize digital textile printing technology and laser cutting technology for apparel product applications. The outcomes of this project were six works of creative scholarship, exhibited at the International Textile and Apparel Association (ITAA) juried exhibition. This exhibition is the most prestigious venue for apparel creative scholarship. Furthermore, we exhibited two designs in national-level shows, and one design, titled Autumn Universal, is featured in the book Sustainability and Social Change in Fashion by Leslie Davis Burns (Fairchild Publishers).

Role: My role was to design and develop the laser cutting processes for six of the garments. My co-author created and developed digital textile print designs. We shared the responsibility of grant stewardship.

Implications of grant on program of research/teaching: This grant was key in advancing my creative scholarship that synthesizes digital textile printing and laser cutting. I have used the techniques we developed in this grant in many of my subsequent works of creative scholarship.

Jan. 2015 – Dec. 2016

Patient-Centered Outcomes Research (PCOR) Small Project Award Writing Retreat. Ramseyer-Winter, V., Landor, A., **Morris, K. (Co-PI)**, Teti, M., Seeding Interdisciplinary Research Collaborations (SIRC), College of Human Environmental Sciences Office of Research and Graduate Studies, Univ. of Missouri, Columbia, MO, $1,500.

Interdisciplinary Research Grant: The purpose of this grant was seed funding focused on supporting interdisciplinary collaborations for new research projects. This award supported a writing retreat to develop a project idea and grant writing for a Patient-Centered Outcomes Research (PCOR) grant. Collaborators were from the School of Social Work, Human Development and Family Sciences, and Health Sciences.

Role: My role in this grant was to develop the 3D body scanning part of the project proposal.

Implications of grant on program of research/teaching: This grant helped catalyze the group of researchers and the outcome of this funding was an internal proposal to the Univ. of Missouri Center for Patient-Centered Outcomes Research (PCOR) Small Project Award PCOR.

June 2014 – July 2015

Collaboration in the product development process. **Morris, K. (PI)**, Research Travel Grant (2014), Cornell Univ. Graduate School, Ithaca, NY, $1,000.

Disciplinary Research Travel Grant: This grant was awarded to support travel for data collection related to my dissertation research. I performed all functions of grant stewardship as the PI.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, and implementing the project.

Implications of grant on program of research/teaching: This funding provided travel funds for my dissertation research.

June 2014 – May 2015

Implications of users and facilitation on collaborative innovation in functional apparel design. **Morris, K. (PI)**, Ph.D. Student Research Grant, Cornell Univ., College of Human Ecology, Department of Fiber Science & Apparel Design, $1,600.

Disciplinary Research Grant: This grant was awarded to support data collection of my dissertation research. I performed all functions of grant stewardship as the PI.

Role: I was the sole author on this grant and therefore, my responsibilities on this grant included grant stewardship, and implementing the project.

Implications of grant on program of research/teaching: This funding provided funds to develop prototypes for my dissertation research.

Feb. 2011 – Nov. 2011

Migrating for New Habitat. **Morris, K. (Co-PI)**, Flint, R., & Park, H., Cornell Council for the Arts, Cornell Univ., Ithaca, NY, $2,500.

Disciplinary Research Grant: This was competitive college-level grant awarded to support the development of an experimental product development project. Our team consisted of expertise in textile science, chemistry, and functional clothing design. Through this project, we developed an electrically heated wetsuit that featured digital textile printed graphics.

Role: My role was to design the wetsuit in 3D and produce the wetsuit prototype.

Implications of grant on program of research/teaching: This grant was key in advancing my creative scholarship that is centered on using 3D body scanning and 3D design technologies. I have used the techniques we developed through this grant in many of my subsequent works of creative scholarship.

Under Review - as PI or CoPI

2024 Engaged Learning in Textile/Material Science and Product Development/Engineering through Industry Collaboration: Advancing Student Knowledge of Performance and Sustainability in Outdoor Apparel

Objectives: 1) Employ transdisciplinary education through curriculum advancement in textile/material science and product development/engineering by incorporating new technologies (e.g., web-based learning platforms, virtual reality) to expand students' appreciation for and understanding of diverse approaches to problem-solving through experiential STEM learning; 2) Advance faculty and student engagement in industry and educational STEM collaborations with outdoor apparel companies, trade associations, and professional societies; and 3) Evaluate outcomes related to engaged STEM learning in textile/material science and product development/engineering among university students and disseminate educational research.

2024 Promoting sustainable and inclusive product design: A multifaceted approach using cotton sustainability and cotton performance technologies. Morris, K. (Co-PI) & Diddi, Sonali (Co-PI). Cotton in the Curriculum, Cotton Incorporated, $49,887.

Objective: This proposal aims to provide emerging professionals with multifaceted opportunities to learn about Cotton Sustainability (CS) and Cotton Performance Technologies (CPT) in two upper-division product development (PD) courses through the Track 1 Cotton Education Innovation Grants pathway. This aim is addressed through two objectives. In Objective 1, the PIs will develop emerging

professionals' understanding of CS by creating two new learning modules, hosting a cotton industry panel, and producing three case studies focusing on CS. In Objective 2, the PIs will guide students through a semester-long user-centered design project using CPT as a mechanism to address unmet apparel needs of people with disabilities (PWD). Students will work directly with PWD to develop virtual and physical prototypes using CPT and Fabricast^{TM} and display their final projects in an adaptive fashion show and poster exhibition.

Un-Funded Projects as PI or CoPI

2019 Integrating Backbone Product Lifecycle Management (PLM) into the Product Development Curriculum: A Vehicle for Educational Evolution. **Morris, K. (Co-PI)** & Hyllegard, K. Digital Learning Initiative, Office of the Provost, Colorado State Univ., $20,000.

2018 Targeting Body Appreciation to Improve Depression Among Women: A clinical Trial of the 3D Body Appreciation Mapping (3D-BAM) Intervention. Ramseyer-Winter, G., Landor, A. **Morris, K. (Co-PI)**, Teti, M., & Schliep, E. National Institute of Mental Health R61/R33, NIH. $1,436,769*

2016 The Body Positive: Using Photography to Express and Promote Healthy Body Image among Ethnically Diverse Young Women, Teti, M., **Morris, K. (Co-PI)**, Ramseyer-Winter, V., Landor, A. National Endowment for the Arts, Research Works Program, $29,032.

2016 Collaborative Research: SPrEaD: Style Engineers: Spreading Science through Fashion. **Morris,** K. **(Co-PI)**, Dunne, L., Green, D., Besser, D., National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST), $2,000,000 (Univ. of Missouri Portion $722,735).

2016 Using 3D Body Scanning and 3D Printing to Develop a Custom-Fit Posture Corrector. **Morris, K. (PI)**, Raj, D., Cho, S., Center for a Digital Globe (CDiG) CDiG Faculty Grant < $5,000: Joint Research with Graduate Students, Univ. of Missouri, Columbia, MO, $ 4,985.

2016 Collaborative Research: SPrEaD: Style Engineers: Spreading Science through Fashion, **Morris, K. (Co-PI)**, Dunne, L., Greene, D., Besser, D., National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST), $ 1,993,293 (Univ. of Missouri Portion $696,141).

2013 Advancing innovation through collaboration: Analysis of lead user interaction as applied to a planetary glove concept. **Morris, K. (PI)**, Ashdown, S., NASA Space Technology Research Fellowship (NSTRF), National Aeronautics & Space Administration, Houston, TX, $ 64,000.

PAPERS PRESENTED/ SYMPOSIA/ INVITED LECTURES/ PROFESSIONAL MEETINGS/ WORKSHOPS

* An asterisk indicates invited presentations and workshops.

17. ***Morris, K.** (March 19, 2021). Invited panelist. *Studio Visits- Get that Work in Progress Going!* International Textile and Apparel Association Design Review Committee and Design Scholarship Committee, Virtual Webinar.
    - On/off Campus: Virtual
    - Level: International
    - Retrievable: This webinar was recorded and archived on the ITAA website.
    - Role: Invited panelist. This webinar was an opportunity for ITAA design scholars to share their individual creative processes, strategies for maintaining motivation and time management, and how to effectively build upon your own work.

16. ***Morris, K.** (March 13, 2021). Invited speaker. *Faculty Talks at the 2nd annual College of Health and Human Sciences Research Day*, College of Health and Human Sciences Executive Council, Virtual Presentation.
    - On/off Campus: Virtual
    - Level: Campus
    - Retrievable: n/a
    - Role: Invited Speaker. One scholar from each unit in the College is selected to present their research in faculty talks, that highlight their scholarly activities. Each presenter addresses innovative aspects of their scholarly work, how their scholarly work integrates into the CHHS vision and mission and highlight the impact of their scholarly work as it applies to the community, science, practice, or policy.

15. ***Morris, K.,** (January 28, 2021). Invited panelist. *Learning from the Researchers. A four-part series on inclusion in the fashion industry.* Council of Fashion Designers of America, Runway of Dreams, and Gamut Management, Virtual Webinar.
    - On/off Campus: Virtual
    - Level: International
    - Retrievable: https://cfda.com/news/adaptive-fashion-learning-from-the-researchers
    - Role: Invited panelist. The Council of Fashion Designers of America, Inc. (CFDA) is the nation's largest organization for practicing fashion designers and design houses. This was the CFDA's first webinar about Adaptive Fashion. Our panel addressed how to ensure inclusion and representation of people with disabilities in the design process from a research point of view. Hope My role on the panel was to address user-centered research methods to involve people with disabilities in the product design and development process.

14. ***Morris, K.** (November 18, 2020). Invited panelist. *Adaptive Apparel. An ITAA Research Focus: Connecting Scholarship to Industry.* International Textile and Apparel Association, Virtual Conference.
    - On/off Campus: Off
    - Level: International
    - Retrievable: n/a
    - Role: Invited panelist. This panel at ITAA, which is the foremost professional organization in the apparel field, is a continuation of the panel held in 2019. In participating in this panel each year, we continue to bring a diverse perspective about how, what, and with whom we should design product.

13. ***Morris, K.** (October 26, 2019). Invited panelist. *Adaptive Clothing: Breaking Barriers in the Fashion Industry*. International Textile and Apparel Association, Las Vegas, Nevada.
    - On/off Campus: Off
    - Level: International
    - Retrievable: n/a
    - Role: Invited panelist. This panel at ITAA, which is the foremost professional organization in the apparel field, is a continuation of the panel held in 2019. In participating in this panel each year, we continue to bring a diverse perspective about how, what, and with whom we should design product.

12. Ha-Brookshire, J., Rudd, N., **Morris, K.**, Ellington, T., & Boorady, L. (October 26, 2019). *Inter-generational Mentorship Workshop: Round 2*. International Textile and Apparel Association, Las Vegas, Nevada.
    - On/off Campus: Off
    - Level: International
    - Retrievable: https://lib.dr.iastate.edu/itaa_proceedings/2017/presentations/115

- Role: Workshop Co-Facilitator. This workshop was organized to provide faculty at various stages in their academic mentorship on institutional knowledge about ITAA and the discipline and fostering mentoring relationships. In this second workshop we expanded upon observations that occurred in the first iteration of the workshop in 2017.

11. ***Morris, K.** (September 28, 2019). Invited panelist. *Active Aging and Fashion.* Fashion and Active Aging Symposium, Univ. of Minnesota, St. Paul, Minnesota.
    - On/off Campus: Off
    - Level: International
    - Retrievable: n/a
    - Role: Invited panelist asked to discuss research on active aging for activewear design and product development.

10. **Morris, K.** (August 12-13, 2018). Professional Meeting Organizer. NC170: Personal Protective Technologies for Current and Emerging Occupational and Environmental Hazards Annual Meeting, Virtual Meeting.
    - On/off Campus: Virtual
    - Level: National
    - Retrievable: n/a
    - Role: Professional Meeting Organizer. Organized 2-day professional meeting with 22 attendees from 17 universities across the United States.

9. ***Morris, K.** (November 9, 2018), Invited panelist. *New Configurations in Fashion: Innovative Forms Meet Engineered Textile Printing.* International Textile and Apparel Association, Cleveland, Ohio.
    - On/off Campus: Off
    - Level: International
    - Retrievable: n/a
    - Role: Invited panelist. Spoke to my experiences attending a one-week, hands-on workshop for junior faculty in the areas of fashion and textile design. In this workshop, faculty participants completed mentoring and planning for their program of creative scholarship/artistry.

7. ***Morris, K.** (November 19, 2017). Invited panelist. *Future Practices and Technologies in Anthropometrics and Body Scanning.* International Textile and Apparel Association, St. Petersburg, Florida.
    - On/off Campus: Off
    - Level: International
    - Retrievable: https://lib.dr.iastate.edu/itaa_proceedings/2017/presentations/93
    - Role: Invited panelist. Discussed future technologies in 3D design, based on past research in developing 3D design tools (half-scale dress forms based on 3D body scan data) and exploring alternative low-cost methods to 3D data capture and design.

6. Ha-Brookshire, J., Rudd, N., **Morris, K.**, Ellington, T., & Boorady, L. (November 19, 2017). *Inter-generational Mentorship Workshop*. International Textile and Apparel Association, St. Petersburg, Florida.
    - On/off Campus: Off
    - Level: International
    - Retrievable: https://lib.dr.iastate.edu/itaa_proceedings/2017/presentations/115
    - Role: Workshop Co-Facilitator. This workshop was organized to provide faculty at various stages in their academic mentorship on institutional knowledge about ITAA and the discipline and fostering mentoring relationships.

4. ***Morris, K.** (October 17, 2017). Invited lecturer. *Apparel Technology for Apparel Design.* Freshmen Interest Group*, College of Health and Human Sciences,* Univ. of Missouri, Columbia, MO.
   - On/off Campus: On
   - Level: Campus
   - Retrievable: n/a
   - Role: Invited lecturer. Developed and gave lecture for Freshman Interest Group – undeclared freshmen students seeking to find majors within the university. The lecture focused on advanced apparel design visualization and production technologies for product development.

3. ***Morris, K.** (June 8, 2017). Invited lecturer. *The Future of Apparel Design.* TAM2520 History of Western Dress, Department of Design and Merchandising, Univ. of Missouri, Columbia, MO.
   - On/off Campus: On
   - Level: Campus
   - Retrievable: n/a
   - Role: Invited lecturer. Developed and gave lecture focusing on advanced apparel design visualization and production technologies for product development.

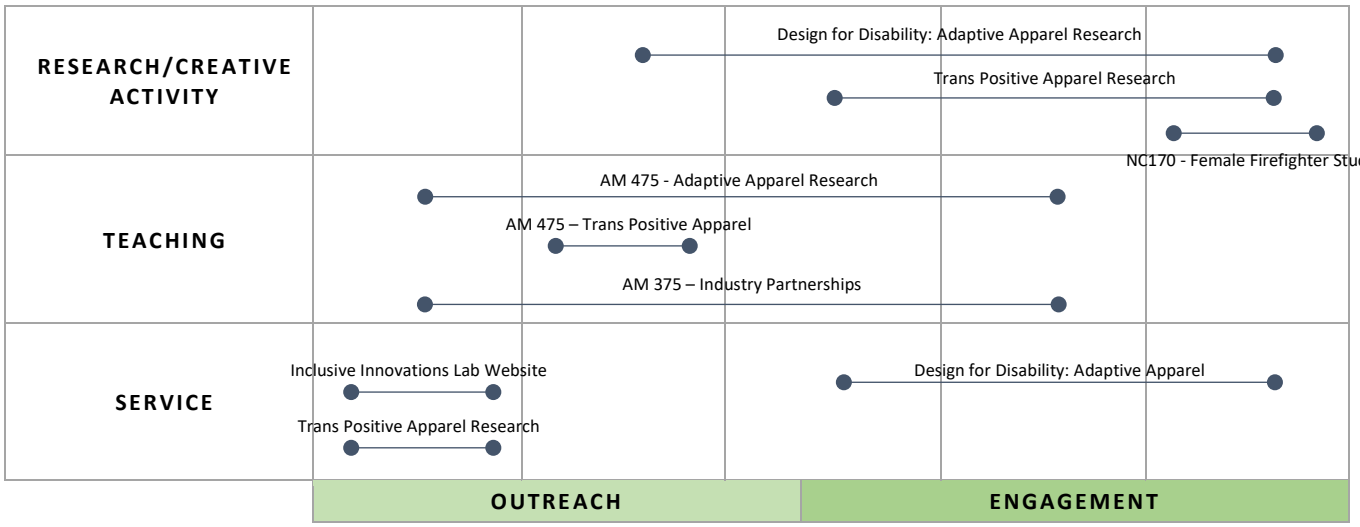
2. ***Morris, K.** (November 1, 2016). Invited lecturer. *Apparel Technology for Apparel Design.* Freshmen Interest Group*, College of Health and Human Sciences* Univ. of Missouri, Columbia, MO.
   - On/off Campus: On
   - Level: Campus
   - Retrievable: n/a
   - Role: Invited lecturer. Developed and gave lecture for Freshman Interest Group – undeclared freshmen students seeking to find majors within the university. The lecture focused on advanced apparel design visualization and production technologies for product development.

1. ***Morris, K.** (February 2, 2015). Invited lecturer. *Fashion DeCoded*. Kappa Omicron Nu Honor Society, Univ. of Missouri, Columbia, MO.
   - On/off Campus: On
   - Level: Campus
   - Retrievable: n/a
   - Role: Invited lecturer. Developed and gave lecture to student group about the social-symbolic meanings of dress and how we explicitly and implicitly communicate information about our personal and professional identities through dress.

ENGAGED SCHOLARSHIP

The Institute of Learning and Teaching (TILT) at Colorado State Univ. defines engaged scholarship as "the integration of academic scholarship and community engagement…an opportunity for accomplishing, informing, and enriching research, teaching and service opportunities." Thus, my scholarship is engaged scholarship. This engagement philosophy is evident at all three levels of my scholarship, teaching, and service. Research projects, classes, and outreach programs represent many aspects of engaged scholarship from inform to co-creation and enrich experiences for people in the University and community. In the figure below, I've mapped selected scholarship activities on the "Continuum of Engaged Scholarship." Through engagement, we can reciprocally share knowledge, advance or reshape our understanding, and grow skills.

	INFORM	CONSULT	INVOLVE	COLLABORATE	CO-CREATION



I want to highlight two ongoing projects that exemplify engaged scholarship.

Design for Disability: Adaptive Apparel Research

Since 2016, I have been working with Dr. Kerri McBee-Black at the Univ. of Missouri to understand apparel-related barriers to societal participation for people living with disabilities. In this line of study, we also explore design-based solutions and design processes for adaptive apparel. This research has extended to include collaborators at Indiana Univ. (Dr. Jennifer Piatt) in Public Health, industry professionals (Heath Olsen from Tommy Hilfiger and Dana Zumbo from Zappos Adaptive), and disability community advocates (Rustin Hughes with BBoldAdaptive.com & Katy Fetter with CPStrong.com). These collaborations have resulted in successful research studies, external funding to develop a curriculum on inclusive design and adaptive apparel, creative scholarship, and awards.

- **Research/Creative Activity:** According to the TILT Continuum of Engaged Scholarship, this area of scholarship has involved members of the disability community, community partners, and industry partners from basic-level stakeholder analysis (**consult**) up to convening community-based participatory research (**co-creation**).
    - **Grants (funded):** I have received **four** grants from Cotton Incorporated Cotton in the Curriculum (CIC) to support this work. This funding serves two purposes that impact my research and teaching. First, regarding teaching, I provide students with an opportunity for engaged scholarship, enriching student's learning outcomes. Second, regarding research, I use this funding mechanism to simultaneously collect data about design needs for PWD, which feeds into my publication and grant applications and provides undergraduate students with an opportunity to conduct primary research.
    - **Creative scholarship:** I have exhibited **four** works of creative scholarship in this area (*See Me: Adaptive Rain Kit; Ice Wine: Adaptive Down Parka, Adaptive Active: Embedding inclusion into activewear, and Afterglow: An equitable approach to design*). The works employ conceptual models of inclusive design and universal design to frame the design decision-making. I exhibited these creative scholarship pieces at the International Textile and Apparel Association (ITAA). As noted previously, ITAA is considered the most esteemed venue to exhibit design scholarship.
    - **Graduate student research:** I've chaired **four** graduate student thesis, or dissertation projects focused on this area.

- **Honors/Awards:** My creative scholarship in this area has received **three** awards from ITAA. *Adaptive Active: Embedding inclusion into activewear* was awarded the Educators for Socially Responsible Apparel Practices (ESRAP) Award for Sustainable Design. ITAA gives this award to recognize excellence in design focused on sustainability issues, including sustaining and improving the well-being of people.
- **Invited Lecture:** In January 2021, I was invited as a panelist on The Council of Fashion Designers of America, Inc. (CFDA) first-ever webinar about Adaptive Fashion. The CFDA is the nation's largest organization for practicing fashion designers and design houses. Our panel addressed how to ensure the inclusion and representation of people with disabilities in the design process from a research point of view. Hope My role on the panel was to address user-centered research methods to involve people with disabilities in the product design and development process
- **Refereed Conference Presentations**: To date, my collaborators and I have given six conference presentations on this topic at ITAA. Further, I have been a panelist for two panels about adaptive apparel at ITAA. I shared my expertise in adaptive apparel design and curricular integration on these panels and discussed current and future challenges in the adaptive clothing market and future research opportunities.
- **Publications:** I have three papers in progress in this area.

- **Teaching:** According to the TILT Continuum of Engaged Scholarship, this area of scholarship has involved members of the disability community, community partners, and industry partners in the classroom as guest speakers (**inform**), through industry challenge-focused course structure (**collaborate**), and real-world/on-site class projects (**collaborate**). Both AM 474 Product Development III (Capstone) and DM 575 Human Factors in Design have semester-long projects. The students apply user-centered design practices to engage people from the community to develop new design knowledge that students can use to address user's needs. These courses address the needs of the disability community (AM 475) and the active aging community (DM 575). I believe that these engaged teaching/learning experiences take on new meaning as they resolve to prioritize community needs. In addition, this area of scholarship has provided undergraduate research opportunities for four students (as detailed in the mentorship section of this CV).
- **Service:** According to the TILT Continuum of Engaged Scholarship, this area of scholarship has involved members of the disability community, community partners, and industry partners in the **involve** capacity (information professional, developing relationships with companies, and bringing community members to CSU) to **co-creation** (partnerships with national associations like Cotton Inc., seminars, events for community with Zappos Adaptive). One example of this was in 2019, Dr. Kerri McBee-Black, Dr. Li Zhao, and I hosted a public panel discussion titled, Design for Disability: Adaptive Clothing Innovations at the Univ. of Missouri. Panelists included a wide array of stakeholders: people with disabilities, caretakers, and industry professionals. The panelists addressed the multi-faceted issue of adaptive apparel design considerations. At this panel, the students were able to ask questions and engage directly with the key stakeholders. This format allowed the students to understand the end user's apparel needs and how cotton performance technology can support these needs. The value of this engagement on my research and teaching is practical, applicable, and impactful research and outcomes. The value to the disability community is improved knowledge about adaptive apparel strategies and resources from a researchers' perspective.

  Furthermore, in 2022 I completed the Inclusive Innovations Laboratory[10] website to showcase projects that have extended from my teaching and research. On the Continuum of Engaged

[10] https://www.chhs.colostate.edu/iil/

Scholarship, this represents an **inform**-level of outreach. This website also showcases work done by undergraduate and graduate students under my supervision. The vision for the website is to inform the greater community of our work in this area, be the public-facing arm of my research program and help facilitate industry and community collaborations.

Trans Positive Apparel: Since 2016, I have been working with collaborators to understand apparel needs and considerations of people who identify as Trans or gender non-binary. This research started with collaborators in Public Health at the Univ. of Missouri and has since expanded to collaborators at Iowa State Univ., the Univ. of Hawaii, Cornell Univ., and Kansas State.

- **Research/Creative Activity:** According to the TILT Continuum of Engaged Scholarship, this area of scholarship has involved members of the LGBTQIA+ community by convening various stakeholders on research (**involve**) to community-based participatory research (**co-creation**).
    - **Publications:** To date, my collaborators and I have published **one** paper titled *An exploration of apparel and well-being among Trans and gender non-binary young adults* in the Journal of LGBT Youth. I have also concluded a national survey (N = 64) on the emotional, physical, and cultural considerations associated with chest binding for Trans and gender non-binary individuals. There is very little research in this area, particularly related to the health of chest binding.
    - **Refereed Conference Presentations:** My collaborators and I have given five conference presentations on this topic at International Textile and Apparel Association (ITAA), Qualitative Health Research Conference, and the Transgender Spectrum Conference.
    - **Creative scholarship:** I exhibited one work of creative scholarship in this area (*Visible - Trans Positive Apparel*). This ensemble was created for non-binary individuals and resulted from a more extensive research study that employed Photovoice, a user-center design method to pinpoint specific apparel ideas for the Trans community. I exhibited this work at ITAA.
    - **Grants:** With collaborator Teti, we received one internal grant from the Research Council at the Univ. of Missouri to support this work. We also developed an unsuccessful proposal to the National Endowment for the Arts for this project.
    - **Honors/Awards:** With collaborator Teti, we received two awards directly related to this research. The awards were the Catalyst Award: LGBTQIA Resource Center at the Univ. of Missouri. This award is given to faculty whose research aims to amplify underrepresented LGBTQIA issues with their research. And the second was an individual award called the Faulty Achievement Award in Diversity from the Univ. of Missouri. I was one of three recipients awarded throughout the Univ. to faculty members whose research elevates diversity and inclusion on the Missouri campus.
- **Teaching:** According to the TILT Continuum of Engaged Scholarship, this area of scholarship has involved members of the LGBTQIA+ in the classroom through case studies (**consult**). One example is that in AM 475 Product Development III (Capstone), students have the opportunity to choose the underrepresented or marginalized consumer group for whom they would like to develop products. In class, I show and talk about my research and creative scholarship that focus on Trans and gender non-binary individuals to help foster diverse thinking, support inclusive pedagogy initiatives and support student creativity in this area. I've had four students focus on the LGBTQIA+ community through case studies and primary research. They use this data to develop their capstone design concepts. This area of scholarship has provided undergraduate research opportunities for **one** undergraduate student (as detailed in the mentorship section of this CV). Involving students in activities that relate directly to their field of study fosters ethical and humanistic practices in the

apparel industry. It is essential to provide students with curricular examples of how to promote positive social change as young professionals.

- **Service:** According to the TILT Continuum of Engaged Scholarship, this area of scholarship has engaged with members of the LGBTQIA+ by providing information community-wide (**inform**). For example, With Dr. Michelle Teti, we held two public-facing events on the Univ. of Missouri campus. The first was a gallery exhibition titled "Picturing Trans-Positive Apparel –A photovoice exploration of female-to-male apparel experiences and identity" on exhibit for one month. The purpose of the exhibition was to share that Trans and gender non-binary health is emotional, social, and physical. The second was a presentation connected with The Bridge, a center in the College of Education on the Univ. of Missouri's campus. The Bridge is a resource for students, faculty, and staff to develop and expand their multicultural knowledge, awareness, and skills. At this event, we facilitated a discussion about how apparel plays a significant role in gender expression. We aimed to share knowledge about how clothing can help Trans and gender non-binary individuals experience less dysphoria, stigma, self-inflicted body abuse, and impaired function based on research exhibited at the Picturing Trans-Positive Apparel photo exhibition.

Other Research – NC170: Multi-state Research Group: Additionally, in a multi-state research group, I engage with primarily female firefighters as community-based participatory research (**co-creation**) to improve turnout gear sizing and fit for women. Since my tenure clock (2016), I have published one paper from this research and received one internal grant. Regarding teaching, this area of scholarship has provided undergraduate research opportunities for five students (as detailed in the mentorship section of this CV).

Other Teaching - Industry Collaborations: According to the TILT Continuum of Engaged Scholarship, I have involved industry professionals in the classroom as guest speakers (**inform**) through industry challenge-focused course structure (**collaborate**) and real-world/on-site class projects (**collaborate**). For example, in AM 375 Product Development II, I frame the course around an industry project. In this course, students gain real-world experiences through the semester-long class project with local activewear or outerwear brands (i.e., Pearl Izumi). In this collaboration, industry professionals co-teach ~three lectures each semester and provide two critiques of the student's proposed product lines. Working closely with industry partners is vital for students to gain practical experience. In addition, the industry partners support students with more significant resources and depth of knowledge because they are working professionals. The resulting student work is practical and applicable.

COLLABORATIVE, INTERCOLLEGIATE & INTERDISCIPLINARY SCHOLARSHIP

Collaborative research is essential to solve complex societal problems and strengthen our field's standing in the academic community. As evidenced in my program of study, I value collaborations with other scholars because I believe that partnerships enhance our abilities to solve apparel matters through theoretical, practical, and methodological paradigms. The critical collaborative, intercollegiate, and interdisciplinary projects that have contributed to (or continue to contribute to) my program of research include Design for Disability Adaptive Apparel Working Group (as mentioned in the section above), Trans Positive Apparel Working Group (as discussed above), NC170: Personal Protective Technologies for Current and Emerging Occupational and Environmental Hazards, and the Center for Body Image Research & Policy (CBIR) at the Univ. of Missouri. These teams have involved collaborations, particularly with faculty in Health Professions, Social Work, Human Development and Family Sciences, and, of course, my field.

My contributions as a collaborator include leadership roles on multi-disciplinary/ multi-state teams that seek to identify innovative solutions or best practices to develop products that promote health & well-being. With this, I have led the drive to apply for internal and external funding to support these collaborative projects and to disseminate our findings through publications and creative scholarship exhibitions.

CV SECTION 3 : Evidence of Teaching and Advising Effectiveness

Executive Summary of Teaching and Advising Effectiveness

At Colorado State Univ. I am responsible for **teaching two three-credit hour undergraduate and graduate classes per semester (2:2)** in addition to **advising both undergraduate and graduate students** as part of my 50% teaching assignment. The undergraduate courses are AM 380 *Prototyping and Testing for Product Development*, AM 375 *Product Development II*, AM 475 *Product Development III – Capstone*, and the graduate course is DM 575 *Human Factors in Design.* This collection of courses at Colorado State Univ. deepens student's knowledge of product development processes. The topics covered in these classes include:

- Primary and secondary research methods
- Technical illustration
- Inclusive Design, Universal Design, User-centered Design
- Technical specification
- 3D product visualization (CLO 3D)
- Product Line Management (PLM)
- Physical prototyping using advanced fabrication technologies (3D data capture, 3D body scanning, 3D modeling, 3D printing, laser cutting, UV printing, and seam welding)
- Human factors and anthropometrics

Of these four courses, **AM 376 was a new course development,** and I have made significant modifications to the other three courses in alignment with my teaching philosophies. My **course enrollment numbers for these courses range from 1 (research credits) to 26 students**. In addition, I advise **~30 undergraduate students,** and I am the committee chair or an active committee member on **3-4 graduate students** per year. When I was at the Univ. of Missouri, my teaching load was 40%, and I was responsible for teaching two three-credit hour classes per semester (2:2) in addition to advising both undergraduate and graduate students. I re-designed and taught five of the eight required courses at the Univ. of Missouri for the product development area. These courses ranged in size from 1 (research credits) to 21 students. Since the start of my tenure clock (2016), I have committed to making thoughtful improvements to my teaching. My course evaluations and peer teaching evaluations, both of which I discuss in detail below and Appendix D, have shown **positive trends regarding teaching improvement from the start of my tenure clock to the present**. I attribute this to my sincere concern for student success. Each semester, I synthesize student course survey feedback, peer teaching evaluations, my experiences, and learning from pedagogical professional development activities to make informed improvements.

I have **received nine awards/honors for exemplary teaching and mentoring of undergraduate and graduate students**. Two of these awards have come from ITAA for the integration of computer-aided design technology in the classroom. Further, I was recognized as a Mentor for the 2020 Class of Mizzou 18 by an inductee I worked closely with before changing Universities. For this award, only 18 graduate and professional students are selected annually from across the University for the Mizzou 18 Award. The honorees choose a faculty member to be recognized for their impact on the lives of MU students. I am grateful for these awards because they speak to my dedication to crafting meaningful experiences for undergraduate and graduate students.

EVIDENCE OF INCORPORATING DIVERSITY, EQUITY, INCLUSION, AND/OR SOCIAL JUSTICE (DEISJ) IN TEACHING AND ADVISING EFFECTIVENESS

In the classroom, I foster learning through modules and opportunities for students to engage with diverse populations. Specifically, in AM 475 Product Development (Capstone), the project focuses on inclusive product design. **I challenge students to conduct primary research with people with disabilities, or other marginalized communities, for whom they design apparel products.** In my graduate course, we focus on human factors and design for the active aging population. These experiences expose students to various people, ideas, and knowledge to reduce prescriptive design and promote disability awareness. **The goal is to impart an understanding of diversity, equity, inclusion, and access in the fashion system.** I strive to provide a safe and trusting environment for students to engage in this intellectual challenge. **It is essential to normalize the discussion about diversity and disability in the classroom.** My goals for DEI in the classroom are to provide students with richer experiences with diverse people, build relationships with the community, and close the feedback loop with guests who work with students.

TEACHING:

Year	Semester	Course No./Title	Cr. Hrs.	Enrollment	SCH
2023	*Fall*	*AM 384 – Supervised College Teaching*	*3*	*1*	*3*
2023	*Fall*	*AM 496D - Independent Study – Textiles and Clothing*	*3*	*1*	*3*
2023	*Fall*	*AM 375 – Product Development II*	*3*	*X*	*X*
2023	*Fall*	*AM 375 L01– Product Development II*	*0*	*X*	*0*
2023	*Fall*	*AM 475 – Product Development II*	*3*	*X*	*X*
2023	*Fall*	*AM 475 L01 – Product Development II*	*0*	*X*	*0*
2023	*Summer*	*AM110 – Apparel and Merchandising Digital Technology*	*3*	*15*	*45*
2023	*Spring*	*AM 376 – Prototyping and Testing for Product Development*	*3*	*24*	*72*
2023	*Spring*	*AM 376 L01– Prototyping and Testing for Product Development*	*0*	*24*	*0*

2023	*Spring*	*AM 496D - Independent Study – Textiles and Clothing*	*3*	*2*	*6*
2022	*Fall*	*AM 375 – Product Development II*	*3*	*26*	*78*
2022	*Fall*	*AM 375 L01– Product Development II*	*0*	*26*	*0*
2022	*Fall*	*AM 475 – Product Development II*	*3*	*26*	*78*
2022	*Fall*	*AM 475 L01 – Product Development II*	*0*	*26*	*0*
2022	*Fall*	*AM 496D - Independent Study – Textiles and Clothing*	*3*	*2*	*6*
2022	*Fall*	*AM 384 – Supervised College Teaching*	*3*	*2*	*6*
2022	*Fall*	*DM 695/698 – Thesis*	*3*	*1*	*3*
2022	*Spring*	*DM 695/698 – Thesis*	*3*	*2*	*6*
2022	*Spring*	*AM 475 – Product Development II*	*3*	*1*	*3*
2022	*Spring*	*AM 475 L01 – Product Development II*	*0*	*1*	*0*
2022	*Spring*	*DM 575 – Human Factors in Design*	*3*	*9*	*27*
2022	*Spring*	*AM 376 – Prototyping and Testing for Product Development*	*3*	*24*	*72*
2022	*Spring*	*AM 376 L01– Prototyping and Testing for Product Development*	*0*	*24*	*0*
2021	*Fall*	*DM 698 – Thesis*	*3*	*2*	*6*
2021	*Fall*	*AM 496D - Independent Study – Textiles and Clothing*	*3*	*3*	*9*
2021	*Fall*	*AM 375 – Product Development II*	*3*	*25*	*75*
2021	*Fall*	*AM 375 L01– Product Development II*	*0*	*25*	*0*
2021	*Fall*	*AM 475 – Product Development III*	*3*	*22*	*66*
2021	*Fall*	*AM 475 L01 – Product Development III*	*0*	*22*	*0*
2021	*Summer*	*AM 475 – Product Development III*	*3*	*5*	*15*
2021	*Summer*	*AM 475 L01 – Product Development III*	*0*	*5*	*0*
2021	*Spring*	*AM 375 – Product Development II*	*3*	*22*	*66*
2021	*Spring*	*AM 375 L01– Product Development II*	*0*	*22*	*0*
2021	*Spring*	*AM 380A1- Prototyping and Testing for Product Development*	*3*	*10*	*30*
2021	*Spring*	*AM 380A1 L01 - Prototyping and Testing for Product Development*	*0*	*10*	*0*
2020	*Fall*	*AM 475 – Product Development III*	*3*	*19*	*57*
2020	*Fall*	*AM 475 L01 – Product Development III*	*0*	*19*	*0*
2020	*Fall*	*AM 375 – Product Development II*	*3*	*23*	*69*
2020	*Fall*	*AM 375 L01 – Product Development II*	*0*	*23*	*0*
2020	*Spring*	*AM 380A1- Prototyping and Testing for Product Development*	*3*	*14*	*42*
2020	*Spring*	*AM 380A1 L01- Prototyping and Testing for Product Development*	*0*	*14*	*0*
2020	*Spring*	*DM 575 – Human Factors in Design*	*3*	*9*	*27*
2020	*Spring*	*AM 495D – Independent Study – Textiles and Clothing*	*3*	*1*	*3*
2019	*Fall*	*AM 475 – Product Development III*	*3*	*14*	*42*
2019	*Fall*	*AM 475 L01 – Product Development III*	*0*	*14*	*0*
2019	*Fall*	*DM 699 – Thesis*	*3*	*1*	*3*
2019	*Summer*	*TAM* 8090 – Research in Textile and Apparel Management*	*1*	*2*	*2*
2019	*Spring*	*TAM 8090 – Research in Textile and Apparel Management*	*2*	*6*	*12*
2019	*Spring*	*TAM 2380 – Integrated Apparel Design and Production I*	*3*	*11*	*33*
2019	*Spring*	*TAM 3480 – Technical Design*	*3*	*17*	*51*
2018	*Fall*	*TAM 8090 – Research in Textile and Apparel Management*	*6*	*2*	*12*
2018	*Fall*	*TAM 4085 - Problems in Textile and Apparel Management*	*3*	*1*	*3*

2018	*Fall*	*TAM 2580 – Digital Textile and Apparel Applications*	*3*	*18*	*54*
2018	*Fall*	*TAM 2480^ – Apparel and Textile Presentation Techniques*	*3*	*14*	*42*
2018	*Spring*	*TAM 8090 – Research in Textile and Apparel Management*	*6*	*1*	*6*
2018	*Spring*	*TAM 3480 – Technical Design*	*3*	*8*	*24*
2018	*Spring*	*TAM 2380 – Integrated Apparel Design and Production I*	*3*	*10*	*30*
2017	*Fall*	*TAM 3380^ – Integrated Apparel Design and Production II*	*3*	*11*	*33*
2017	*Fall*	*TAM 2480^ – Apparel and Textile Presentation Techniques*	*3*	*21*	*63*
2017	*Fall*	*TAM 2580 – Digital Textile and Apparel Applications*	*3*	*12*	*36*
2017	*Spring*	*TAM 3480 – Technical Design*	*3*	*16*	*48*
2017	*Spring*	*TAM 2380 – Integrated Apparel Design and Production I*	*3*	*14*	*42*
2017	*Summer*	*TAM 8090 – Research in Textile and Apparel Management*	*6*	*1*	*6*
2016	*Fall*	*TAM 8090 – Research in Textile and Apparel Management*	*3*	*2*	*6*
2016	*Fall*	*TAM 8085 – Problems in Textile and Apparel Management*	*3*	*2*	*6*
2016	*Fall*	*TAM 4085 – Problems in Textile and Apparel Management*	*3*	*1*	*3*
2016	*Fall*	*TAM 3380^ – Integrated Apparel Design and Production II*	*3*	*18*	*54*
2016	*Fall*	*TAM 2480^ – Apparel and Textile Presentation Techniques*	*3*	*19*	*57*
2016	*Fall*	*TAM 2100 – Presentation Techniques for Merchandising*	*3*	*21*	*63*
		TOTAL	117	507	1523

** - Courses with a TAM designation were taught at the Univ. of Missouri and reflects three-years credit toward the tenure probationary period (academic years 2016, 2017, 2018).*

^ - This course was team-taught. My percent contribution was 0.50.

Significant Teaching Activity

Below are examples of significant teaching activities that I would like to emphasize from my work at Colorado State Univ. as an assistant professor. I've identified two areas I would like to highlight: **impactful teaching improvements** and **educational professional development**.

Impactful Classroom, Clinical, or Other Direct Teaching Improvement(s)

Below are examples of two substantiative course improvements that I've implemented at Colorado State Univ. to engage students in the classroom. These course improvements were necessitated by a skill gap in the apparel industry workforce. To address these gaps, I implemented two industry-relevant technologies, 3D virtual prototyping and Product Line Management (PLM) software in the product development curriculum. In doing so, these curricular improvements contribute to not only student's technology literacy but many other skills and knowledge needed to succeed in careers in the 21st century:[11]

- learning and innovation skills (critical thinking, communication, collaboration, and creativity),
- information, media, and technology skills,
- life and career skills,
- global awareness, business/financial literacy, civic literacy, health literacy, and environmental literacy.

1. **3D virtual prototyping: Integration of cutting-edge industry software into the curriculum -**
   a. Activity design and significance (what): According to Motif's 2018 State of Skills in The Apparel Industry report,[12] 90% of industry professionals said technical design/product development was a key area for enhanced training because it is highly specialized. Specifically, **these "new skills sets and expertise" relate to 3D virtual prototyping technologies**. As a result, there is a need in the apparel industry to hire people who have these new skill sets and expertise. This has been exemplified in the

[11] defined by the Partnership for 21st Century Learning

[12] Cole, C. et al (2019). 2018 Report The State of Skills in the Apparel Industry. https://alvanon.com/state-of-skills-2018/

ongoing reverberation of the COVID-19 pandemic on the supply chain. Therefore, **starting in Spring 2020, I introduced CLO 3D in AM 375, and in Fall 2020, I introduced it into AM 474**. I staggered skill development across the two courses wherein AM 375 students learn CLO 3D at a basic level, and students who move into AM 475 learn more advanced skills, building on skills learned in AM 375. Integrating CLO 3D into these courses has enriched the student learning experience by ensuring that students gain a valuable understanding of industry practices by developing 3D design and prototyping proficiency.

b. Key objectives: The key goals of integrating 3D virtual prototyping are to develop student aptitudes for problem-solving, 3D spatial relationships, virtual patternmaking, virtual fit assessments, and 3D prototyping in preparation for industry careers.

c. Teaching effectiveness domain: This curricular improvement touches on both ***curricular alignment*** and ***student motivation domains***. Regarding curricular alignment, integrating 3D virtual prototyping represents alignment within the apparel industry and also broader discipline. The learning activities associated with this software make connections between course content and the apparel industry. Because of this, students are motivated as they perceive the value of learning the software as moving them closer to their career goals.

d. Information on results and future revisions: With CLO 3D in the curriculum for three semesters, I am observing fluency with the software and improved 3D visualizations from the junior-level course to the senior-level course. I also see more robust skill development in the junior-level course as I become more proficient in teaching the software and developing new activities that draw better connections between learning they may have experienced in past classes. Please see student examples from AM 375 and AM 457 in Appendix E.

e. DEISJ aspects of the activity: This year, I will implement 3D learning through the lens of diversity and inclusion in AM 375. I contextualize these activities in a 16-week experiential learning activity with an industry partner who fosters diversity and inclusion when developing cycling apparel products. Specifically, the learning will focus on size inclusivity and examine how sizing and fit issues preclude users' participation in sports and how 3D product visualization technologies can address sizing and fit issues. In addition, students will build technical knowledge in 3D body scanning, 3D product visualization, and virtual sizing and fit assessment through hands-on learning experiences in CLO3D.

2. Product Line Management (PLM) software for all concentrations -

a. Activity design and significance (what): Starting in Fall 2019, I began to develop a partnership with Backbone PLM (headquartered in Boulder, CO) to integrate product line management (PLM) software into the curriculum. PLM is the process of managing the complete journey of a product from initial ideation to development and distribution. Large apparel firms use PLM systems to manage their seasonal product offerings. However, **very few universities can integrate PLM systems into the course curriculum because the systems are complex and cost-prohibitive**. Limited access to PLM at universities has led to a significant gap in developing advanced technical skills for college graduates seeking employment in the apparel industry. Integrating PLM into the classroom ensures students have the knowledge and skills needed for success in today's global apparel industry.

Design and Merchandising is one of two educational institutions to partner with Backbone PLM; the other school is The Academy of Art in San Francisco. **Our department was the first 4-year program at a public land-grant university to provide experiences in Backbone PLM**. I have quarterly meetings with Backbone, and **I worked with them to develop an education certificate**. If students achieve certain milestones in the software, they are awarded gold or silver-level certifications from Backbone. In addition, students get access to a job board of companies that currently use Backbone. Every semester, Backbone meets with the students to launch the PLM modules.

Starting Spring 2020, I implemented Backbone into AM 375 Product Development II and AM 475 Product Development III (Capstone). AM 375 is open to students across the Department concentrations (product development, merchandising, and apparel design). Therefore, it was essential to introduce students from all concentrations to the PLM system.

b. Key objectives: The essential purpose of integrating Backbone PLM into the curriculum was to align our teaching with practices in the apparel industry. Another goal was to give students from across three concentrations (product development, apparel design and production, and merchandising) experiences using PLM. Another goal was to provide students flexibility and fluency in how to develop technical specifications for product development. Students leave the department with experiences developing PLM and Microsoft Excel specifications, which allows them to compare/contrast systems and build their technological literacies.

c. Teaching effectiveness domain: This curricular improvement addresses both **curricular alignment** and **student motivation** domains. Regarding curricular alignment, integrating Backbone PLM represents alignment within the apparel industry and also broader discipline. The learning activities associated with this software make connections between course content and the apparel industry. Because of this, students are motivated as they perceive the value of learning the software as moving them closer to their career goals.

d. Information on results and future revisions: My observations so far are that PLM integration into these two courses has enriched the student learning experience. Using PLM ensures that students gain a valuable understanding of industry practices and professional standards by developing garment specifications through PLM. Students can spend more time developing a comprehensive bill of materials and size specs while not worrying about data consistency across pages, broken formulas, and formatting tech packs (compared to the challenges of using Excel for tech packs). To date, we've had one student do an internship with Backbone PLM and placed students in internships at companies using Backbone PLM. Please see student examples from AM 375 and AM 457 in Appendix E.

Educational Professional Development

I have participated in various teaching institutes, workshops, and seminars as an assistant professor pursuing teaching excellence. Professional development is a strategy to enhance my teaching practices, particularly related to Diversity, Equity, and Inclusion, to improve students' learning experiences. Since 2016, the learning from these experiences has been building toward my greater comfort around engaging students in difficult dialogues around ableism, racism, ageism, sexism, and stereotyping that has led to exclusion in consumer participation and corporate representation in the apparel industry. Below is a ***selected list*** of my professional development pursuits. I've described the activity/event and the outcome/impact on my teaching activity for each.

2023 **The Faculty Institute for Inclusive Excellence (FIIE) 2023-2024 Cohort.** The goal of the Faculty Institute for Inclusive Excellence is to create a learning environment for faculty to engage in topics of diversity and inclusion in pedagogy, curriculum, and university communities. Objectives include 1) Awareness - Foster awareness by creating opportunities for dialogue and open engagement and promote respectful and collaborative spaces for learning; 2) Knowledge - Develop transformational curriculum by infusing diversity, equity and inclusion within course content and/or varied teaching practices; and 3) Skills - Nurture campus climate and culture to form an inclusive community.

2021 Race is, Race Ain't: Creating Racially-Engaged Campuses and Classrooms Workshop by Dr. Nolan Cabrera, Colorado State Univ., Online.

- What: This workshop (2.5 hours) and corresponding lecture engaged educators in critically analyzing racism and its relevance to our educational space. This workshop was limited to 40 participants in the college.
- Outcome/impact: In this workshop, we self-reflected on our personal biases to unveil frequently unconscious habits of racism. One example of my personal growth/development was a more purposeful use of my language, particularly colloquialisms, without being sensitive to the origins of these sayings. We also dialogued about how to structure radically - inclusive learning environments. This level of self-reflection will be a continuing practice in my professional development.
- DEISJ aspects of the activity: Focused explicitly on countering racism in higher education.

2020 CFPD 100– Designing your Online Course, Colorado State Univ., Online.

- What: Designing Your Online Course was a two-week online course offered by Colorado State Univ. focusing on using best practices to design and build effective online courses. Topics discussed include student engagement, authentic assessment, diverse instructional materials, universal design, and Quality Matters ™.
- Outcome/impact: We submitted a course map with a completed course structure and one fully built module in Canvas upon completing this course. I use the tools provided in this course (i.e., Backwards Design spreadsheet and Quality Matters standard) for my general course structure. I use these tools in both my in-person courses and, when needed, transition to online teaching.
- DEISJ aspects of the activity: This course indirectly impacted DEISJ in my course design through curricular alignment and considering inclusive teaching practices.

2017 - 2018 Faculty Institute of Inclusive Teaching, Facilitated by Elisa Glick, Univ. of Missouri, Columbia, MO.

- What: One-year commitment to The Faculty Institute for Inclusive Teaching (FIIT), which sought to bring together a cross-disciplinary network of faculty to explore promising practices around diversity and inclusiveness in the undergraduate classroom. FIIT was a cohort-based program that combined expert facilitation with peer-to-peer learning. FIIT supports developing faculty's content knowledge about inclusive pedagogy and skills for managing diversity and inclusion in the classroom.
- Outcome/impact: While a fellow, we developed new course materials (e.g., project prompts, lectures, rubrics) and implemented them in our current courses. My activities centered around acculturation for a course on textile print design. As a cohort, we also held lectures and gave presentations exploring promising practices around diversity and inclusiveness in the classroom.
- DEISJ aspects of the activity: Focused directly on inclusive teaching practices and countering racism in higher education.

2016 Teaching Functional Clothing Design Workshop, Cornell Univ., Ithaca, NY.

- What: A 5-day workshop for college professors on the subject of teaching functional apparel design. The sessions covered approaches to teaching topics in functional clothing and smart clothing. The emphasis in these sessions was on developing teaching strategies and materials.
- Outcome/impact: I have integrated user-research methods and content regarding functional clothing design in nearly all of my courses focusing on performance apparel. I use lectures about functional clothing design to help students recognize the diversity of body shape, size, and ability when designing clothing.

- DEISJ aspects of the activity: The content of this workshop indirectly focused on inclusive design and user-centered design practices where the students center diverse user needs in the design process.

2016 Wakonse Conference on College Teaching, Univ. of Missouri, Camp Miniwanca, MI

- What: 7-day teaching retreat in Michigan. The Wakonse Fellowship brought together faculty, teaching, and learning professionals from postsecondary institutions who recognize and are devoted to the emotional aspect of the teaching and learning process. Wakonse is an organization of individuals dedicated to promoting and sharing the excitement and satisfaction of teaching in higher education with colleagues.
- Outcome/impact: This conference was a pivotal moment for my teaching regarding making intentional decisions on developing positive intellectual, social, emotional, and physical environments in which students learn. I use strategies learned from this workshop today. Examples include facilitating difficult discussions around all the "isms" in fashion and how to elevate the needs of marginalized consumer groups.
- DEISJ aspects of the activity: This conference strongly emphasized improving classroom climates for diverse students.

2014 Teaching in Higher Education Professional Development, Course by Dr. David Way, Cornell Univ., Ithaca, NY.

- What: A 16-week, 3-credit course at Cornell Univ. prepared new faculty for teaching in higher education. The curriculum reviewed inclusive teaching pedagogy, assessment, and authentic learning modalities. This course had a strong emphasis on inclusive pedagogy in the classroom. We learned about developing and using rubrics for review, using a wide range of classroom activities to ensure all voices are heard, and about a variety of teaching methods and modalities.
- Outcome/impact: This course provided the foundation for my pursuit of teaching excellence, particularly inclusive pedagogy. The outcomes of this course were a hypothetical course syllabus, activity set, and teaching portfolio. These outcomes provided us with opportunities to formulate our ideas about inclusive teaching and apply them through tangible course materials.
- DEISJ aspects of the activity: This course indirectly focused on DEISJ through discussions of inclusive pedagogy.

Student Course Surveys

In Appendix D, I have provided course survey data for AM 375, AM 380, AM 475, and DM 575 at Colorado State Univ. and survey data from the Univ. of Missouri for TAM 2100, TAM 2380, TAM 2480, TAM 2580, TAM 3380, and TAM 3480. These evaluations reflect my three years of credit from the Univ. of Missouri (academic years 2016, 2017, 2018) and my time at Colorado State. I have included a comprehensive evaluation of the course scores, selected qualitative evaluations, and reflections for these courses in Appendix D.

Courses at Colorado State University

In my time at Colorado State Univ. I have taught four unique courses. The courses range in size from 5-26 students. My average course size is 15.4 students per course, omitting my Summer 2021 AM 475 course (n = 5) because it was an outlier regarding my average course size. A comprehensive evaluation of the course scores, qualitative assessment, and reflections for these courses is captured in Appendix D.

Cumulatively, I've had 60 student responses across eight courses at Colorado State. The cumulative average response rate for these surveys was 53%.[13] To develop the tables below, I grouped my course evaluations by year, resulting in 17 individual responses for 2019-2020 and 43 responses for 2020-2021 to assess trends over time. I chose four variables (course workload, instructor feedback, instructor's expectations, and timeliness of feedback) to track the course evaluations based on their usefulness to gauge student experiences when making curricular improvements. These curricular enhancements and my personal growth as an instructor are reflected in the students' positive feedback in the student course evaluations. In a high-level summary of these four categorical metrics, the surveys show a positive response from most students that are relatively constant from year 1 to year 2. One scale, *instructor's expectations*, shows a shift from "reasonable expectations" to "high expectations" from year 1 to year 2. This parallels the trend on the *course workload* scale. I attribute both of these shifts to the curricular enhancements (adding CLO 3D Virtual prototyping software and Backbone PLM software) into courses at the beginning of my second year teaching at Colorado State. I believe these shifts will correct themselves as I understand the best ways to align these industry-critical technologies with course outcomes and seamlessly integrate them into the course activities.

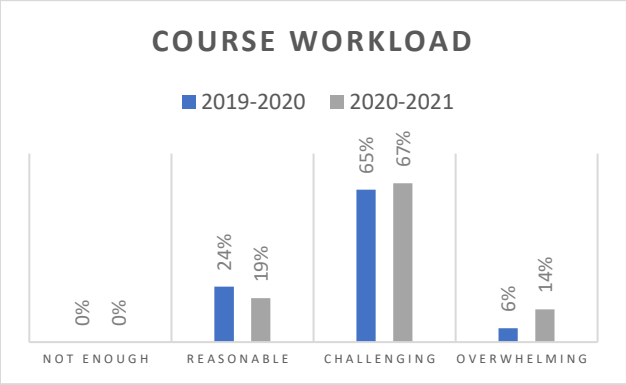
The overall **qualitative** responses from the students were also positive. Across all courses in the 2019-2021 timeframe, the main takeaways were:

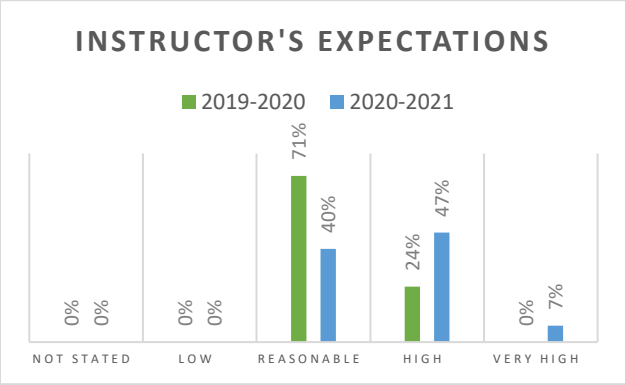
Strengths of my courses:

- Clear communication of expectations and evaluation,
- Relevancy of course content to projects and future roles in the apparel industry,
- Enthusiastic, empathetic, patient, and approachable instructor, and
- Challenging content that pushes students to develop new skills.

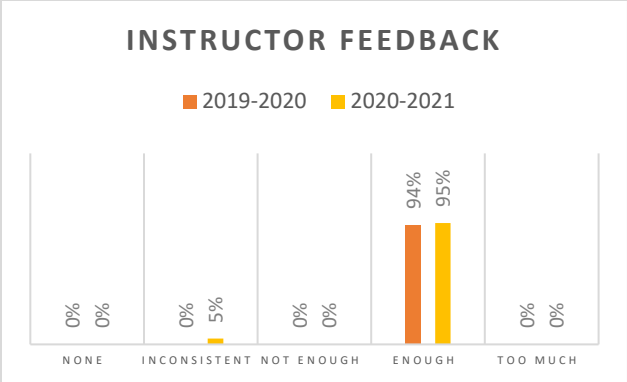
The **areas for improvement.** In Appendix D, I address each of these areas for improvement through my reflections of each course:

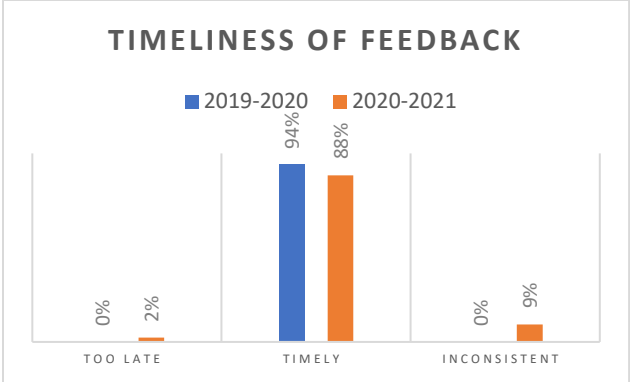
- Course expectations do not align with the course sequence (e.g., AM 375 is more challenging regarding workload than other courses at a higher level like AM 475),
- A mismatch between skill expectations coming into my courses, particularly as it relates to knowledge gaps in classes leading into my upper-division courses,
- The students report an overwhelming workload, partly due to my efforts to fill knowledge gaps.





[13] Reasons for this low response rate and how I've improved my response rate numbers are discussed in Appendix D.





Courses at the University of Missouri

In my time at the Univ. of Missouri, I taught six unique courses. The courses ranged in size from 8-21 students, averaging 15.5 students per course. A comprehensive evaluation of the course evaluation scores selected qualitative assessment, and reflections for these courses are captured in Appendix D. The average of the overall composite score from all courses is 4.67/5.00, with an overall response rate of 87%. The composite score from the course evaluations shows positive upward trends across the 2016-2019 time frame at an individual class level. This positive trend is generally true across all six courses (depicted in the figure below), although I only have one data point for TAM 2100, which I only taught once. I attribute these positive trends to my reflection of course feedback and corresponding curricular improvements each semester.

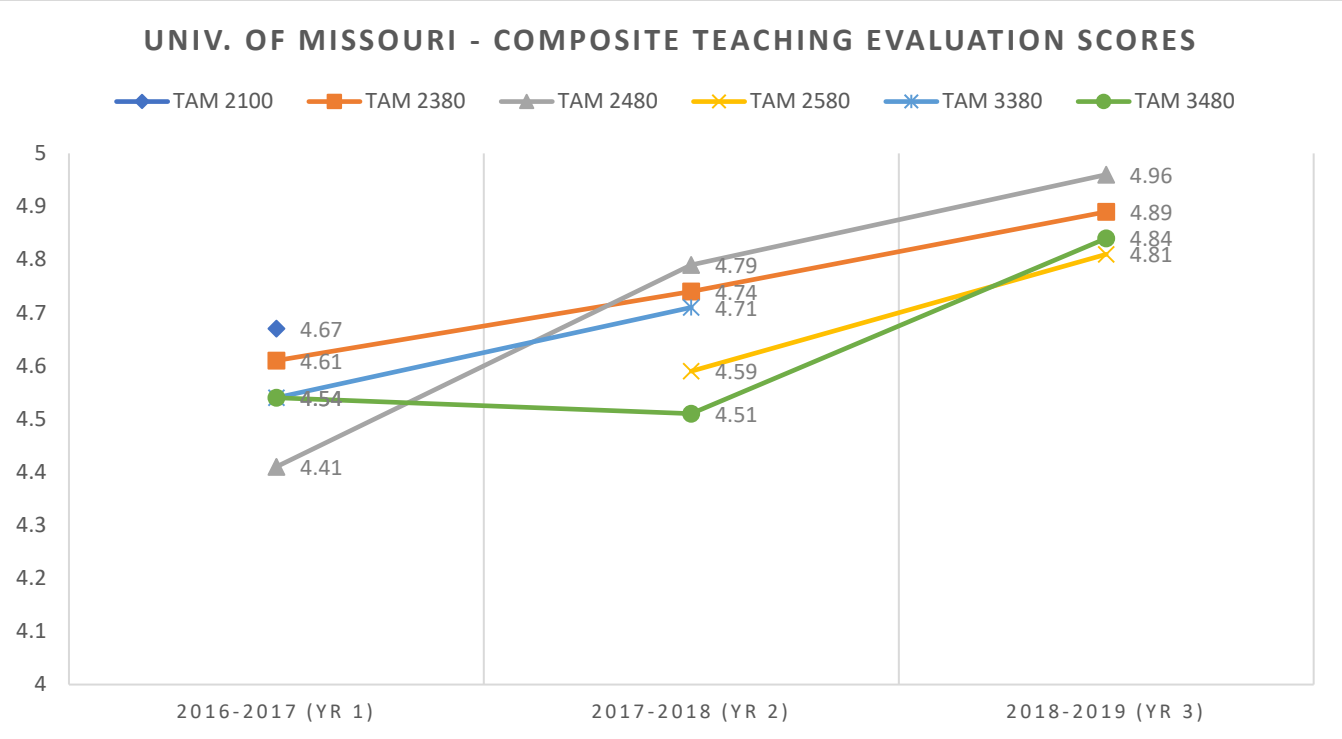
The overall sentiments from the students for qualitative responses were also positive. Across all courses in the 2016-2019 timeframe, the main takeaways were:

Strengths of my courses:

- Relevancy of course content to projects and future roles in the apparel industry,
- Good organization of the course and clear instructions,
- Enthusiastic, empathetic, patient, and approachable instructor, and
- Challenging content that pushed students to develop new skills.

The **areas for improvement.** In Appendix D, I address each of these areas for improvement through my reflections of each course:

- Students need more class time to apply concepts from the demonstrations or lectures,
- Slower pace, the final projects feel rushed,
- Allow for more step-by-step follow along during demos, and
- The fit of some pedagogical activities or guest lecturers does not fit well with the overall course content.



ADVISING:

As an assistant professor, I engage in undergraduate and graduate student advising at both Colorado State Univ. and the Univ. of Missouri. At Colorado State Univ., I did not take on an undergraduate advising role until Fall 2020**. I currently advise an average of 30 undergraduate students per semester**. At Colorado State Univ., all undergraduates meet with their advisors each term to register for the upcoming semester. During these meetings, undergraduate advisors wear many hats – the most basic of which is helping students "synthesize and contextualize their educational experience in the broader context of their career and life aspirations."[14] I meet with students to identify their professional development needs, refine career objectives, and promote personal growth. At times, an advisor is also a facilitator of campus resources for additional academic or mental support. My main goal for advising undergraduates is to get to know each person individually and let them know that they are academically and personally supported in the department and University. I aim to help students achieve their academic, professional, and personal aspirations in their time at the Univ. At the Univ. of Missouri, I maintained a full undergraduate advising load, averaging 22 students per year.

I am active in graduate student advising and mentoring and have served as the chair, co-chair, or committee member for an average of 3-4 graduate students per year. I have completed six Master's students as their chair or co-chair and I have completed one PhD as their chair/co-chair. As a committee member, I've completed three Ph.D. and two Master's students.

Diversity, equity, inclusion, and/or social justice (DEISJ) aspects of advising

I mentor through a lens of equity and inclusion by developing personal relationships with my mentees, guaranteeing equal opportunities, and being a support system (and advocate) when needed. As a graduate advisor, I aim to exhibit a willingness to share discipline-specific expertise, engender skills to conduct rigorous and responsible research, and facilitate professional development opportunities that reflect their career goals. I also

[14] NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx

share time management strategies, role-model leadership skills and provide support in times of need. My preference is to hold weekly meetings with graduate students for whom I am their committee chair. I believe that this establishes open lines of communication, maintains accountability, gives us time to develop ideas collaboratively, and guarantees sustained progress toward their academic goals.

STUDENT ADVISING/GRADUATE SUPERVISION

UNDERGRADUATE STUDENTS:

39 Current Undergraduate Advisees - FA2023
40 Current Undergraduate Advisees - SP2023
32 Undergraduate Advisees – FA2022
25 Undergraduate Advisees - SP2022
20 Undergraduate Advisees - FA2021
17 Undergraduate Advisees – SP2021
0 Undergraduate Advisees – FA2020
22 Undergraduate Advisees – 2019[15]
25 Undergraduate Advisees – 2018[13]
27 Undergraduate Advisees – 2017[13]
22 Undergraduate Advisees – 2016[13]

GRADUATE STUDENTS:

Current Graduate Advisees:

Ashely Mihelich (MS)	– Chair, Plan A, Anticipated Fall 2023
Halimat Ipaye (PhD)	– Co-Chair, Anticipated Fall 2023[16]
Payton Gonzales (MS)	– Chair, Plan A, Anticipated Spring 2024

Current Graduate Committee Memberships (excluding those chaired):

_____# Plan C
_____# Plan B
__1__# MS/MA/MFA (Leila Malekadeli, MFA, Anticipated Fall 2023)
__1__# PhD (Kate Schmidt, PhD Education, Anticipated Spring 2024)

Graduate Committee Memberships (for past 5 years, not including those above)

_____# Plan C
_____# Plan B
__2__# MS/MA/MFA
__3[13]__# PhD

Graduate Degrees Completed under Your Supervision – Graduate Advisees (past 5 years):

Kayna Hobbs-Murphy, 2023 (PhD)	- Committee Member
Kelsie Townsend, 2022 (MS)	- Committee Member, Plan A
Katie Miller, 2022 (MS)	– Co- Chair, Plan B
Nicole Eckerson, 2022 (PhD)	– Co-Chair, PhD

[15] Student(s) at the Univ. of Missouri.
[16] I am a co-chair and a committee member for three PhD candidates at the Univ. of Missouri. I am able to serve as a co-chair through a co-chair agreement where there is a co-chair in the department at the Univ. of Missouri who helps with administrative and logistical tasks.

Amy Jo Wininger, 2022 (MS) – Chair, Plan B
David Russon, 2021 (MS) – Chair, Plan B
Kayna Hobbs, 2020 (MS) – Chair, Plan A
Claudine Barner, 2019 (MS) – Chair, Plan A[17]
Abby Romine, 2019 (MA) – Chair, Plan B[15]
Sunhyung Cho, 2017 (MS) – Chair, Plan A[15]

Evaluations of Teaching from Faculty and Professional Peers

Peer evaluations are a valued part of my systematic growth as an instructor. I use the feedback to devise strategies to improve my course delivery and student engagement. My peer faculty have evaluated my teaching effectiveness one to two times a year in both the Department of Design and Merchandising at Colorado State Univ. and my former department, Textile and Apparel Management, at the Univ. of Missouri. These peer reviews cover Fall 2016 to Spring 2021, reflecting my three-year credit toward the tenure probationary period.

An overall reflection of these peer reviews at both universities **shows positive feedback on my teaching**. My **peer evaluators show excitement for the course content I have developed and the experiences I have provided students in the classroom**. The reviews also reflect my enthusiasm for teaching and passion for developing meaningful relationships with the students. Please see my peer teaching evaluation scores and comments in Appendix D.

Descriptions of Mentoring Activities

As part of supporting students' academic goals, I work with undergraduates on research and design projects to support their professional development and provide them with opportunities to engage with scholarly opportunities. Through grant funding, I have provided research experiences for **14** undergraduate students. I mentored **16** undergraduate students in submitting research or creative scholarship to university-level and national-level research and design competitions, three of whom won awards for exemplary work. The national-level competitions included design competitions with the American Association of Textile Chemists and Colorists, the Beijing Institute of Technology World University Student Design Competition in Qingdao China, and the Fashion Scholarship Fund. I have also mentored **three** honors students.

I also mentor graduate students to apply for funding to support their research projects. To date, **one** student successfully received an **internal grant** at the Univ. of Missouri. In addition, I mentor graduate students to apply to research and creative scholarship competitions. Since 2016 I have mentored **eight graduate students** in the design, development, and preparation of six works of creative scholarship submitted to the ITAA Graduate Student Design scholarship exhibition. ITAA recognized **three** of my graduate (co-)advisees with **awards** for excellence in research, including Katie Miller who won two creative scholarship awards for her Plan B Project; Kayna Hobbs, who won the ITAA 2020 Paper of Distinction Award in the Design and Product Development Track for her Master's Thesis project; and Sunhyung Cho won 2nd Place Student Best Paper at the 2018 ITAA annual meeting for her Master's Thesis.

At Colorado State, Kayna Hobbs was invited to give a **TEX X CSU Talk** (2020) about her thesis research. She was one of nine people across campus to give a TED talk. For her Master's research, Kayna also won the **Distinction in Creative Scholarship Graduate Student Award** from the College of Health and Human Sciences Research Day (2020) and the **Distinction in Creativity, 1st Place** at the Colorado State Univ. Celebrating Research and Creativity Graduate Student Showcase (2019).

[17] Student(s) at the Univ. of Missouri.

At the Univ. of Missouri, Abby Romine participated in the World Univ. Student Design Competition Qingdao 2018! In Qingdao, China, she exhibited a collection of four *protective garments for Volcanologists.* She was awarded the top prize at this international event. I traveled with Abby to China to help her present her work!

Undergraduate Honors Thesis Students – 3 students impacted

2023 – 2024 Cecilia Kastner, Advisor, Colorado State Univ.
2020 – 2020 Richie Dow, Advisor, Colorado State Univ.
2019 – 2020 Natalie Schulter, Advisor, Colorado State Univ.
2019 – 2020 Moriah Mosley, Committee Member, Colorado State Univ.

Research Experiences for Undergraduates – 14 students impacted

2022 Jared Tarzian, Project Title: Research Assistant, NC170 – Anthropometric marking of female firefigther body scans.

2021 Krista Melusky, Project Title: Increasing participation physical activity for persons with paralysis: A pilot study of product and environment-related barriers to full participation.

Funding provided by the College of Health and Human Sciences Mini-Grant, Colorado State Univ.

2021 Alejandro Martinez, Project Title: Increasing participation physical activity for persons with paralysis: A pilot study of product and environment-related barriers to full participation.

Funding provided by the College of Health and Human Sciences Mini-Grant, Colorado State Univ.

2021 Ryan Perry, Project Title: Increasing participation physical activity for persons with paralysis: A pilot study of product and environment-related barriers to full participation.

Funding provided by the College of Health and Human Sciences Mini-Grant, Colorado State Univ.

2021 Dom Bacca, Project Title: Value-added: Challenging students to solve clothing-related problems for people with disabilities using cotton performance technologies

Funding provided by Cotton in the Curriculum, Cotton, Incorporated

2018 Anna Moritz, Project Title: Research Assistant, NC170 – Anthropometric study of male and female firefighters for the improved fit of fire gear.

Funding provided by Research Council, Univ. of Missouri. Interdisciplinary research with researchers at 13 universities as part of a multi-state research group.

2018 Anna Moritz, Research Assistant - Project Title: Fashionable Adaptive Clothing – qualitative interviews. Interdisciplinary research with faculty in Public Health at Indiana Univ. Bloomington.

2018 Jared Armstrong, Research Assistant, Project Title: NC170 – Anthropometric study of male and female firefighters for the improved fit of fire gear.

Funding provided by Research Council, Univ. of Missouri. Interdisciplinary research with researchers at 13 universities as part of a multi-state research group.

2018 Hope Beykirch, Research Assistant, Project Title: NC170 – Anthropometric study of male and female firefighters for the improved fit of fire gear.

Funding provided by Research Council, Univ. of Missouri. Interdisciplinary research with researchers at 13 universities as part of a multi-state research group.

2017 Chelsey Harrell, Research Assistant, Project Title: NC170 – Anthropometric study of male and female firefighters for the improved fit of fire gear.

Funding provided by Research Council, Univ. of Missouri. Interdisciplinary research with researchers at 13 universities as part of a multi-state research group.

2017 Olivia Eastman, Research Assistant, Project Title: NC170 – Anthropometric study of male and female firefighters for the improved fit of fire gear.

Funding provided by Program for Undergraduate Research Experience (PURE) Award ($2000), College of Human Environmental Sciences Office of Research and Graduate Studies, Univ. of Missouri, Columbia, MO. Interdisciplinary research with researchers at 13 universities as part of a multi-state research group.

2017 Cole Young, Research Assistant, Project Title: Picturing Transpositive apparel: A Photovoice exploration of Female to Male (FTM) apparel experiences, identity, and quality of life.

Funding provided by a Research Council grant at the Univ. of Missouri (period: August 2016-August 2017). Funding provided by Research Council, Univ. of Missouri. Interdisciplinary research with faculty in the Department of Health Professions at the Univ. of Missouri.

2016 Emily Hock, Research Assistant, Project Title: 3D Body Appreciation Mapping (BAM): A pilot study of an innovative patient-driven body image/skin tone and health intervention for emerging adult women.

Funding provided by the Univ. of Missouri Patient Centered Outcomes Research (PCOR) Small Project Awards, Center for Patient-Centered Outcomes Research, Univ. of Missouri, Columbia, MO. Interdisciplinary research with faculty in Social Work, Human Development and Family Science, and Health Sciences at the Univ. of Missouri

2016 Allison Vaughn, Research Assistant, Project Title: Using Technology to Create Pattern Pieces Working from 3D to 2D.

Funding provided by Program for Undergraduate Research Experience (PURE) Award ($2000), College of Human Environmental Sciences Office of Research and Graduate Studies, Univ. of Missouri, Columbia, MO.

Faculty Mentorship Undergraduate Student: Creative Scholarship – Juried Exhibitions (Accepted Work) – 1 student impacted

2022 Hadjis, E (2022, October). Dragonfly Jacket: Waterproof Jacket and Climbing Pant for Female Rock Climbers. International Textile and Apparel Association, Denver, CO. Co-advised with Kevin Kissel, Jennifer Jeanerette. Acceptance rate: 43%. Doi: forthcoming. **Award: *JJ Collier Award for Excellence - Undergraduate***

Faculty Mentorship Undergraduate Student: Creative Scholarship – Non-Juried Exhibitions (Accepted Work) – 16 students impacted

2019 Jingyi Wu, University of Missouri Undergraduate Visual Art and Design Showcase,
Award: ***Applied Design Grand Prize ($2000)***

2019 Darien Lee & Andrea Radicic (joint submission), Univ. of Missouri Undergraduate Visual Art and Design Showcase

2019 Alana Jacobsen, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2019 Chance Zacheis, American Association of Textile Chemists and Colorists (AATCC) – Fashion for All/Runway of Dreams Competition.
Award: ***Honorable Mention***

2018 Oliva Eastman, Univ. of Missouri Undergraduate Research and Creative Achievements Forum

2018 Maia Loesche, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2018 Amanda Lupardus, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2018 Alexa Miller, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2018 Courtney Rock, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2018 Andrea Bilgrin, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2018 Andrea Biligrin, American Association of Textile Chemists and Colorists (AATCC) – Fashion for All/Runway of Dreams Competition.
Award: ***3rd Place ($1000)***

2018 Jingyi Wu, Beijing Institute of Technology World Univ. Student Design Competition in Qingdao China. This was an invited event.

2017 Maia Loesche & India Simpson (joint submission), Univ. of Missouri Undergraduate Visual Art and Design Showcase.
Award: ***Applied Design Prize ($500)***

2017 Maia Loesche, Univ. of Missouri Undergraduate Research and Creative Achievements Forum, co-author India Simpson

2017 Nadine Kaufman, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2017 Nadine Kaufman, Univ. of Missouri Undergraduate Research and Creative Achievements Forum

2017 Allison Vaughn, Univ. of Missouri Undergraduate Visual Art and Design Showcase

2017 Allison Vaughn, Univ. of Missouri Undergraduate Research and Creative Achievements Forum

2016 Kathleen Kowalsky, Fashion Scholarship Fund (previously YMA).
Award: *$5000 scholarship*

2016 Sarah Dopp, Fashion Scholarship Fund (previously YMA).

Faculty Mentorship of Graduate Student: Grant Applications – 1 student impacted

2017 Self-Determination Theory with the Technology Acceptance Model applied to Video Instruction in Entry Level Sewing Classes. Barner, C. (PI). Univ. of Missouri Student Teaching as Research (STAR) Mini-Grant ($1500).

Faculty Mentorship of Graduate Student: Research Competitions – 2 students impacted

2020 Hobbs, K. (2020, November). ITAA 2020 Paper of Distinction Award in the Design/Product Development Track, International Textile and Apparel Association, Online.

2018 Cho, S. (2018, November). 2nd Place Student Best Paper at the 2018 International Textile and Apparel Association annual meeting in Cleveland, OH.

Faculty Mentorship Graduate Student: Creative Scholarship – Juried Exhibitions (Accepted Work) – 8 students impacted

2022 Schmidt, K (2022, October). *Lilac Flare Ski Suit and Love Your Sisters Base Layer.* International Textile and Apparel Association, Denver, CO. Co-advised with Dr. Diane Sparks, Kevin Kissel. Acceptance rate: 43%. Doi: forthcoming.

2022 Miller, K. (2022, October). *Regenerative Garment Design within a Colorado Fibershed*. International Textile and Apparel Association, Denver, CO. Co-advised with Dr. Sonali Diddi. Acceptance rate: 43%. Doi: forthcoming.

- Award: 2022 ATEXINC Award for Excellence in Marketable Textile Design - Graduate
- Award: 2022 Optitex Technology Award - Graduate

2018 Ipaye, H., & Eckerson, N. (2018, November). *Resilience: Activewear for Lower Limb Amputees Who Utilize Prosthetic Limbs.* User-center design of activewear for women with a lower limb amputation. International Textile and Apparel Association, *Cleveland, Ohio. Acceptance rate: 34%.* https://lib.dr.iastate.edu/itaa_proceedings/2018/design/8

2018 Uriyo, A. (2018, November). *Sight Unseen.* User-centered vest for women with vision impairments. International Textile and Apparel Association, *Cleveland, Ohio. Acceptance rate: 34%.* https://lib.dr.iastate.edu/itaa_proceedings/2018/grs/1

2017 Cho, S. (2017, November). *Depth of Color*. Laser cut dress with color depth encoded into laser cutting for women with visual impairments. International Textile and Apparel Association, *St. Petersburg, Florida. Acceptance rate: 37%.* https://lib.dr.iastate.edu/itaa_proceedings/2017/design/55
Award: *Fashion Supplies Inc. Innovative Design Award – 2nd Place*

2017 Aflatoony, L. (2017, November). *Inside-Out, Back to Front.* Reversible haptic dress for women with visual impairments. International Textile and Apparel Association, *St. Petersburg, Florida. Acceptance rate: 38%.* https://lib.dr.iastate.edu/itaa_proceedings/2017/design/51

2016 Barner, C., & Morris, K. (2016, November). *Newton Bra.* Innovative sports bra for women with D-cups and larger. International Textile and Apparel Association, *Vancouver, British Columbia. Acceptance rate: 45%.* https://lib.dr.iastate.edu/itaa_proceedings/2016/design/28

Faculty Mentorship Graduate Student: Creative Scholarship – Non-Juried Exhibitions (Accepted Work) – 2 students impacted

2020 Kayna Hobbs (2020, February). TED x CSU Talk.
Honor: *Kayna was one of **nine** people across campus to give a TED x CSU talk about her thesis research, for which I am her committee chair.*

2020 Kayna Hobbs (2020, March). College of Health and Human Sciences Research Day, Colorado State Univ.
Award: *Distinction in Creative Scholarship Graduate Student Award.*

2019 Kayna Hobbs (2019, October). Colorado State Univ. Celebrating Research and Creativity Graduate Student Showcase.
Award: *Distinction in Creativity, 1st Place.*

2016 Abby Romine (2018, October). *Functional Apparel Design: Protective Garments for Volcanologists.* A collection of four activewear ensembles presented at the Beijing Institute of Technology World Univ. Student Design Competition Qingdao 2018! In Qingdao China.
Award: *Golden Shell Design Award –50,000 RNB (roughly $6500)*

CV SECTION 4: Evidence of Outreach/Service/Engagement

In alignment with the Department Code and Colorado State Univ.'s Strategic Plan, I believe service and outreach are responsibilities of faculty that advance the mission of the Univ. They are integral to meeting a land-grant university's objectives, advance the profession, and increase the public's positive perception and value of the University.

As an assistant professor, I have held several department-level and college-level service roles. During my tenure, I have had opportunities to progressively grow my service contributions at the department and college levels. For example, in FA20, I filled in for Terry Yan on the CHHS Curriculum Committee. This experience was very educational about Colorado State's process for curriculum development and approval. This experience and my understanding gained from this committee work now provide a detailed account of how to go about curricular development and how the College ensures pedagogical excellence across all courses and programs. Similarly, filling in for a semester for Dr. Vivian Li on the CHHS Research Committee was beneficial to grow my understanding of grantsmanship at the college level. These service experiences are reciprocal.

I am also actively engaged in serving the professional organizations of which I am a member. This growth in service responsibilities is also evident at the professional level. For ITAA, I consistently review abstracts or the Product Development Track and review creative scholarship submissions each year. I am an active member of two committees that address evaluating and promoting creative scholarship at the international level. In 2020 I was elected to a two-year term on the Nominating Committee as member-at-large for Counsel for ITAA. Further, I review manuscripts for four journals and serve on the editorial board for the Clothing and Textiles Research Journal, the premier journal in our field.

EVIDENCE OF INCORPORATING DIVERSITY, EQUITY, INCLUSION, AND/OR SOCIAL JUSTICE (DEISJ) IN OUTREACH/SERVICE/ENGAGEMENT

The table below is a record of activities representing my commitment to incorporating DEISJ in outreach and engagement. Each activity listed below has a short description exemplifying how these activities meet the University's DEISJ goals. In addition to this list of public-facing activities, I am also on the Counsel for the International Textile and Apparel Association. We develop a diverse list of candidates to represent our field's most prestigious professional organization in the Nominating Committee. We explicitly invite, welcome, and otherwise ask for nominations of minoritized colleagues to run for leadership roles in our organization.

2023 **Native American Cultural Center:** On June 14th, 2023 40 students in the Native American STEM Institute. With Dr. Terry Yan, we developed an interactive lecture and tour based on STEM in the Textile and Apparel Industry. We toured the Richardson Design Center Prototyping Lab, Textile Science Labs, and 3D body scanned volunteers. The lecture centered on using advancing technologies in our field to promote sustainable apparel design, development, and consumption.

2022 **Wide Open: Comprehensive Garments for All:** From December 5-16th, 2022, graduate teaching assistants and I installed an exhibition of student work from AM 475 titled Wide Open: Comprehensive Garments for All. The exhibit showcased 26 senior Product Development students who are challenging how we design clothing to create comprehensive garments for all. These garments were inclusive of traditionally marginalized consumer groups. From incorporating new innovative technologies to redesigning the current market, the collections sought to answer how clothing could be designed to include and serve all contemporary people. The exhibit was held in Avenir Museum of Design and Merchandising which is a historic textiles and apparel museum. The opening reception included all students, their guests, departmental faculty, two of five award judges, the department Chair, and the Dean of the College of Health and Human Sciences. A

conservative estimate was that the opening reception had between 80-120 people in attendance plus daily foot traffic for the 10 days the show was up.

2021 **Inclusive Innovations:** From December 8-18th, 2021, I designed and installed an exhibition of student work from AM 475, Product Development III (Capstone). The purpose of the exhibition was to share the student's adaptive apparel product designs and engage the broader community in the discussion of the value of cotton in adaptive apparel. The exhibit, titled Inclusive Innovations, showcased work by 22 students that who developed a line of five garments based on an underrepresented or marginalized target's needs market. The exhibition featured product designs that were inclusive of traditionally marginalized consumer groups, such as people with disabilities, people of color, and members of the LGBTQIA+ community. From radical new design innovations to incremental alterations to existing products, the student works asked viewers to consider how clothing products can be designed to include, rather than exclude, the greatest variety of people possible. Cotton fabrics and cotton innovations were central in these projects as a key mechanism to strengthen the relationship between the design, product development, material innovations, and end-user needs. The body of work exhibited sought to add value to the product designs through fiber and fabric-level innovations by using cotton performance technologies.

2019 **Design for Disability: Adaptive Clothing Innovations**: On March 19, 2019, I co-organized a public panel discussion at the Univ. of Missouri. Students and members of the public and campus community engaged with end-users and adaptive apparel stakeholders to understand adaptive apparel design, consumer needs, and potential value added by cotton innovations. The event was open to the public, and students in both courses were required to attend. The panelists included representatives from Cotton, Inc., NBZ apparel, people who identified as having a disability, and one caregiver. We advertised the event through the Univ. of Missouri news outlets and the Univ. of Missouri Disability Center. It was a tremendous success, with over 150 people in attendance. This event resulted in three instances of press coverage in the campus and local newspapers. The total number of attendees: ~ 150. Collaborators: Kerri McBee-Black and Dr. Li Zhao.

2018 **Cotton ON: Cotton Performance Textiles for Functional Apparel Products:** I designed and installed an exhibition of student works from August to September 2018. The purpose of this exhibit was to share knowledge with the public and campus community about how upcoming cotton performance technologies can add value to clothing for various users, particularly those living with disabilities. Cotton, Incorporated sponsored this project. This exhibit was installed in publicly accessible cases in Gwynn Hall on the Univ. of Missouri campus. There was an open house event that had approximately 35 people in attendance. Attendees: ~35 for the open house plus passers-by.

2017 **Exhibit Talk: Picturing Trans-Positive Apparel – A photovoice exploration of female-to-male apparel experiences and identity.** On April 19, 2017, collaborator Dr. Michelle Teti and I gave a presentation and Q&A session to members of the Univ. community about the exhibition at The Bridge, a space for students, faculty, and staff to develop and expand their multicultural knowledge, awareness, and skills. This center is housed within the College of Education on the Univ. of Missouri Campus. At this event, we facilitated a discussion about how apparel plays a significant role in gender expression based on the exhibit the month prior (detailed below). Our research team was interdisciplinary and collaborative and included public health, social work, and apparel researchers. Attendees: ~20. Collaborator: Dr. Michelle Teti.

2017 **Exhibit Opening: Picturing Trans-Positive Apparel – A photovoice exploration of female-to-male apparel experiences and identity**. February 1, 2017, collaborator Dr. Michelle Teti and I opened a 14-day exhibit about lived experiences of Trans and gender non-binary individuals and their relationship to clothing as a means for gender expression. We held the exhibition in Gwynn Hall on the Univ. of Missouri campus. For this exhibit, we used Photovoice – a participatory action research tool in which people use pictures to identify, share, and advocate for their experiences – to explore the relationship between apparel, identity, and health for Trans and gender non-binary individuals. In attendance were the study participants, their families, students, faculty, and staff from the Univ. Attendees: ~45. Collaborator: Dr. Michelle Teti.

COMMITTEES

College Committees:

- College of Health and Human Sciences Research Committee, Colorado State Univ. – Member (Spring 2020; 2022-2023)
- College of Health and Human Sciences Curriculum Committee, Colorado State Univ. – Member (Fall 2020 – fill in for Terry Yan)
- Faculty Council on College Policy Committee, College of Human Environmental Sciences, Univ. of Missouri - Member (2018-2019)
- Academic Status and Appeals Committee, Human Environmental Sciences, Univ. of Missouri - Member (2016-2018)

Department Committees:

- Program Coordinator, Dept. of Design and Merchandising, Member (2022 – 2024)
- Faculty Governance Committee, Dept. of Design and Merchandising, Member (2020 – 2023)
- Ad Hoc Curriculum Committee, Dept. of Design and Merchandising, Member (2020 – present)
- Curriculum/Program Enhancement Committee, Dept. of Design and Merchandising, Member (2020 – 2023)
- Gustafson Gallery Committee, Dept. of Design and Merchandising, Member (2019 – present)
- Search Committee – Product Development Tenure Track, Dept. Of Design and Merchandising, Chair (2021-2022)
- Search Committee – Merchandising Tenure Track, Dept. Of Design and Merchandising, Member (2022-2023)
- Program Leadership Tasks – Outdoor Retailer (OR), Dept. of Design and Merchandising, Member (2019 – 2020)
- Scholarship Committee, Dept. of Textile and Apparel Management, Member (2016-2019)
- Student Design Showcase, Dept. of Textile and Apparel Management, Chair (2016 – 2019)
- Faculty Search Committee, Dept. of Textile and Apparel Management, Member (2016)

Other Service:

- Design and Merchandising Studio/Lab Manager, Dept. of Design and Merchandising (2020-2021)
- Colorado State University Graduate Student Showcase Judge (November, 2020)
- College of Health and Human Sciences Research Day Judge (Spring, 2020)

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Memberships in professional societies:

- International Textile and Apparel Association (ITAA), (2006 – Present)
- Costume Society of America (CSA), (2017 – Present)

- American Association of Textile Chemists and Colorists (AATCC), (2006 – 2019)
- Design Society (2013 – 2016)
- Surface Design Association (2007 – 2011)
- Fashion Group International (2007– 2009)
- National Sewing Guild (2005 – 2007)
- National Society of Collegiate Scholars, Colorado State Univ. (2004-2007)

Service in professional organizations

International Textile and Apparel Association
- Co-Chair Conference Planning, (2021-2022)
- Design Catalog Editor, (2021-2022)
- Counsel – Member at Large Nominating Committee, (2021 - 2022)
- Design Review Committee, Member, (2018 – present)
- Design Education and Scholarship Committee, Member, (2015 – present)
- Mounted Gallery Committee, Member, (2016 – 2017)

Costume Society of America
- Grant Review Committee, Member, (2018 - 2019)

NC-170 Multistate Research Group
- Chair (2019 – 2020)
- Vice-Chair (2018 – 2019)
- Colorado State Univ. Representative (2019 – 2021)
- Univ. of Missouri Representative (2016 – 2019)

Review/editorial boards

Clothing and Textiles Research Journal, Editorial Board
- Member Term 1 (2018 – 2021)
- Member Term 2 (2021 – 2024)

Grant refereeing

Research Grants Council (RGC) of Hong Kong
- External Reviewer (2015)

Manuscript reviewer
- Fashion Practice (2023 – present)
- International Journal of Fashion Design Technology, and Education, (2022 – present)
- Clothing and Textiles Research Journal (CTRJ), (2016 – present)
- Fashion and Textiles (FATE), (2016 – present)
- Textile Research Journal, (2020 – present)
- Journal of Health Psychology, (2018 – 2019)

Book reviewer
- *Adaptive Apparel Design* by Rachel Eike and Ellen McKinney, Iowa State University Digital Press (2023)
- *Apparel Design through Patternmaking. Apparel Design Through Patternmaking* by Injoo Kim, Myoungok Kim, and Zachary Hoh, Fairchild Books (2020)

Conference Paper/Abstract reviewer

- Conference Abstract Reviewer for Design and Product Development Track, International Textile and Apparel Association, (2018 – present)
    - May 2021 – Reviewed 8 Abstracts
    - May 2020 – Reviewed 7 Abstracts
    - May 2019 – Reviewed 8 Abstracts
    - May 2018 – Reviewed 6 Abstracts
- Design Scholarship Juror (professional, graduate & undergraduate level), International Textile and Apparel Association, (2017 – present)
    - July 2023 - Juried 10 professional proceedings
    - July 2022 - Juried 12 graduate proceedings
    - July 2021 – Juried 9 professional proceedings
    - July 2020 – Juried 9 graduate and 10 undergraduate proceedings
    - July 2019 – Juried 14 graduate proceedings
    - July 2018 – Juried 16 graduate proceedings
    - July 2017 – Juried 14 graduate proceedings
- International Textile and Apparel Association, Graduate Student Best Paper Competition (Master's and Doctoral Level Awards) Reviewer
    - May 2021 – One full paper
    - May 2019 – One full paper
    - May 2018 – One full paper

OTHER ACTIVITIES/ACCOMPLISHMENTS – SERVICE/OUTREACH

Consultations related to professional expertise

2023 – present GAMUT Management Seal of Approval™ Reviewer. GAMUT Management, the leading consulting, talent management, and accreditation company with and for the population of people with disabilities has launched the GAMUT Seal of Approval, a mark to signify authenticity and inclusion of PWDs in the development of Adaptive products. The GAMUT Seal was created to assure consumers that a stringent set of requirements developed experts in the disability space have been met. Reviewer in the Consumer Products track.

2015 Uniform Integrated Protection Ensemble Increment (UIPEI) 2 Concept Development Working Group, Joint Research and Development (JRAD), one of four functional clothing design academics invited. (2015)

Outreach and engagement activities

2023 **3D Technology in the Apparel World:** From June 6th to June 9th I implemented a 6 hour (total contact time) learning module to 12 high-school students. Specifically, they learned about 3D body scanning, CLO3D visualization software on using CLO3D for fashion design. Organizer: Terry Yan.

2023 **Fashion Fundamentals:** From June 13th to June 16th I implemented a 5 hour (total contact time) Apparel Technology and Engineering learning module (developed in 2021) to ~40 students on advanced apparel technologies for Fashion Fundamentals, an informal learning STEM program for students between the ages of 10-14 in northern Colorado. Organizers: Karen Hyllegard and Jennifer Ogle.

2022 **Fashion Fundamentals:** From June 20th to June 24th I implemented an 5 hour (total contact time) Apparel Technology and Engineering learning module (developed in 2021) to ~40 students on advanced apparel technologies for Fashion Fundamentals, an informal learning STEM program for students between the ages of 10-14 in northern Colorado. Organizers: Karen Hyllegard and Jennifer Ogle.

2021 **Fashion Fundamentals**: From June 21st to June 25th I was invited to develop a 5 hour long (total contact time) Apparel Technology and Engineering module on advanced apparel technologies for Fashion Fundamentals, an informal learning STEM program for students between the ages of 10-14 in northern Colorado. This module that used fashion design principles, techniques, and technologies. Specifically, they learned about 3D body scanning, CLO3D visualization software, patternmaking, and laser cutting. The program served *20 students*. Organizers: Karen Hyllegard and Jennifer Ogle.

2012 - 2015 **Style Engineers:** From 2012-2015 a team of faculty, graduate, and undergraduate students developed learning modules and gave five workshops and held three program trainings for Style Engineers, an informal learning STEM program for girls between the ages of 11-14 in upstate New York. Style Engineers successfully used fashion design principles, techniques, and technologies to engage middle-school girls in key STEM concepts. I was a key team member in developing and implementing the Style Engineers curriculum and website (www.styleengineers.org). The program sponsored camps and events that served over 350 girls from 2012 to 2015. The project trained 50 adults to lead 29 hands-on activities with girls. The participants were from 4H and Girls, Inc. organizations, and 40% of girls and leaders were from underrepresented minority groups.
Workshop Facilitator, (2015, July 20-24). Style Engineers. Everson Art Museum, Syracuse, NY. *Attendees: 30 girls, 32 hours*.

- Leader Trainer, (2015, July 9). Style Engineers. Everson Art Museum, Syracuse, NY. *Attendees: 12 Girls, Inc. leaders, 6 hours.*
- Leader Trainer, (2015, July 17). Style Engineers. 4-H Camp Wyomoco, Varysburg, NY. *Attendees: 5 4H leaders, 6 hours.*
- Leader Trainer, (2015, July 10). Style Engineers. 4-H Camp Bristol Hills, Canandaigua, NY. *Attendees: 6 4H leaders, 6 hours*.
- Workshop Facilitator, (2014, July 14-18). Style Engineers. Cornell Univ. *Attendees: 30 girls, 40 hours.*
- Workshop Facilitator, (2013, July 29 – Aug. 2). Smart Clothing, Smart Girls. Cornell Univ... *Attendees: 15 girls, 41 hours.*
- Workshop Facilitator, (2012, August 6-8). Smart Clothing, Smart Girls. Cornell Univ. *Attendees: 10 girls, 20 hours.*
- Workshop Facilitator, (2012, July 9-11). Smart Clothing, Smart Girls. Cornell Univ. *Attendees: 10 girls, 20 hours.*

Collaborators: Dr. Susan Ashdown, Fran Kozen, Charlotte Coffman, Dr. Lucy Dunne

2012 - 2013 **4H Career Explorations:** In both 2012 and 2013 I was a key team member in developing and implementing activities for 4H Career Explorations, a three-day event for youth on the Cornell Univ. campus. The purpose of the conference it to help youth with exposure to understand what a particular career field entails and what type of education they would need to pursue through hands-on workshops.

- Workshop Facilitator, (2013, June 25-27). Mechanics of Dying. Cornell Univ. *Attendees: 24 students, 11 hours total.*

- Workshop Facilitator, (2012, June 26-28). All about Color. Cornell Univ. *Attendees: 35 students, 13 hours total.*

Collaborators: Dr. Susan Ashdown, Fran Kozen, Charlotte Coffman, Dr. Lucy Dunne

Media engagements that highlight research and teaching activities

2023 Dudek, S. (Jan. 2023). Wide Open: Product development seniors showcase inclusive cotton garment designs in capstone projects. SOURCE (Colorado State Newsletter). Retrieved from https://chhs.source.colostate.edu/wide-open-product-development-seniors-showcase-inclusive-cotton-garment-designs-in-capstone-projects/?utm_source=newsletter&utm_medium=email&utm_campaign=DMFA22

2023 Martin, A. (Jan. 2023). Dr. Kristen Morris talks adaptive apparel, inclusive design, and fishing. Health and Human Science Matters. College of Health and Human Sciences Podcast. Retrieved from https://open.spotify.com/episode/6As6MqfDRlvByyNRDWZBYv?si=M-zUcDY7RYycOMytDWhcmw&nd=1

2022 Dudek, S. (Nov. 2022). CSU students win apparel and merchandising research awards at prestigious conference. SOURCE (Colorado State Newsletter). Retrieved from https://chhs.source.colostate.edu/csu-students-win-apparel-and-merchandising-research-awards-at-prestigious-conference/?utm_source=newsletter&utm_medium=email&utm_campaign=DMFA22

2022 Gokavi, M. (Dec. 2022). Outstanding Grad: Micah Loy College of Health and Human Sciences. SOURCE (Colorado State Newsletter). Retrieved from https://chhs.source.colostate.edu/outstanding-grad-micah-loy-college-of-health-and-human-sciences/?utm_source=newsletter&utm_medium=email&utm_campaign=DMFA22

2022 Dudek, S. (Jan. 2022). CSU product development seniors showcase their research and prototypes in the Inclusive Innovations Exhibit. SOURCE (Colorado State Newsletter). Retrieved from https://chhs.source.colostate.edu/csu-product-development-seniors-showcase-their-research-and-prototypes-in-the-inclusive-innovations-exhibit/

2020 Short, H. (Nov. 2020). Kristen Morris wins international award for outstanding marketable design. *SOURCE (Colorado State Newsletter)*. Retrieved from https://chhs.source.colostate.edu/kristen-morris-wins-itaa-award-for-outstanding-marketable-design/

2020 Walls, A. (Feb. 2020). Product development students present senior capstone project with accessible clothing designs. *SOURCE (Colorado State Newsletter).* Retrieved from https://chhs.source.colostate.edu/product-development-students-present-senior-capstone-projects-with-accessible-clothing-designs/.

2019 Bennett, E. (Nov. 2019). CSU apparel and merchandising faculty recognized with national awards. *SOURCE (Colorado State Newsletter)*. Retrieved from https://chhs.source.colostate.edu/csu-apparel-and-merchandising-faculty-recognized-with-national-awards/.

2019 Bennett, E. (Sept. 2019). CSU graduate returns as assistant professor: Q&A with Kristen Morris. *SOURCE (Colorado State Newsletter).* Retrieved from https://chhs.source.colostate.edu/kristen-morris/

2019 Esdale, K. (June 27, 2019). Hot stuff: MU grad student blends functionality, fashion for volcanologists. *Columbia Missourian.* Retrieved from https://www.columbiamissourian.com/news/higher_education/hot-stuff-mu-grad-student-blends-functionality-fashion-for-volcanologists/article_7358dfc2-9822-11e9-9f3e-afd3329d17fd.html?utm_campaign=312045_06-27-19%20Clips&utm_medium=email&utm_source=email&dm_i=42N5,6ORX,2H9PN8,P8S1,1

2019 Yount, J. (June 21, 2019). Volcano Pants: The Latest Fashion Trend from MU Geologists and a graduate student. *College of Arts and Sciences Newsletter.* Retrieved from https://coas.missouri.edu/news/volcano-pants-latest-fashion-trend-mu-geologists-and-graduate-student.

2019 McKinney, R. (April 29, 2019) MU faculty work to make courses more inclusive. *Columbia Daily Tribune*. Retrieved from https://www.columbiatribune.com/news/20190429/mu-faculty-work-to-make-courses-more-inclusive.

2019 Barber, B. (March 20, 2019) Getting everybody dressed: Adaptive clothing seminar discusses innovations. Columbia Missourian. Retrieved from https://www.columbiamissourian.com/news/higher_education/getting-everybody-dressed-adaptive-clothing-seminar-discusses-innovations/article_8ef2459a-4a96-11e9-976f-eb1df3ca27e8.html.

2019 Bunten, M. (March 21, 2019) TAM department holds symposium to address lack of inclusivity in clothing design. Move Magazine. Retrieved from https://move.themaneater.com/stories/on-campus/tam-department-holds-symposium-to-address-lack-of-inclusivity-in-clothing-design.

2016 Gambaro, E. (April 14, 2016) How technology is changing the fashion industry in classrooms and on the runway. Vox Magazine. Retrieved from http://www.voxmagazine.com/arts/fashion/how-technology-is-changing-the-fashion-industry-in-classrooms-and/article_2eade9fc-01ae-11e6-8ba4-5fae6ed35893.html.

2016 Serven, Ruth. (March 17, 2016) Changing what you wear to bed could lead to better sleep. Vox Magazine. Retrieved from http://www.voxmagazine.com/arts/fashion/changing-what-you-wear-to-bed-could-lead-to-better/article_f8ea4af0-ebae-11e5-a585-db16177001c6.html.

2009 Gulla, B. (2009, Oct.) Pregnancy work-out with LPGA star Annika Sorenstam. *Pregnancy: A new look at motherhood.* P. 71-74. Retrieved from https://www.pregnancymagazine.com/pregnancy/pregnancy-health/working-out-annika-sorenstam

2009 Camelio, S. (2009, Jan). Secrets of a Celebrity Trainer. *Pregnancy Magazine.* Retrieved from https://www.pregnancymagazine.com/pregnancy/secrets-celebrity-trainer

2008 Hochman, P., (2008, April). Get outside with Baby. TODAY Show. Retrieved from http://www.today.com/money/get-outside-baby-or-baby-arrives-wbna24017255

2007 Berlin, B. (2007, Nov.). Refashioning: One woman drafts students to recycle worn castoffs. *Budget Living Magazine.*