

SONJA ARDOIN, PH.D.

HIGHLIGHTS

- University teaching experience includes 17 years of undergraduate and graduate level, online, hybrid, and in-person courses, at mid-size, large, public, & private universities
- 47 refereed publications including 6 books, 1 monograph issue, 27 book chapters, and 13 journal articles
- Public scholarship featured in *NPR*, *Inside Higher Ed*, *The Chronicle of Higher Education*, *Diverse Issues*, *ACPA*, and *NASPA*
- Over 275 presentations and addresses at national conferences, higher education institutions, and other professional gatherings, with over 140 refereed sessions and over 75 occurring in the last two years
- Leadership curriculum facilitated for over 30 different colleges and universities with over 2000 student participants
- 17 years of progressive administrative experience in the field of higher education, including directing academic programs; supervision of full-time staff, graduate assistants, and graduate interns; and academic advisement of undergraduate and graduate students

EDUCATION

- Ph.D.** North Carolina State University, Educational Research and Policy Analysis **2013**
Concentration: Higher Education Administration
Dissertation: Learning a Different Language: Rural Students' Comprehension of College Knowledge and University Jargon
- M.S.** Florida State University, Higher Education and Student Affairs **2006**
Minor: Diversity
- B.S.** Louisiana State University, Secondary Education, *summa cum laude* **2004**
Minor: History

UNIVERSITY TEACHING, ADMINISTRATION, & ADVISING

Associate Professor (tenured) **August 2022-present**
Higher Education & Student Affairs Programs, College of Education, Clemson University

- Conduct research, publish scholarship, pursue external funding, and participate in other scholarly activities
- Design and teach courses in the Ph.D. in Educational Leadership and the M.Ed. in Student Affairs programs at various locations, and using in-person instruction, asynchronous learning, hybrid course development, and other online teaching methods
 - EDL 9770: Diversity Issues in Higher Education
 - EDL 9880: Directed Research (Dissertation Proposal Preparation)
- Advise doctoral and master's degree students
- Direct and mentor student research by chairing and serving on doctoral committees
- Hire and supervise graduate assistants

- Serve the program and department, as well as the college and university, through various committees and task forces
- Engage in the broader field of higher education through professional associations and journal editorial boards

Guest Lecturer (48 courses)

August 2013-present

Various Colleges & Universities (32 institutions)

- University of North Carolina Wilmington, Communication and Leadership (via Zoom) 2023
- University of Central Arkansas, History of American Higher Education (via Zoom) 2022
- University of Mississippi, Rurality and Social Class in Higher Education Class (via Zoom) 2022
- Sam Houston State University, Doctoral Seminar on The College Student (via Zoom) 2022
- Valdosta State University, Research Methodology in Education Class (via Zoom) 2022
- University of Texas San Antonio, Special Issues in Higher Education Class (via Zoom) 2022
- University of South Dakota, Current Practices & Problems in Higher Ed. Class (in person) 2022
- University of St. Thomas, Introduction to Student Affairs Class (via Zoom) 2021
- Florida State University, Higher Education & Student Affairs Internship Class (via Zoom) 2021
- Appalachian State University, Social and Cultural Diversity Class (via Zoom) 2021
- Louisiana State University, Introduction to Student Affairs Class (via Zoom) 2021
- Mississippi State University, Diversity, Globalization, and College Students Class (via WebEx) 2021
- University of Georgia, Interpersonal Facilitation and Interventions II Class (via Zoom) 2021
- Louisiana State University, Introduction to Student Affairs Class (via Zoom) 2020
- Florida State University, Higher Education & Student Affairs Internship Class (via Zoom) 2020
- Merrimack College, Advanced Social Justice Class (via Zoom) 2020
- University of Kansas, Student Development Theory Class (via Zoom) 2020
- UNC Wilmington, Introduction to Counseling Theories and Skills Class (via Zoom) 2020
- Texas State University, Professional Development in Student Affairs Class (via Zoom) 2020
- Vanderbilt University, Student Development Theories Class (via Zoom) 2020
- George Mason University, Diversity in Higher Education Class (via Zoom) 2020
- Florida State University, Higher Ed. & Student Affairs Capstone Class (via GoToMeeting) 2020
- University of Iowa, Educational Policy & Politics Class (via Zoom) 2019
- Florida State University, Higher Ed. & Student Affairs Capstone Class (via GoToMeeting) 2019
- University of New Orleans, Leading through Organizational Change in Higher Ed. (via Zoom) 2018
- Ohio University, Theory to Practice Seminar 2 (via Zoom) 2018
- Loyola University-Chicago, Student Affairs Profession Class (via Zoom) 2018
- Northeastern University, Practicum Class (in person) 2017
- University of Massachusetts-Lowell, Intro to Higher Education Class (in person) 2017
- Texas A&M University, Practicum Class (via Google Hangout) 2017
- Eastern Illinois University, Issues in Student Affairs Class (via Skype) 2017
- University of Wisconsin-La Crosse & River Falls, Professional Practice in Student Affairs Class (via Cisco Jabber) 2016
- Texas A&M University, Practicum Class (via Google Hangout) 2016
- University of Wisconsin-La Crosse & River Falls, Professional Practice in Student Affairs Class (via Cisco Jabber) 2015
- University of Houston, Higher Education Student Development Theory Class (via Skype) 2015
- Central Michigan University, Higher Education Colloquium Class (via Skype) 2015
- University of Nebraska-Lincoln, Higher Education Capstone Course (via Skype) 2015
- Louisiana State University, Introduction to Student Affairs Class (via Skype) 2015
- Old Dominion University, Higher Education Capstone Class (in person) 2015
- University of North Carolina Wilmington, Higher Education Capstone Class (in person) 2015

- University of North Carolina Wilmington, University Studies Classes (in person) 2013-2015
- University of New Orleans, Higher Education Doctoral Seminar Class (via Skype) 2014
- University of North Carolina Wilmington, Intercultural Comm. Classes (in person) 2013-2014
- University of North Carolina Wilmington, Interpersonal Comm. Classes (in person) 2013-2014
- University of North Carolina Wilmington, Business Leadership Classes (in person) 2013-2014
- University of North Carolina Wilmington, Sports Leadership Classes (in person) 2013-2014
- University of North Carolina Wilmington, Resident Asst. Leadership Classes (in person) 2013-2014

Associate Professor (tenured) & M.A. Program Director **July 2021-July 2022**
Student Affairs Administration, Reich College of Education, Appalachian State University

- Designed and instructed residential, hybrid, and online courses for the student affairs administration master's program
 - HPC 5410: Introduction to Student Affairs
 - HPC 5821: Social Justice and Inclusion in Student Affairs Practice
 - HPC 6900: Internship
- Advised master's students on their academic and career pathways
- Organized marketing, outreach, admissions, orientation, capstone projects, professional development, graduation ceremonies, and other efforts related to recruitment, retention, and matriculation of graduate students
- Partnered with campus colleagues to establish and sustain graduate assistantship, practicum, and internship opportunities for master's students
- Led program initiatives, including course scheduling and sequencing processes, assessment measures, and alumni communications and connection points
- Hired and supervised two program graduate assistants
- Collaborated with human development & psychological counseling faculty colleagues on departmental initiatives
- Cultivated and maintained an active research and scholarship agenda in higher education and student affairs
- Served the program, department, college, and university through committee membership and other volunteer capacities

Assistant Professor (tenure-track) **August 2018-June 2021**
Student Affairs Administration, Reich College of Education, Appalachian State University

- Created and taught residential, hybrid, and online courses for the student affairs administration master's program
 - HPC 5410: Introduction to Student Affairs
 - HPC 5820: College Student Development Theories
 - HPC 5821: Social Justice and Inclusion in Student Affairs Practice
 - HPC 6410: Student Affairs Administration
 - HPC 6900: Internship
- Advised master's students on their academic and career pathways
- Developed and maintained an active research and scholarship agenda in higher education and student affairs
- Engaged in program administrative functions related to recruitment, admissions, graduate assistantships, capstone projects, and professional development
- Served the program, department, college, and university through committee membership and other volunteer capacities

Clinical Assistant Professor (research active status) & Ed.M. Program Director July 2015-July 2018
Higher Education Program, School of Education, Boston University

- Developed and taught residential and online courses for the higher education master's program and school-wide doctoral programs
 - AP 500/900: Directed/Independent Study (e.g.: research studies; conduct/judicial; disability services; working mothers in higher ed; etc.)
 - AP 550: History & Perspectives of Higher Education
 - AP 551: Current Issues in Higher Education
 - AP 552: Leadership, Values, & Ethics
 - AP 755: Legal Issues in Higher Education
 - AP 801: Master's Professional Seminar, both Part I & Part II
 - RS 652: Qualitative Research Methods (for EdD & PhD students)
- Hired all part-time instructors and teaching assistants needed for residential and online higher education courses
- Collaborated with School of Education faculty and staff on marketing, outreach, admissions, graduate assistantships, and other efforts related to recruitment, retention, and matriculation of graduate students
 - Increased full-time student yield by 400% in first year and another 88% in third year
- Advised over 50 students per year on program preparation and progression
 - Received Excellence in Graduate Student Advising Award in second year
- Led higher education program initiatives, including the course scheduling and sequencing process, exit surveys, and alumni assessments
 - Developed two brand new courses and oversaw curriculum requirement changes
- Partnered with educational leadership and policy studies faculty on departmental initiatives including learning outcomes assessment measures and annual reports
- Served on theses and dissertation committees
- Contributed scholarship to the field of higher education and student affairs
- Supported the mission of the School of Education through committee work at the school and university levels

Part-Time Faculty Member, Department of Educational Leadership January 2014-May 2015
Watson College of Education, University of North Carolina Wilmington

- Developed and taught elective courses for doctoral students
 - EDL 610: Ethical Leadership & Decision-Making
- Utilized technology to teach in hybrid and online instructional formats
- Served on dissertation and master's capstone project committees as requested
- Supervised and mentored higher education program mini-research projects and internships

Part-Time Faculty Member January 2014-May 2015
Honors College, University of North Carolina Wilmington

- Developed and taught a seminar-style course on the theory and practice of leadership across disciplines
 - HON 120-301: Leadership - Theory to Practice
- Designed experiential learning assignments to meet Honors College outcomes

Part-Time Faculty Member August 2013-May 2015
University College, University of North Carolina Wilmington

- Constructed and taught a first year curriculum, Explore, Discover, Grow, and Engage Learning Community
 - UNI 101-042: First Year Experience focused on leadership and service
- Created large group (100+ students) class sessions for entire learning community

- Collaborated with graduate teaching assistant and undergraduate peer mentor to manage in-class and out-of-class experiences for students

Co-Instructor, Higher Education Program **January 2011-May 2012**
College of Education, North Carolina State University

- Examined literature to determine course readings, including both articles and books to create course syllabus and content
 - EAC 595: Higher Education Master's Professional Seminar
- Created and maintained online course tools and facilitated all communications with students
- Prepared and led 7 of the 15 weeks of instruction

Teaching & Research Assistant for Higher Education Faculty **August 2010-June 2012**
College of Education, North Carolina State University

- Administratively supported 5 faculty members
- Co-chaired the Higher Education program's 30th anniversary program including publications and conference events
- Served as the primary point of contact for prospective students interested in master's and doctoral programs
- Communicated with admitted students about recruitment weekend, University requirements, and registration; advised current students on program requirements, coursework, and deadlines
- Examined topics and performed literature searches for faculty grant proposals and research projects

Instructor **April 2009 - December 2009**
University Studies, Texas A&M University

- Developed and taught a seminar-style course for first-year students
 - UPAS 181: Living and Honoring Traditions
- Fostered students' abilities to integrate learning
- Counseled students on intellectual and social transitions

Instructor **April 2005-August 2007**
First Year Experience, Florida State University

- Led a three member instructional team in constructing a course theme, syllabus, and assignments/activities
 - FYE 19: First Year Experience
- Educated 20 first year students about transition methods, leadership opportunities, and campus services

Academic Advising Intern **May 2005-August 2005**
Advising First Office, Florida State University

- Assisted undeclared freshmen with course selection
- Advertised academic opportunities, such as first year experience courses, first year interest groups, and living-learning programs

Tutor and Mentor **May 2004-December 2004**
Academic Center for Student Athletes, Louisiana State University

- Facilitated multiple meetings per week with golf and softball athletes
- Coordinated academic schedules, services from student disability services, and professor communication
- Taught academic skills, time management methods, and organization techniques

REFEREED BOOKS & MONOGRAPHS (7)

Edited

- García-Louis, C., **Ardoin, S.**, Shalka, T., McGuire, K., & Parker, E. (Eds.). (under contract). *Creating space for ourselves as minoritized and marginalized faculty: Narratives that humanize the academy*. Routledge.
- Hallmark, T., **Ardoin, S.**, & Means, D. (Eds.). (under contract). *Race and rurality: Considerations for advancing higher education equity*. Stylus Publishing.
- Martin, G. L. & **Ardoin, S.** (Eds.). (2021). *Social class supports: Examples of programs and practices to serve and sustain poor & working-class students in higher education*. Stylus Publishing.
- **Ardoin, S.** & Guthrie, K. (Eds.). (2021). Leadership learning through the lens of social class. *New Directions for Student Leadership*, 169.

Authored

- **Ardoin, S.** & martinez, b. (2019). *Straddling class in the academy: The stories of students, administrators, and faculty from poor and working-class backgrounds and their compelling lessons for higher education policy and practice*. Stylus Publishing.
- **Ardoin, S.** (2018). *College aspirations and access in working-class, rural communities: The mixed signals, challenges, and new language first-generation students encounter*. Lexington Books.
- **Ardoin, S.** & contributing writers. (2014). *The strategic guide to shaping your student affairs career*. Stylus Publishing.

REFEREED BOOK CHAPTERS (28)

Full Chapters

Accepted

- **Ardoin, S.** (accepted). Learning as a shared responsibility: Using ungrading to promote first-generation college students' self-efficacy and funds of knowledge. In N. Moinolmolki, J. L. Mize, & R. Dutta (under contract), *Best Practices in Teaching, Mentoring, and Engaging First-Generation College Students*.
- **Ardoin, S.**, Ramos, D., & Wallace, J. (accepted). Defying dual alienation: Letters on liminality from faculty who identify as first-generation college graduates from poor and working-class backgrounds. In C. García-Louis, S. Ardoin, T. Shalka, K. McGuire, & E. Parker (under contract), *Creating space for ourselves as minoritized and marginalized faculty: Narratives that humanize the academy*. Routledge.
- **Ardoin, S.** & Breeden, R. (accepted). Disrupting and reimagining faculty success. In C. García-Louis, S. Ardoin, T. Shalka, K. McGuire, & E. Parker (under contract), *Creating space for ourselves as minoritized and marginalized faculty: Narratives that humanize the academy*. Routledge.
- García-Louis, C., **Ardoin, S.**, Shalka, T., McGuire, K., & Parker, E. (accepted). Introduction. In C. García-Louis, S. Ardoin, T. Shalka, K. McGuire, & E. Parker (under contract), *Creating space for ourselves as minoritized and marginalized faculty: Narratives that humanize the academy*. Routledge.
- Hallmark, T., **Ardoin, S.**, & Means, D. R. (accepted). Implications for research, policy, and practice. In T. Hallmark, S. Ardoin, & D. R. Means (under contract), *Race and rurality: Considerations for advancing higher education equity*. Stylus Publishing.
- Hallmark, T., **Ardoin, S.**, & Means, D. R. (accepted). The rationale for understanding rurality through a racial lens in order to advance higher education equity. In T. Hallmark, S. Ardoin, & D. R. Means (under contract), *Race and rurality: Considerations for advancing higher education equity*. Stylus Publishing.

In Press

- **Ardoin, S.** & Bettencourt, G. M. (2023). Recognizing class in the room: Strategies for teaching and learning in social class-conscious and responsive ways. In C. Rush & R. J. Lynch (Eds.), *Developing culturally responsive learning environments in postsecondary education*. Information Age Publishing.
- **Ardoin, S.**, Goodman, M. A., & Williams, B. M. (2023). It takes more than money: Nuancing social class in sorority and fraternity life. In P. A. Sasso, J. P. Biddix, & M. L. Miranda (Eds.), *Student identity and learning in sororities and fraternities*. Information Age Publishing.
- Koricich, A. & **Ardoin, S.** (2023). Spotty connections: Rural students and online learning amidst COVID-19. In J. O. Michel (Ed.), *Higher education amid the COVID-19 pandemic: Supporting teaching and learning through turbulent times*. Rutgers University Press.

Published

- **Ardoin, S.** & Erb, M. (2022). First-generation graduate students: Reducing barriers with support mechanisms. In D. J. Nguyen & C. W. Yao (Eds.), *A handbook for supporting today's graduate students* (pp. 55-69). Stylus Publishing.
- **Ardoin, S.** & Nguyen, D. J. (2022). Getting the first job out of graduate school: How faculty can use career theory and coaching to support students' job searches. In Q. Martin (Ed.), *Career development and job satisfaction* (pp. 91-111). Nova Science Publishers.
- **Ardoin, S.**, Garcia-Louis, C., & Means, D. (2022). It doesn't go away with the degree(s): How being a first-generation graduate influences faculty experiences. In M. B. Wallace (Ed.), *First-generation professionals in higher education: Strategies for the world of work* (pp. 173-197). NASPA.
- Martin, G. L. & **Ardoin, S.** (2021). Afterword. In G. L. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor & working class students in higher education* (pp. 371-373). Stylus Publishing.
- Martin, G. L. & **Ardoin, S.** (2021). Implications and conclusion. In G. L. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor & working class students in higher education* (pp. 363-369). Stylus Publishing.
- **Ardoin, S.** & Martin, G. L. (2021). Introduction. In G. L. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor & working class students in higher education* (pp. 1-13). Stylus Publishing.
- **Ardoin, S.** (2021). The nuances of first-generation college students' social class identity. In R. Longwell-Grice & H. Longwell-Grice (Eds.), *At the intersection: Understanding and supporting first-generation students* (pp. 89-99). Stylus Publishing.
- **Ardoin, S.** (2021). It's all a bunch of B.S.: How institutional jargon creates in-groups & out-groups in higher education, particularly for first-generation college students. In R. Longwell-Grice & H. Longwell-Grice (Eds.), *At the intersection: Understanding and supporting first-generation students* (pp. 196-200). Stylus Publishing.
- Dunstan, S. & **Ardoin, S.** (2021). Faculty and student affairs partnerships: Creating inclusive campus environments for students of diverse linguistic backgrounds. In A. Burkette & T. Warhol (Eds.), *Crossing borders, making connections* (pp. 23-40). De Gruyter.
- **Ardoin, S.** (2020). The classed construct of student affairs work. In M. Sallee (Ed.), *Creating sustainable careers in student affairs: What ideal worker norms get wrong and how to make it right* (pp. 218-238). Stylus Publishing.
- Shelton, L. J. & **Ardoin, S.** (2020). Contingent faculty/adjuncts. In M. E. David & M. J. Amey (Eds.), *The SAGE encyclopedia of higher education* (5th ed.) (pp. 299-301). Sage.
- **Ardoin, S.** (2020). Engaging poor and working-class students. In S. Harper, S. J. Quayle, & S. Pendakur (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.) (pp. 307-323). Routledge.
- **Ardoin, S.** (2019). Social class influences on student learning. In P. Magolda, M. B. Baxter Magolda, & R. Carducci (Eds.), *Contested issues in troubled times: Student affairs dialogues about equity, civility, and safety* (pp. 203-214). Stylus Publishing.

- **Ardoin, S.** & martinez, b. (2018). No, I can't meet you for an \$8 coffee: How class shows up in workspaces. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds.), *Debunking the myth of job fit in student affairs* (pp. 97-117). Stylus Publishing.
- **Ardoin, S.** (2018). Social class identity influences on leadership opportunities and practices. In K. L. Guthrie & V.S. Chunoo (Eds.), *Changing the narrative: Socially just leadership education* (pp. 59-76). Information Age Publishing.

Case Study or Instructional Scenario Chapters

Published

- **Ardoin, S.** (2023). Sonja Ardoin - associate professor & program director. In A. J. Rodríguez (Ed.), *Know that you are worthy: Experiences from first-generation college graduates* (pp. 125-130). Rowman & Littlefield.
- **Ardoin, S.** (2020). What if there is no "right" answer?: Preparing for the "grey areas" of ethical decision-making. In K. L. Guthrie, D. M. Jenkins, and Associates (Eds.), *Transforming learning: Instructional and assessment strategies for leadership education* (pp. 98-99). Information Age Publishing.
- **Ardoin, S.,** Clayton, A., Nguyen, D., & martinez, b. (2019). How first-generation college students live with social class differences on campus. In J. C. Garvey, J. C. Harris, D. R. Means, R. J. Perez, & C. J. Porter (Eds.), *Case studies for student development theory: Advancing social justice & inclusion in higher education* (pp. 105-107). Routledge.
- **Ardoin, S.** (2017). Charting one's own theory of leadership. In J. Dugan, M.A. Torrez, N. Turman, A. Barnes, & Associates (Eds.), *Leadership theory: A facilitator's guide for cultivating critical perspectives* (p. 439-452). Jossey-Bass.

REFEREED JOURNAL ARTICLES (14 published; 5 in process)

Under Review

- *McNamee, T., **Ardoin, S.**, Cooper, N., Sansone, V. A. (under review). Engaging critical college student development theoretical constructs to illuminate rural students' experiences and development in higher education.
- *Locke, L., **Ardoin, S.**, & Stier, M. (under review). "It was like gliding through": Early college and college transition experiences of women from underrepresented and marginalized groups.
- Williams, B. M., Thompson, D., & **Ardoin, S.** (under review). A content analysis of qualitative research on college student food insecurity.

Revise & Resubmit

- Broadhurst, C., **Ardoin, S.**, Williamson, S. (review & resubmit). Providing pathways for first-generation college student success.
- *McNamee, T., **Ardoin, S.**, Willis, J. (review & resubmit). Supporting rural student postsecondary success during COVID-19 and other crises: Lessons learned for the future of higher education and student affairs practice and policy.

Published

- **Ardoin, S.** & Nguyen, D. (2022). One of these is not always like the other: Social class & first-generation college student status. *ACPA Developments*, 19(4). Retrieved from <https://developments.myacpa.org/one-of-these-is-not-always-like-the-other-social-class-first-generation-college-student-status-ardoyn-nguyen/>

- **Ardoin, S.**, Crandall, R.E., & Shinn, J. (2022). SSAOs' perspectives on the value early-career professionals add to student affairs organizations. *Journal of College Student Development*, 63(3), 269-282. doi:10.1353/csd.2022.0023.
- Crandall, R., **Ardoin, S.**, & Shinn, J. (2022). Senior student affairs officers' perspectives on the social justice focus in higher education and student affairs graduate programs. *Journal of Student Affairs Research and Practice*, 59(2), 134-148, DOI: 10.1080/19496591.2021.1997753.
- *Hallmark, T. & **Ardoin, S.** (2021). Public narratives and postsecondary pursuits: An examination of gender, rurality, and college choice. *Journal of Women and Gender in Higher Education*, 14(2), 121-142. DOI: 10.1080/26379112.2021.1950741
- ***Ardoin, S.** & McNamee, T. (2021). Spatiality and social class: Suggestions for supporting rural students from poor and working class backgrounds. *New Directions for Student Services*, 171-172, 37-46. <https://doi.org/10.1002/ss.20363>.
- *Guthrie, K. L., **Ardoin, S.**, & Purita, R. (2021). Expanding influence of social class in leadership development. *New Directions for Student Leadership*, 169, 121-131. <https://doi.org/10.1113/yd.20428>.
- **Ardoin, S.**, & Guthrie, K. L. (2021). Who we are impacts how we lead: Social class influence on leader identity, capacity, and efficacy. *New Directions for Student Leadership*, 169, 13-21. <https://doi.org/10.1002/yd.20416>.
- **Ardoin, S.**, & Guthrie, K. L. (2021). Editors notes. *New Directions for Student Leadership*, 169, 7-11. <https://doi.org/10.1113/yd20415>.
- Locke, L., Broadhurst, C., **Ardoin, S.** (2021). "Leading from the middle": Exploring stories of women working for change in PK-12 Schools. *The Professional Educator*, 44(1), 8-20. <https://doi.org/10.47038/tpe.44.01.04>
- **Ardoin, S.**, Crandall, R., & Shinn, J. (2019). Senior student affairs officers' perspectives on professional preparation in higher education and student affairs graduate programs. *Journal of Student Affairs Research and Practice*, 56(4), 379-393.
- **Ardoin, S.** (2019). The journey from #SAGrad to #SAPro. In D. Kniess, K. Walker, & T. Cawthon (Eds.), *New directions for student services: Managing career transitions across the life span for the student affairs practitioner* (pp. 19-28). Jossey-Bass. <https://doi.org/10.1002/ss.20304>.
- ***Ardoin, S.**, Broadhurst, C., Locke, L., & Johnson, J. (2019). Peacemakers and rabble rousers: Women leaders as activists in higher education. *Journal of Women and Gender in Higher Education*, 12(1), 35-53.
- **Ardoin, S.** (2018). Helping poor and working class students create their own sense of belonging. In G. Martin & B. Elkins (Eds.), *New directions for student services: Social class identity in student affairs* (pp. 75-86). Jossey-Bass. <https://doi.org/10.1002/ss.20263>.
- **Ardoin, S.** (2017). Priced out: Considerations for increasing low-income students' ability to engage on campus and increase cultural and social capital. *NASPA Knowledge Community Online National Conference Publication*, 51-52. Retrieved from <https://www.naspa.org/images/uploads/events/2017-naspa-final.pdf>.

*denotes publications with graduate students

GRANTS (17 applications; 11 funded)

National (11 applications; 7 funded)

- Ascendium Building Evidence to Increase Rural Learner Success Grant 2023
 - applied as co-PI; finalist but not funded
 - for research project: Supporting Rural, Poor and Working-Class Students in Higher Education
- ACPA Foundation Grant 2022
 - applied & **funded as co-PI**
 - \$1000 for research project: The Cultural Experiences of Rural, Poor and Working-Class Students at Wyoming Community Colleges and Technical Institutions

- ECMC Foundation Career & Technical Education Leadership Collaborative Grant 2022
 - applied & **funded as co-PI**
 - \$5,000 for research project: The Cultural Experiences of Rural, Poor and Working-Class Students at Wyoming Community Colleges and Technical Institutions
- Paul P. Fidler Research Grant 2020
 - applied as co-PI; not funded
 - for research project: First-Generation College Students in Higher Education: Exploring the Journey in Louisiana
- *Spencer COVID-19 Related Research Grants 2020
 - applied as co-PI; not funded
 - for research project: Rural Realities During COVID-19: How the Pandemic is Influencing Students Experiences and Persistence in Higher Education
- *ACPA Commission for Admissions, Orientation, and the First Year Experience & The National Resource Center for the First-Year Experience and Students in Transition Research Grant 2020
 - applied & **funded as PI**
 - \$750 for research project: An Examination of Rural Students in Higher Education Through a Non-Deficit Framework
- *ACPA Foundation Research Grant 2020
 - applied as co-PI; not funded
 - for research project: An Examination of Rural Students in Higher Education Through a Non-Deficit Framework
- Paul P. Fidler Research Grant 2019
 - applied as PI; not funded
 - for research project: Exploring the Institutional Choices and Transition Experiences of Rural Transfer Students
- *National Orientation Directors Association Catalyst Grant 2019
 - applied & **funded as co-PI**
 - \$1,000 for research project: An Examination of Rural Students in Higher Education Through a Non-Deficit Framework
- ACPA Emerging Scholars Research Grant 2019
 - applied & **funded as PI**
 - \$3,000 for research project: Social Class Influences on Higher Education Experiences
- ACPA Foundation Research Grant 2019
 - applied & **funded as PI**
 - \$1,000 for research project: SSAO Perspectives on Professional Preparation
- ACPA Commission for Professional Preparation Faculty Research Grant 2018
 - applied & **funded as PI**
 - \$1,500 for research project: SSAO Perspectives on Professional Preparation
- Paul P. Fidler Research Grant 2018
 - applied as PI; named Top 5 finalist; not funded
 - for research project: Transition Experiences of Rural Transfer Students

Local (1 application, 1 funded)

- Baptist Community Ministries in New Orleans 2021
 - applied & **funded as co-PI**
 - \$3,000 for research project: First-Generation College Students in Higher Education: Exploring the Journey in Louisiana

University (3 applications, 2 funded)

- Appalachian State University: University Research Council Grant 2021

- applied as PI; not funded
- for research project: First-Generation College Students in Higher Education: Exploring the Journey in Louisiana
- Appalachian State University: Diversity, Equity, & Inclusion Research Grant 2019
 - applied & **funded as PI**
 - \$2,500 for research project: Exploring the Institutional Choices and Transition Experiences of Rural Transfer Students
- University of North Carolina Wilmington: Global Travel Grant for Staff 2014
 - applied & **funded as PI**
 - \$1,200 for global travel to attend International Leadership Association annual conference in Montreal, Canada

College (2 applications, 1 funded)

- Reich College of Education: Summer Scholarship Support Grant 2021
 - applied as PI; not funded
 - for research project: Social Class & Classism in Higher Education
- Reich College of Education: Summer Scholarship Support Grant 2020
 - applied & **funded as PI**
 - \$1,000 for book project: Social Class Supports

**denotes grants with graduate students*

DISSERTATION AND THESES COMMITTEES (7)

Clemson University 2023-present

- Member: Rachel Onley, PhD candidate

Teachers College, Columbia University 2021-2022

- Member: Ty McNamee, PhD candidate, completed Summer 2022
Dissertation: The Cultural Transition Into and Navigation of Higher Education for Rural Students from Poor and Working Class Backgrounds

University of Texas San Antonio 2020-2021

- Member: Angie Watts, PhD candidate, completed Fall 2021
Dissertation: Navigating the Multidimensionality of Whiteness: A Grounded Theory Study on the Experiences of White, First-Generation Graduate Students from Rural Central Appalachia

Boston University 2015-2018

- Member: Amna all-Eisaei, EdD candidate
- Member: Tim Whelsky, EdD candidate

University of North Carolina Wilmington 2013-2015

- Member: Samantha Sepulski, M.Ed. candidate, completed Spring 2015
- Member: Matthew Soles, M.Ed. candidate, completed Spring 2015

PUBLIC SCHOLARSHIP AND MEDIA ARTICLES (32)

NPR, The Hechinger Report, Inside Higher Ed, The Chronicle of Higher Education, & Professional Associations (19)

- Marcus, J. (2022, December 16). Rural universities, already few and far between, are being stripped of majors. [Sonja Ardoin quoted]. *The Hechinger Report & The Washington Post*. Retrieved from <https://hechingerreport.org/rural-universities-already-few-and-far-between-are-being-stripped-of-majors/>.
- Gonzales, J. (2022, May 17). Rural Colorado students go to college at low rates. Tiny Fowler goes against the trend. [Sonja Ardoin quoted]. *Chalkbeat Colorado*. Retrieved from <https://co.chalkbeat.org/2022/5/17/23075901/fowler-high-school-colorado-rural-college-higher-education-success>.
- Wood, S. (2021, April 2). First-generation institute highlights social class and institutional responsibilities [Sonja Ardoin keynote highlighted]. *Diverse Issues*. Retrieved from <https://diverseeducation.com/article/209614/>.
- Ardoin, S. (2021, March). Responding to students' changing needs. *NASPA Leadership Exchange*, 19(1), 37. Retrieved from https://www.leadershipexchange-digital.com/lexmail/202spring/MobilePagedReplica.action?utm_source=newsletter&utm_medium=email&utm_campaign=TXLEAD210308002&utm_content=gtxcel&pm=2&folio=Cover#pg1
- Ardoin, S. (2021, January 4). Rethinking recruitment for equity, not ease. *AFLV Connections*. Retrieved from aflvconnections.org/blog/rethinking-recruitment-for-equity-not-ease.
- *The Chronicle of Higher Education*. (2020, December 10). Race, class, & campus climate webinar [Sonja Ardoin as panelist]. Retrieved from https://zoom.us/webinar/register/9716069300915/WN_T94DBDE2TJ-dXb8S6lc7Gg.
- Berg, A. (2020, July 17). For first-generation students, a disappearing 'college experience' could have grave consequences [Sonja Ardoin quoted]. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/For-First-Generation-Students/249199?cid=wcontentlist_hp_latest&fbclid=IwAR0_01DT6VUaU7UGIvhB3XT2gwfsa71ToByGdMhNSGiwb8evaUDtSFuc2i0.
- McNamee, T., Willis, J., Ganss, K. M., Ardoin, S., & Sansone, V. (2020, May 4). Don't forget about rural higher education students: Addressing digital inequities during COVID-19. *Diverse Issues in Higher Education*. Retrieved from <https://diverseeducation.com/article/176117/>.
- Jarvis, W. (2019, July 31). 'Why do we have so many freaking acronyms?!' Some colleges target jargon in the name of student success [Sonja Ardoin quoted]. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Why-Do-We-Have-So-Many/246839>.
- Nadworny, E. & Marcus, J. (2018, December 12). 'Going to office hours is terrifying' and other tales of rural students in college [Sonja Ardoin quoted]. *NPR*. Retrieved from <https://www.npr.org/2018/12/12/668530699/-going-to-office-hours-is-terrifying-and-other-hurdles-for-rural-students-in-col>
- Marcus, J. (2018, December 12). Some colleges extend scholarships and other help to rural high school grads [Sonja Ardoin quoted]. *The Hechinger Report*. Retrieved from <https://hechingerreport.org/some-colleges-extend-scholarships-and-other-help-to-rural-high-school-grads/>
- Monaghan, P. (2018, April 22). The lonely country road to college. [The Chronicle Bookshelf, with Sonja Ardoin]. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/The-Lonely-Country-Road-to/243183>.
- Zamudio-Suaréz, F. (2016, December 11). I fit in neither place [The Chronicle Interview, with Sonja Ardoin]. *The Chronicle of Higher Education*. Retrieved from http://www.chronicle.com/article/I-Fit-in-Neither-Place-/238629?key=tZ1LWdA_bVNIm62Zk-

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- **Ardoin, S.** (2014). 7 ways to stay prepared in the job search process. *ACPA Career Central*. Retrieved from <http://www.acpa.nche.edu/article/7-ways-stay-prepared-job-search-process>.
- **Ardoin, S.** (2014). Interviews in student affairs. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2014/05/23/essay-interviewing-student-affairs-jobs#sthash%2ERHG9aDRp%2Edpbs>.
- **Ardoin, S.** (2014). Finding jobs in student affairs. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2014/05/21/essay-finding-best-jobs-apply-student-affairs#sthash%2E5fW8OAJZ%2Edpbs>.
- **Ardoin, S. & Dippold, L.** (2013). Women as Students: Two Personal PhD Reflections and Suggested Practical Strategies. *ACPA Developments*, 11(1). Retrieved from <http://www2.myacpa.org/publications/developments>.
- **Ardoin, S. & Dobiyanksi, V.** (2011). We do what?! Challenging and supporting traditions through advising. In *2011 National Hazing Prevention Week Guide, Connect the Dots: Unite to Prevent Hazing* (p. 23-26). Retrieved from http://hazingprevention.org/images/stories/upload/NHPW_ResourceGuide_lowres.pdf.
- **Ardoin, S., Lane, K., & O'Connell, R.** (2008). Millennials and the job search: Can different generations coexist? In *ACPA Career Watch* (p.7). Retrieved from http://www.myacpa.org/sites/default/files/Post_Conference_Edition_2008.pdf.

Academic Blog Posts (13)

- **Ardoin, S.** (2022, 11, 15). *Navigating & advocating in new spaces*. [NASPA Center for First-generation Student Success Blog Post]. Retrieved from <https://firstgen.naspa.org/advocate-firstgen/positioning-yourself-to-advocatefirstgen-in-new-spaces>.
- **Ardoin, S.** (2019, 5, 3). *The significance of sharing social class stories*. [NASPA Socioeconomic & Class Issues in Higher Education Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/the-significance-of-sharing-social-class-stories>.
- **Ardoin, S.** (2018, 11, 6). *Scrutinizing language is a form of classism*. [NASPA Socioeconomic & Class Issues in Higher Education Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/scrutinizing-language-is-a-form-of-classism>.
- **Ardoin, S.** (2018, 1, 30). *Part II: What price(s) are you willing to pay: Cost Considerations in the #SAPro search process*. [NASPA New Professionals & Graduate Students Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/part-ii-what-prices-are-you-willing-to-pay-cost-considerations-in-the-sapro>.
- **Ardoin, S.** (2018, 1, 23). *Part I: What price(s) are you willing to pay: Cost Considerations in the #SAPro search process*. [NASPA New Professionals & Graduate Students Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/part-i-what-prices-are-you-willing-to-pay-cost-considerations-in-the-sapro>.
- **Ardoin, S.** (2017, 11, 17). *The photo project: Framing reflection from hands and feet*. [NASPA Socioeconomic & Class Issues in Higher Education Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/the-photo-project-framing-reflection-from-hands-and-feet>.
- **Ardoin, S.** (2017, 8, 11). *What you need to know about the reality of social class on campus*. [Presence Blog Post]. Retrieved from <http://www.presence.io/blog/what-you-need-to-know-about-the-reality-of-social-class-on-campus/>.
- **Ardoin, S.** (2017, 4, 4). *The job search and reflection: Knowing what you need and want*. [NASPA New Professionals & Graduate Students Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/the-job-search-reflection-know-what-you-need-and-want>.

- Ardoin, S. (2017, 1, 23). *What's your #classidentity story?* [NASPA Region I Tumbler]. Retrieved from <http://nasparegion1.tumblr.com/post/156288374452/whats-your-classidentity-story>.
- Ardoin, S. (2017, 1, 5). *The social class privilege of travel.* [NASPA Socioeconomic & Class Issues in Higher Education Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/the-social-class-privilege-of-travel>.
- Ardoin, S. (2016, 10, 02). *How cleaning out closets checked my class privilege.* [NASPA Socioeconomic & Class Issues in Higher Education Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/how-cleaning-out-closets-checked-my-class-privilege>.
- Ardoin, S. (2016, 5, 02). *Transition tips from a tiny town to a "two & out"-er.* [NASPA New Professionals & Graduate Students Knowledge Community Blog Post]. Retrieved from <https://www.naspa.org/constituent-groups/posts/transition-tips-from-a-tiny-town-to-a-two-out-er>.
- Ardoin, S. (2016, 1, 06). *Ca c'est bon! Good food and conversation: Creating a successful interview meal.* [Student Affairs Collective Blog Post]. Retrieved from <https://studentaffairscollective.org/ca-cest-bon-good-food-conversation-creating-successful-interview-meal-sarecruits/>.

REFEREED CONFERENCE PAPERS & PRESENTATIONS (147)

National Refereed Conference Papers & Presentations (112)

- **Ardoin, S.** & Nguyen, D. (2023). *Using career theory and coaching to support graduate students' job searches and life planning.* NASPA annual conference, Boston, MA.
- Cawthon, T., **Ardoin, S.**, & Johnson, B. (2023). *Don't have buyer's remorse: Being intentional & informed about job choices.* ACPA annual convention, New Orleans, LA.
- McNamee, T., **Ardoin, S.**, & Islem, S. (2022). *Fostering culturally engaging campus environments for rural, poor and working-class students in higher education.* ASHE annual conference, Las Vegas, NV.
- McNamee, T., **Ardoin, S.**, & Islem, S. (2022). *The cultural experiences of rural, poor, and working-class students in higher education.* ASHE annual conference, Las Vegas, NV.
- Miller, R., **Ardoin, S.**, Nguyen, D., Hurtado, S., & McClure, K. (2022). *Recognizing and responding to realities: How faculty can shape the future of graduate preparation programs.* ASHE annual conference, Las Vegas, NV.
- **Ardoin, S.** & Carducci, R. (2022). *It's not a one trick pony: Career flexibility & opportunities with a master's in higher education and student affairs.* NASPA Careers in Student Affairs Month Series. Zoom.
- **Ardoin, S.** (2022). *College aspirations and access in working-class rural communities.* Achieving the Dream Data & Analytics Summit, College Park, MD.
- Barker, B. & **Ardoin, S.**, & Mosqueda, C. (2022). *CatalystFIRST: Helping you bring first-generation student success expert speakers to your campus.* NASPA Conferences on Student Success in Higher Education, Baltimore, MD.
- Molengraff, T., **Ardoin, S.**, Camarillo, N., & Schorr, D. (2022). *Demystifying the scholarly writing process (pre-conference workshop).* NASPA Conferences on Student Success in Higher Education, Baltimore, MD.
- **Ardoin, S.** (2022). *Scalable social class support programs & practices.* Social Mobility Symposium, San Marcos, CA.
- **Ardoin, S.**, Miller, R., Nguyen, D. J., Duran, A., Brown-Young, D., Hernandez, C., & Segar, T. (2022). *Preparing new practitioners: Reinventing collaboration between graduate program faculty & divisions of student affairs.* NASPA annual conference, Baltimore, MD.
- **Ardoin, S.**, Martin, G. L., Nguyen, D. J., Jenks, S., Suarez, C., Christiaens, R., & Eckert, E. (2022). *Social class supports: Programs and practices to serve and sustain poor and working class students through higher education.* NASPA annual conference, Baltimore, MD.

- **Ardoin, S.,** Guthrie, K., McCarron, G. P., Brown, S. K., Svoboda, T., & Sasso, P. (2022). *Leadership learning through a social class lens: Examining how the conceptualization and practice of student leadership in higher education is classed.* NASPA annual conference, Baltimore, MD.
- Longwell-Grice, R., **Ardoin, S.,** Jehangir, R., & Smith, M. (2022). *At the intersection: Understanding and supporting first-generation college students.* NASPA annual conference, Baltimore, MD.
- Carducci, R., **Ardoin, S.,** & Rollins, D. (2022). *What can I do with this degree? Career opportunities with a master's in higher ed and student affairs.* NASPA undergraduate conference, Baltimore, MD.
- **Ardoin, S.,** Lozano, A., martinez, b., Pierre, D., Bitton, A., & Williams, B. (2022). *Leadership learning through a social class lens.* ACPA Annual Convention, St. Louis, MO.
- **Ardoin, S.,** Martin, G., Bettencourt, G., Chung Kwan Fan, M., & Munoz, D. (2022). *Social class supports in higher education: Scalable programs and practices.* ACPA Annual Convention, St. Louis, MO.
- **Ardoin, S.,** Cawthon, T., Johnson, B., martinez, b., & Furr, S. (2022). *Cultivating your career as a practitioner-scholar or "pracademic."* ACPA Annual Convention, St. Louis, MO.
- Miller, R., **Ardoin, S.,** McCloud, L., Morgan, D., Cunningham, S., Perillo, P., & Shivers, M. (2022). *Connecting program faculty and student affairs divisions.* ACPA Annual Convention, St. Louis, MO.
- Williams, B., **Ardoin, S.,** Goodman, M. (2022). *Centering social class consciousness in sorority and fraternity life.* ACPA Annual Convention, St. Louis, MO.
- martinez, b. & **Ardoin, S.** (2022). *The power of stories: Understanding first-gen lived experiences.* ACPA Annual Convention, St. Louis, MO.
- **Ardoin, S.** (2022). *Know what you're signing up for: The realities of student affairs careers.* AFLV Central, Indianapolis, IN.
- **Ardoin, S.** (2022). *Creating more (social class) inclusive leadership learning.* AFLV Central, Indianapolis, IN.
- **Ardoin, S.** & Shinn, J. B. (2022). *"Business as usual" is the issue: Reconstructing formal recruitment for inclusion & equity.* AFLV Central, Indianapolis, IN.
- Martin, G. L., **Ardoin, S.,** Jenks, S., Pfrenger, W., Warnock, D., & Jean-Perkins, R. M. (2021). *Considering social class supports for poor and working class students at identity intersections.* ASHE Annual Conference, San Jaun, PR.
- **Ardoin, S.,** McCloud, L., Nguyen, D. J., & Johnson, M. (2021). *Rural realities: Being transparent about possibilities and limitations of graduate programs at rurally-located institutions.* ASHE Annual Conference, San Jaun, PR.
- Miller, R., **Ardoin, S.,** Marine, S., Squire, D., Williams, B. M. (2021). *Preparing new practitioners: What are our ethical responsibilities and challenges?* ASHE Annual Conference, San Jaun, PR.
- **Ardoin, S.** & Martin, G. L. (2021). *Social class supports: Scalable ideas to serve & sustain poor and working-class students.* NASPA Virtual Conferences on Student Success in Higher Education.
- **Ardoin, S.** & martinez, b. (2021). *The power of stories: Understanding the intersectional first-gen lived experience.* NASPA Virtual Conferences on Student Success in Higher Education.
- **Ardoin, S.** & Erb, M. (2021). *Who are #FirstGen graduate students & how should we support them?* NASPA Virtual Conferences on Student Success in Higher Education.
- Wallace, M., **Ardoin, S.,** & Miles, L. T. (2021). *First-generation professionals in higher education: Strategies for the world of work.* NASPA Virtual Conferences on Student Success in Higher Education.
- Longwell-Grice, R. M., **Ardoin, S.,** & Smith, M. J. (2021). *At the intersection: Understanding and supporting first-generation students.* NASPA Virtual Conferences on Student Success in Higher Education.
- **Ardoin, S.** (2021). *Being critical can be a good thing: Using critical social theory as a basis for understanding identity & justice.* Delta Gamma Virtual Champion Collective Conference.
- **Ardoin, S.** (2021). *Leadership learning through a social class lens.* Delta Gamma Virtual Champion Collective Conference.
- **Ardoin, S.** (2021). *First-gen is not my only identity: Recognizing how intersections influence experiences.* Delta Gamma Virtual Champion Collective Conference.

- McNamee, T., **Ardoin, S.**, Cooper, N., & Sansone, V. (2021). *Engaging critical postsecondary theoretical frameworks to illuminate rural students' experiences and development in higher education*. AERA Virtual Annual Conference.
- **Ardoin, S.**, Crandall, R., & Shinn, J. (2021). *Energy, adaptability, fresh perspectives, & more: How SSAOs see early-career professionals adding value to student affairs organizations*. NASPA Virtual Annual Conference.
- **Ardoin, S.** & Erb, M. (2021). *Who are #FirstGen graduate students & how should we support them?* NASPA Virtual Annual Conference.
- Wallace, M., **Ardoin, S.**, Williamson, R. (2021). *First-generation professionals in higher education: Strategies for the world of work*. NASPA Virtual Annual Conference.
- **Ardoin, S.** & Khwaja, A. (2021). *Strategies to shape your student affairs career*. NASPA Undergraduate Student Conference.
- Carducci, R., **Ardoin, S.**, Smith, S., & Nozartash, N. (2021). *Exploring graduate programs: What matters to you?* NASPA Undergraduate Student Conference.
- **Ardoin, S.**, García-Louis, C., Shalka, T., McGuire, K. (2021). *How identities and experiences should shape institutional policy and practice*. ACPA Virtual Annual Conference.
- **Ardoin, S.**, Crandall, R., & Shinn, J. (2020). *SSAO perspectives on the value early-career professionals add to student affairs organizations*. ASHE Virtual Annual Conference.
- **Ardoin, S.**, Nicolazzo, Z., & Bettencourt, G. (2020). *Committing to action: White anti-racist group interactive symposium*. ASHE Virtual Annual Conference.
- Cooper, N., McNamee, T., **Ardoin, S.**, Sansone, V. (2020). *Utilizing student-derived "rural" definitions in educational research, practice, and policy*. National Rural Education Association National Forum on to Advance Rural Education.
- **Ardoin, S.** (2020). *Nuances of first-generation college students' social class identity*. NASPA Virtual Conferences on Student Success in Higher Education.
- **Ardoin, S.** & Erb, M. (2020). *Who are #FirstGen graduate students & how should we support them?* NASPA Conferences on Student Success in Higher Education, Baltimore, MD. (conference canceled due to COVID-19)
- McNamee, T., **Ardoin, S.**, Sansone, V., & Cooper, N. (2020). *Combating anti-deficit mindsets: How organizational stakeholders can capitalize on rural student strengths in higher education*. AERA Annual Conference, San Francisco, CA. (conference canceled due to COVID-19)
- **Ardoin, S.** & martinez, b. (2020). *Exploring social class stories & how social class influences our work*. NASPA Annual Conference, Austin, TX. (conference canceled due to COVID-19)
- **Ardoin, S.** & Erb, M. (2020). *Who are #FirstGen graduate students & how should we support them?* NASPA Annual Conference, Austin, TX. (conference canceled due to COVID-19)
- **Ardoin, S.**, Crandall, R., & Shinn, J. (2020). *SSAO perspectives on the social justice focus in #SAGrad programs*. NASPA Annual Conference, Austin, TX. (conference canceled due to COVID-19)
- Nguyen, D., **Ardoin, S.**, & McClure, K. (2020). *There's a fee for that: How class and money influence student success*. NASPA Annual Conference, Austin, TX. (conference canceled due to COVID-19)
- **Ardoin, S.** & Marengo, G., Wright, K., & Mabry, N. (2020). *Trailblazers: How #FirstGen graduates strategically shape their #SAPro careers*. ACPA Annual Convention, Nashville, TN.
- **Ardoin, S.** & martinez, b. (2020). *Exploring how social class stories influence our work*. ACPA Annual Convention, Nashville, TN.
- McGuire, K., **Ardoin, S.**, Garcia-Louis, C., Shalka, T., Parker, E. (2020). *Positionalities, pedagogies, and practices: Bringing the self to scholarly work*. ACPA Annual Convention, Nashville, TN.
- Stewart, D.L., Guido, F., **Ardoin, S.**, & Johnson, R. (2020). *Writing for practitioners and scholars: Books, book chapters, and blogs*. ACPA Annual Convention, Nashville, TN.
- Boettcher, M.L., **Ardoin, S.**, Foste, Z., Savarese, K., & Zilvinskis, J. (2020). *ACPA foundation grant funded research*. ACPA Annual Convention, Nashville, TN.

- Smith, R.A., Shelton, L.J., **Ardoin, S.**, Garcia, C., Briscoe, K., Shea, H., Stewart, T.J., & Zenner, K. (2020). *The scholarship of teaching and learning*. ACPA Annual Convention, Nashville, TN.
- **Ardoin, S.** & Kirk, H. M. (2020). *Rethinking recruitment: Recognizing and reducing classist barriers to membership*. AFLV Central, Indianapolis, IN.
- **Ardoin, S.** & Leal, C. (2020). *Enrollment trends, first-generation college students, and culturally-based Greek organizations: Connections and calls to action*. AFLV Central, Indianapolis, IN.
- Hallmark, T. & **Ardoin, S.** (2019). *The role of gender socialization practices on rural students' knowledge of and feelings toward the college-going process*. ASHE Annual Conference, Portland, OR.
- Hallmark, T., **Ardoin, S.**, Means, D. R., Sansone, V. A., Shotton, H. J., & Youngbull, N. R. (2019). *Rurality across race and ethnicity*. ASHE Annual Conference, Portland, OR.
- Crandall, R., **Ardoin, S.**, & Shinn, J. (2019). *The false binary of administrator vs. activist: SSAO perspectives on social justice in graduate preparation programs*. ASHE Annual Conference, Portland, OR.
- McNamee, T., Sansone, V., **Ardoin, S.**, Cooper, N. (2019). *The strengths rural students bring to succeed in higher education*. National Rural Education Association Convention and Research Symposium, Louisville, KY.
- Rice, A. & **Ardoin, S.** (2019). *First step to first-gen success: Know your students*. NASPA First-Generation Student Success Conference, Orlando, FL.
- **Ardoin, S.**, Brown-Henderson, L. A., Collins, K., Guardia, J., & Pina, J. (2019). *#SAPro to published: Finding the outlets, time, and first steps to publication as a scholar-practitioner, without having to be on the faculty-track*. NASPA Annual Conference, Los Angeles, CA.
- **Ardoin, S.**, Crandall, R., & Shinn, J. (2019). *SSAO perspectives on professional preparation programs: Successes, shortfalls, & an opportunity for self-assessment*. NASPA Annual Conference, Los Angeles, CA.
- **Ardoin, S.**, Shelton, L. J., Covarrubias, A., & Davis, T. J. (2019). *The hype vs. the realities of non-tenure track faculty experiences in higher education and student affairs*. NASPA Annual Conference, Los Angeles, CA.
- Nguyen, D., **Ardoin, S.**, & Lee-Anderson, B. (2019). *Understandings of class and classism among student affairs professionals*. NASPA Annual Conference, Los Angeles, CA.
- Rice, A. & **Ardoin, S.** (2019). *First step to first-gen success: Know your students*. NASPA Annual Conference, Los Angeles, CA.
- Crandall, R., **Ardoin, S.**, & Shinn, J. (2019). *SSAOs on professional preparation programs: Insights for equipping early-career professionals*. ACPA Annual Convention, Boston, MA.
- **Ardoin, S.** & martinez, b. (2019). *Straddling class in the academy: Stories & implications for practice*. ACPA Annual Convention, Boston, MA.
- **Ardoin, S.**, Shelton, L. J., & Porter, C. (2019). *Non-tenure track faculty experiences: The hype vs. the realities*. ACPA Annual Convention, Boston, MA.
- **Ardoin, S.** (2019). *Social class in the fraternal experience: Recognizing & reducing barriers for access and belonging*. AFLV Central, Indianapolis, IN.
- **Ardoin, S.**, Crandall, R., & Shinn, J. (2018). *Senior student affairs officers perspectives on professional preparation in higher education and student affairs*. ASHE Annual Conference, Tampa, FL.
- **Ardoin, S.** (2018). *What a bunch of B.S.: How institutional jargon creates in-groups & out-groups in higher education, particularly for first-generation college students*. NASPA Closing the Achievement Gap Conference, Columbus, OH.
- **Ardoin, S.** (2018). *Institutional strategies to summon poor and working class students' sense of belonging*. NASPA Closing the Achievement Gap Conference, Columbus, OH.
- **Ardoin, S.** (2018). *What a bunch of B.S.: How institutional jargon creates in-groups & out-groups in higher education, particularly for first-generation college students*. NASPA Annual Conference, Philadelphia, PA.
- **Ardoin, S.** & Nguyen, D. (2018). *It's NOT all about the Benjamins: Defining social class identity on campus and in research*. NASPA Annual Conference, Philadelphia, PA.

- Waugaman, C., **Ardoin, S.**, Shelton, L.J., Hernandez, S., & Perry, A. (2018). *Successfully starting your faculty career in the academy: Resources and insights from NASPA's emerging faculty leader academy second cohort*. NASPA Annual Conference, Philadelphia, PA.
- Radimer, S., **Ardoin, S.**, Davis, J., Anderson, A., & Lawhead, J. (2018). *A doctorate in higher education: Demystifying the pathways and navigating the obstacles to advancing your career*. NASPA Annual Conference, Philadelphia, PA.
- Benjamin, M., Kniess, D., Boettcher, M., **Ardoin, S.**, Marine, S., Beatty, C. (2018). *So you have a terminal degree, now what? Part 2: Faculty options*. NASPA Annual Conference, Philadelphia, PA.
- **Ardoin, S.** (2018). *The importance of viewing ourselves as scholar-practitioners*. NASPA Undergraduate Pre-Conference, Philadelphia, PA.
- **Ardoin, S.** (2018). *Strategies to shape your student affairs career*. NASPA Undergraduate Pre-Conference, Philadelphia, PA.
- Martin, G., Elkins, B., **Ardoin, S.**, Trolan, T., et al. (2018). *Exploring social class as identity*. ACPA Annual Convention, Houston, TX.
- **Ardoin, S.** (2017). *Stop telling me to "have class," "be classy," or "act professional." Let's talk about how the higher education environment discredits & degrades poor and working class folks*. NASPA Annual Conference, San Antonio, TX.
- **Ardoin, S.** & Martinez, B. (2017). *No, I can't meet you for an \$8 coffee: How class shows up in workspaces*. NASPA Annual Conference, San Antonio, TX.
- **Ardoin, S.**, Sterritt, K., & Mattera, B. (2017). *Supervision is a two-way street. Recognize your part in supervisory relationships*. NASPA Annual Conference, San Antonio, TX.
- **Ardoin, S.**, Carducci, R., Marine, S., & Means, D. (2017). *Positioning yourself for the practitioner to professor pipeline*. NASPA Annual Conference, San Antonio, TX.
- **Ardoin, S.**, martinez, b., Svoboda, V., Washington, J., & Segar, T. (2017). *Being both: Integrating poor and working class roots with a middle class higher ed identity*. NASPA Annual Conference (as a pre-conference), San Antonio, TX.
- **Ardoin, S.** (2017). *Considering class & capital in student engagement opportunities*. John C. Dalton Institute on College Student Values, Tallahassee, FL.
- **Ardoin, S.**, Broadhurst, C., Locke, L., & Johnson, J. (2016). *It's not just about creating noise: Women leaders advocate for change in higher education*. ASHE Annual Conference, Columbus, OH.
- Broadhurst, C., Locke, L., **Ardoin, S.**, & Johnson, J. (2016). *Leading from the middle: Exploring stories of women working for change in PK-12 Schools*. University Council on Educational Administration (UCEA) National Conference, Detroit, MI.
- **Ardoin, S.**, Martinez, B., Svoboda, V., Washington, J., & Segar, T. (2016). *Being both: Integrating working class roots with a middle class higher ed identity*. NASPA Annual Conference (as a pre-conference), Indianapolis, IN.
- Cebluski, A., Vergara, J., & **Ardoin, S.** (2016). *Pathways to success: Finding your place in higher education*. NASPA Annual Conference, Indianapolis, IN.
- **Ardoin, S.** & NASPA Center for Women. (2015). *Pursuing a doctorate? Considering an upper level administrative role? Enticed by the faculty lifestyle? Say it together women: we can do it!* NASPA Annual Conference (as a pre-conference), New Orleans, LA.
- **Ardoin, S.**, Crume, A., Garrison-Duncan, A., Miles, M., et al. (2015). *Be strategic: Shape your student affairs career*. NASPA Annual Conference (as an inaugural book club session), New Orleans, LA.
- **Ardoin, S.** & Martinez, B. (2015). *Movin' On Up! The Complex Navigation of Shifting from Low Class to Middle Class Ways of Life for Student Affairs Educators*. NASPA Annual Conference, New Orleans, LA.
- **Ardoin, S.** & Downs, J. (2015). *Selling Student Experiences: Engagement, Meaning Making, and Employability*. NASPA Annual Conference, New Orleans, LA.
- **Ardoin, S.** & Jaeger, A. (2014). *I know what B.S. means, just not in those terms: Rural students, cultural capital, college knowledge, and university jargon*. NASPA Annual Conference, Baltimore, MD.
- **Ardoin, S.**, Dobiyski, V., Crume, A., Mercado, C., et al. (2014). *Women doctorates: Perspectives from step one to done*. NASPA Annual Conference, Baltimore, MD.

- **Ardoin, S.**, Borgmann, B., Bowden, B., Clay, J., et al. (2014). *Be strategic: Shape your student affairs career*. NASPA Annual Conference, Baltimore, MD.
- **Ardoin, S.**, Mercado, C., & Wells, D. (2014). *This is what women want: Recruiting and retaining women through graduate programs*. NAPSA AGAPSS Pre-Conference, Access and Success: Race, Ethnicity, and the Graduate and Professional Student Experience, Baltimore, MD.
- **Ardoin, S.**, Dobiyaniski, V., Garrison-Duncan, A., Mercado, C., et al. (2013). *Female doctorates: Perspectives from step one to done*. NASPA Annual Conference, Orlando, FL.
- **Ardoin, S.**, Dippold, L.K., Eaves, L., Martin, G., & Munoz, O. (2013). *The doctoral process: Female perspectives from step one to done*. ACPA National Conference, Las Vegas, NV.
- Gayles, J., Jaeger, A., & **Ardoin, S.** (2013). *Faculty-Practitioner partnerships: Bridging the gap between theory and practice*. ACPA National Conference, Las Vegas, NV.
- **Ardoin, S.** & Pittman, D. (2012). *Be strategic: Shape your student affairs career*. NASPA Annual Conference, Phoenix, AZ.
- **Ardoin, S.** (2011). *First-Generation, rural students: Does cultural capital influence students' ability to decode university jargon?* ASHE Annual Conference, Charlotte, NC.
- **Ardoin, S.**, Bailey, K., & Dobiyaniski, V. (2011). *We do what?! Challenge & support traditions through advising*. NASPA Annual Conference, Philadelphia, PA.
- **Ardoin, S.**, Battle, H., Bowden, B., Franklin, K., et al (2011). *5 years post-masters: Reflection on preparation, paths, & purpose*. NASPA Annual Conference, Philadelphia, PA.
- **Ardoin, S.**, Bailey, K., & Dobiyaniski, V. (2010). *We do what?! Challenging and supporting campus traditions*. NASPA Annual Conference, Chicago, IL.
- **Ardoin, S.**, Lane, K., & O'Connell, R. (2008). *Millennials and the job search: Can different generations co-exist?* ACPA National Conference, Atlanta, GA.

Regional and State Refereed Conference Papers & Presentations (35)

- **Ardoin, S.** (2022). *Assessing nuance: Including voices of student populations that are challenging to quantify*. SACSA Conference, Birmingham, AL.
- **Ardoin, S.** & Carducci, R. (2022). *It's not a one trick pony: Career flexibility & opportunities with a master's in higher education and student affairs*. SACSA Conference, Birmingham, AL.
- **Ardoin, S.** & martinez, b. (2022). *The power of stories: Understanding the intersectional first-gen lived experience*. SACSA Conference, Birmingham, AL.
- McNamee, T. & **Ardoin, S.** (2022). *Recognizing rural students' needs: Lesson learned from COVID-19*. SACSA Conference, Birmingham, AL.
- **Ardoin, S.** & Brown, S. K. (2021). *Leadership learning through a social class lens*. SACSA Conference, Norfolk, VA.
- **Ardoin, S.**, Bettencourt, G. M., & Clayton, A. B. (2021). *A (social) class act: Centering poor and working-class students in academic and learning spaces*. SACSA Conference, Norfolk, VA.
- **Ardoin, S.**, Cawthon, T., Johnson, B., & Boettcher, M. (2021). *Cultivating your career as a practitioner-scholar or "pracademic": You don't have to choose one or the other*. SACSA Conference, Norfolk, VA.
- **Ardoin, S.**, Carducci, R., et al. (2021). *Applying to graduate programs: Master's and doctoral*. SACSA Conference, Norfolk, VA.
- Cain, E., **Ardoin, S.**, Calhoun, D., & Sorgen, K. (2021). *Engaging the multiple identities of rural college students*. SACSA Conference, Norfolk, VA.
- **Ardoin, S.** (2021). *Strategies to shape your student affairs career*. University of North Carolina Greensboro Careers in Student Affairs Conference.
- **Ardoin, S.** (2021). *The power of stories: Understanding the intersectional first-gen lived experience*. University of North Carolina Greensboro Careers in Student Affairs Conference.
- Carducci, R. & Ardoin, S. (2021). *Navigating the graduate school application process*. University of North Carolina Greensboro Careers in Student Affairs Conference.
- **Ardoin, S.** (2021). *Becoming a more first-gen college student-ready campus*. West Virginia Higher Education Policy Commission Virtual Student Success Summit.

- **Ardoin, S.** & Mendizabal, J. (2020). *Strategies to shape your student affairs career*. University of North Carolina Greensboro Careers in Student Affairs Conference.
- Carducci, R., **Ardoin, S.**, Smith, S., & Nozartash, N. (2020). *Decoding the graduate school application process part II: Understanding the graduate school application process*. University of North Carolina Greensboro Careers in Student Affairs Conference.
- Carducci, R., **Ardoin, S.**, Smith, S., & Nozartash, N. (2020). *Decoding the graduate school application process part I: Exploring graduate programs*. University of North Carolina Greensboro Careers in Student Affairs Conference.
- Svoboda, T. & **Ardoin, S.** (2019). *Straddling class: Honoring our roots as we grow in this field*. NASPA IV-East Conference, Des Moines, IA.
- **Ardoin, S.** (2019). *Acknowledging how poor and working class backgrounds can influence student engagement*. NACA Mid-America Conference, Covington, KY.
- **Ardoin, S.** (2019). *Continued conversation on the keynote*. NASPA West Virginia (WVASPA) State Conference, Davis, WV.
- **Ardoin, S.** & McReynolds, D. (2019). *Never say never: Strategies for using both intentionality & spontaneity to shape your career path*. University of North Carolina Greensboro Careers in Student Affairs Conference, Greensboro, NC.
- **Ardoin, S.** (2019). *Straddling class in the academy*. Social Mobility Symposium, Norfolk, VA.
- **Ardoin, S.** (2018). *The importance of viewing ourselves as scholar-practitioners*. SACSA Conference, Myrtle Beach, SC.
- **Ardoin, S.** (2018). *Exploring your personal social class story & its impact on your work*. SACSA Conference, Myrtle Beach, SC.
- **Ardoin, S.** (2018). *Things we don't [often] learn in grad school: Supervision styles, stages, & strategies*. SACSA Conference, Myrtle Beach, SC.
- **Ardoin, S.** (2018). *The importance of viewing ourselves as scholar-practitioners*. Memphis in May Student Affairs Conference, Memphis, TN.
- **Ardoin, S.** (2017). *Institutional strategies to summon poor and working class students' sense of belonging*. NASPA Region I Conference, Springfield, MA.
- **Ardoin, S.** (2017). *Exploring your personal social class story and its impact on your work*. NASPA Region I Conference, Springfield, MA.
- **Ardoin, S.** (2017). *Things we don't learn in grad school: supervision styles, stages, and strategies*. NASPA Region I Conference, Springfield, MA.
- Lubin, C. & **Ardoin, S.** (2017). *Are financial expectations limiting #SAPro engagement, connection, & development?* NASPA Region I Conference, Springfield, MA.
- **Ardoin, S.** (2016). *Considering class & capital in student engagement opportunities*. NASPA Region I Conference, Burlington, VT.
- **Ardoin, S.**, Carducci, R., & Marine, S. (2016). *Positioning yourself for the practitioner to professor pipeline*. NASPA Region I Conference, Burlington, VT.
- **Ardoin, S.** (2016). *Be Strategic: Shape Your Student Affairs Career!* NASPA Region I Conference, Burlington, VT.
- **Ardoin, S.** & Felix-Haro, J. (2016). *Being both: Integrating poor & working class identity in middle class academia*. NASPA Region I Pre-Conference Session, Burlington, VT.
- **Ardoin, S.** (2009). *Partnering with student government: Make it collaborative not competitive!* Conference on Student Government Associations, College Station, TX.
- **Ardoin, S.** & McMahan, K. (2006). *I could get into legal trouble for that!?, Best practices in risk management and event planning*. NASPA FL Meeting, Orlando, FL.

INVITED KEYNOTE ADDRESSES, TALKS, & WORKSHOPS (152)

Invited Keynote Addresses (38)

- Ardoin, S. (2023). Setting a first-gen. foundation: Preparing our classrooms and curriculum to welcome learners who are new to higher education systems. Texas A&M First Year Experience All Instructor Symposium, College Station, TX.
- McCreary, G. & Ardoin, S. (2023). *The process is the problem: How formal recruitment is a barrier to community growth and inclusion*. AFLV Central Conference, Indianapolis, IN.
- Ardoin, S. (2023). *A shared responsibility: Ensuring fertile ground for student success*. Normandale Community College Professional Development Day, Bloomington, MN.
- Ardoin, S. & martinez, B. (2022). *How social class influences our work in higher education*. SACSA Conference, Birmingham, AL.
- Ardoin, S. (2022). *Assessing nuance: Including voices of student populations that are challenging to quantify*. Assessment of Learning in Higher Education Conference, Providence, RI.
- Ardoin, S. (2022). *Advising students from poor and working-class backgrounds*. Boston University Advising Symposium, Boston, MA.
- Means, D., Ardoin, S., McNamee, T., & Willis, J. (2022). *Exploring rural student identity*. University of Georgia Rural Student Success unConference, via Zoom.
- Ardoin, S. (2022). *A shared responsibility: Ensuring fertile ground for student success*. LACUSPA State Conference, Lake Charles, LA.
- Ardoin, S. (2021). *A shared responsibility: Ensuring fertile ground for first-gen college student success*. Texas Tech University First-Generation Champions Institute, via Zoom.
- Ardoin, S. (2021). *A shared responsibility: Ensuring fertile ground for first-year student belonging*. Midwest First-Year Conference, Champaign, IL.
- Ardoin, S. (2021). *Triggering, thriving, & trailblazing: Experiences of first-generation college students in fraternal organizations*. Delta Gamma Virtual Housing Conference.
- Ardoin, S. (2021). *First-gen is not my only identity: Recognizing intersections*. West Virginia Higher Education Policy Commission Virtual Student Success Summit.
- Ardoin, S. (2021). *Attend, apply, and associate: Keys to writing your own student engagement story*. Marshall University First Year Forward Keynote, Huntington, WV.
- Ardoin, S. & martinez, b. (2021). *Identifying how intersections of first-generation college student status and social class identity influence collegiate experiences*. University of Minnesota First-Gen Institute Conference Keynote.
- Ardoin, S. (2021). *Recognizing students' changing needs: How to better serve rural, poor and working class, and/or first-generation college students*. NASPA Annual Conference Community Dialogue Keynote.
- Ardoin, S. (2021). *First-gen is not my only identity: Recognizing intersections*. Vanderbilt Peabody College Dean's Diversity Lecture Series.
- Ardoin, S. (2020). *First-generation college students: Creating your own definition of success*. Louisiana State University at Alexandria First-Generation College Student Celebration, Alexandria, LA.
- Ardoin, S. (2020). *We are first-gen, and we are a success story*. Madison Area Technical College First-Generation College Student Celebration, virtual.
- Ardoin, S. & martinez, b. (2019). *Straddling class in the academy*. NASPA Region VI Social Class Conference, San Marcos, CA.
- Ardoin, S. (2019). *Acknowledging how social class influences student experiences and engagement in higher education*. NASPA Region IV-E Conference, Des Moines, IA.
- Ardoin, S. (2019). *Understanding who rural, working class, and first-generation college students are and how to serve them*. NASPA West Virginia (WVASPA) State Conference, Davis, WV.
- Ardoin, S. (2019). *What is social class? How does it relate to student engagement and activities?* NACA Mid-America Conference, Covington, KY.

- Ardoin, S. (2019). *Careers in student affairs: The how, the why, the what*. University of North Carolina Greensboro Careers in Student Affairs Conference, Greensboro, NC.
- Ardoin, S. (2018). *The relationship between rurality, social class identity, and college access in NH*. University and Community College Systems of New Hampshire, Plymouth, NH.
- Ardoin, S. (2018). *How can your campus become more [first-generation college] student-ready?* 2018 First-Generation Southwest Symposium, Flagstaff, AZ.
- Ardoin, S. (2018). *The relationship between rurality, social class identity, and college access*. Complete College America Purpose First Convening, Houston, TX.
- Ardoin, S. (2018). *How can your campus become more [first-generation college] student-ready?* 2018 Campus Labs Connect Conference, Cleveland, OH.
- Ardoin, S. (2018). *Cultivating community conversations on social class*. 2018 Memphis in May Student Affairs Conference, Memphis, TN.
- Ardoin, S. (2018). *The relationship between rurality, social class identity, and college access and affordability*. 2018 Kansas State University Chester E. Peters Lecture Series Speaker, Manhattan, KS.
- Ardoin, S. (2018). *The renewed focus on rurality in education: You didn't discover us; We were always here*. 2018 Teachers College-Columbia Rural Education and Healthcare Symposium, New York, NY.
- Ardoin, S. (2018). *Success stories of first-generation college students*. Colorado State University-Pueblo, Pueblo, CO.
- Ardoin, S. (2018). *ZTA leadership: Five points of character*. North Carolina ZTA Day, Durham, NC.
- Ardoin, S. (2017). *What is social class? How does it relate to student engagement and leadership?* Chapman University "We Are Chapman" Leadership Retreat, Anaheim, CA.
- Ardoin, S. (2017). *Women in leadership*. University of North Carolina Wilmington Women's Leadership Conference, Wilmington, NC.
- Ardoin, S. (2015). *Never say never: Strategies for utilizing both intentionality and spontaneity to shape your career path*. Southern Association of College Student Affairs (SACSA), Greenville, SC.
- Ardoin, S. (2015). *Values-based fraternity leadership*. Lambda Chi Alpha Presidents Summit, Washington, D.C.
- Ardoin, S. (2013 & 2014). *Leadership: Awareness of self, then awareness of others*. Mortar Board National Conference, Atlanta, GA.
- Ardoin, S. (2014). *Who are these millennial men in your chapters?* Lambda Chi Alpha Neville Advisors College, Indianapolis, IN.

Invited University & Organizational Talks (63)

- Ardoin, S. (2023). Conference considerations for HESA grads. Clemson University Student Personnel Association, via Zoom.
- Erb, M. & Ardoin, S. (2023). *Meet the experts for a conversation about supporting first-generation graduate & professional students*. NASPA Center for First-Generation Student Success Webinar, via Zoom.
- Ardoin, S. & martinez, b. (2023). *Navigating COVID and the recession through social class*. LeaderShape Webinar, via Zoom.
- Ardoin, S. (2022). *Success stories of first-generation college students*. Rochester Community and Technical College First-Generation College Celebration Day, Rochester, MN.
- Ardoin, S. (2022). *Navigating the pipeline: First-generation college student resilience*. NC State University First-Generation Graduate Student Organization Speaker Series, via Zoom.
- Ardoin, S. (2021). *Social class identity in higher education: An introduction*. Seattle University Professional Development Day, via Zoom.
- Ardoin, S. (2021). *Success stories of first-generation college students*. University of North Carolina Pembroke First-Generation College Celebration Day, Pembroke, NC.
- Ardoin, S. (2021). *Becoming a more [first-gen. college] student-ready campus*. University of North Carolina Pembroke First-Generation College Celebration Day, Pembroke, NC.
- Ardoin, S. (2021). *Becoming a more [first-gen. college] student-ready campus*. University of Wisconsin-Superior First-Generation College Celebration Day, via Zoom.

- Ardoin, S. (2021). *It's not them, it's us: Ensuring fertile ground for student growth*. Montana Technological University Professional Development Day, Butte, MT.
- Ardoin, S. (2021). *What you need to know to support rural college access*. Appalachian State University College Advising Corps Staff Training, via Zoom.
- Ardoin, S. (2021). *#FacultyLife considerations*. NASPA Early Career Faculty Leader Academy.
- Ardoin, S., McNamee, T., & Cooper, N. (2021). *Considering rural students in admissions, orientation, and the first-year experience*. ACPA Commission for Admissions, Orientation, and the First-Year Experience Webinar.
- Ardoin, S. (2021). *Strategies for supporting rural, working-class, first-generation college students*. Marshall University Division of Student Affairs, Huntington, WV.
- Ardoin, S., Miller, R., Pierre, D., Squire, D., Marine, S., Guardia, J. (2021). *Exploring ethical tensions in HESA graduate preparation programs*. ASHE CAHEP & NASPA Faculty Council Webinar.
- Ardoin, S. & martinez, b. (2021). *Leadership across social class: Let's name, recognize, and engage it!* LeaderShape Virtual Conversations for Leadership Educators.
- Sallee, M., Ardoin, S., Karbley, M., Lee, M., Lynch, J., Perez, R., Stubbs, B. B., et al. (2021). *Surviving vs thriving as a graduate student or new professional: Navigating ideal worker norms*. NASPA Live Briefing.
- Sallee, M., Ardoin, S., Hornak, A. M., Kortegast, C., Lynch, J., Stubbs, B. B., Wolf-Wendel, L. (2021). *Ideal worker norms: Why you feel like you are working all the time and what to do about it*. NASPA Live Briefing.
- Ardoin, S. (2021). *Creating a path for yourself and for success as a faculty member*. NASPA Early Career Faculty Leader Academy.
- McNamee, T., Ardoin, S., Cooper, N., & Sansone, V. (2020). *Rural students and orientation, transition, and retention in higher education*. NODA: Association for Orientation, Transition, and Retention in Higher Education Webinar.
- Ardoin, S. (2020). *College aspirations and access in working-class, rural communities: The mixed signals, challenges, and new language first-generation students encounter*. Appalachian State University College Advising Corps Staff Training, via Zoom.
- Ardoin, S. (2020). *Rethinking member recruitment & retention: Recognizing & reducing social class barriers to Delta Gamma Membership*. Delta Gamma Fraternity, via Zoom.
- Ardoin, S. (2020). *Social class challenges heightened by COVID-19*. Boston University, via Zoom.
- Ardoin, S. (2020). *College aspirations and access in working-class, rural communities: The mixed signals, challenges, and new language first-generation students encounter*. Western Illinois University Social Justice Summit, via Zoom.
- Ardoin, S. (2019). *The relationship between rurality, social class identity, and college access & affordability*. University of Mary Washington, Fredericksburg, VA.
- Ardoin, S. (2019). *How can your campus become more first-generation college student-ready?* Coastal Carolina University Division of Student Affairs, Conway, SC.
- Ardoin, S. (2019). *Continued keynote conversation & action planning*. Coastal Carolina University Division of Student Affairs, Conway, SC.
- Ardoin, S. (2019). *Understanding who rural, working class, and first-generation college students are and how to serve them*. Appalachian State University Division of Enrollment Management, Boone, NC.
- Ardoin, S. (2019). *Understanding who working class and first-generation college students are and how to serve them*. Boise State University Division of Student Affairs, Boise, ID.
- Ardoin, S. (2019). *How can your campus become more [first-generation college] student-ready?* Southern Connecticut State University Division of Student Affairs, New Haven, CT.
- Ardoin, S. (2019). *Developing a research agenda and deciding where and how to publish*. NASPA Emerging Faculty Leader Academy Class IV, via Zoom.
- Ardoin, S. (2019). *Understanding who rural, working class, and first-generation college students are and how to serve them*. Appalachian State University Provost's Deans Council, Boone, NC.
- Ardoin, S. & martinez, b. (2019). *Social class and student affairs*. Higher Ed Live webinar series.
- Ardoin, S. (2019). *Empowering first-generation college students*. Bethany College, Bethany, WV.

- Ardoin, S. (2019). *Considering how social class influences student experiences and our work in higher education*. Colorado State University Department of Student Diversity Programs and Services and Department of University Housing, Fort Collins, CO.
- Ardoin, S. & Martinez, B. (2019). *Framing social class on campus*. Colorado State University Provost's Commission on Diversity & Inclusion, Fort Collins, CO.
- Ardoin, S. (2019). *Empowering first-generation college students*. Texas A&M Division of Student Affairs, College Station, TX.
- Ardoin, S. (2018). *The relationship between rurality, social class identity, and college access for first-generation college students*. Simmons School of Education Educational Leadership Doctoral Programs, Dallas, TX.
- Ardoin, S. (2018). *Social class and fraternity and sorority life: Recognizing and reducing barriers to increase access and belonging*. Delta Gamma Fraternity Anchor Academy & Advisory Academy at National Convention, Phoenix, AZ.
- Ardoin, S., Shelton, L. J., Rodriguez, S. (2018). #FacultyLife lessons: Resources and insights from NASPA's emerging faculty leader academy second cohort. NASPA Faculty Council webinar series.
- Ardoin, S. (2018). *The influence of one's identity on their career trajectory*. Arizona State University, Higher Education Administration program, Phoenix, AZ.
- Ardoin, S. (2018). *Exploring the ways jargon influences college access & success for first-generation college students*. NASPA Center for First-generation Student Success, NASPA Live Briefing series.
- Ardoin, S. & Byun, S. (2018). *Educational attainment among rural students: Current knowledge and future directions*. National Rural Education Association, webinar series.
- Ardoin, S. (2018). *How gender stereotypes impact women's relationships, language use, and leadership opportunities*. North Carolina ZTA Day, Durham, NC.
- Ardoin, S. (2018). *Social class complexities influence our life and higher education experiences: Have you explored yours?* University of North Carolina Wilmington Women's Studies and Resource Center, Wilmington, NC.
- Ardoin, S. (2018). *Social class and fraternity and sorority life: Recognizing and reducing barriers to increase access and belonging*. Delta Gamma Fraternity and Regional Directors Meeting, Columbus, OH.
- Ardoin, S. (2018). *First-generation college students: Similar challenges, unique experiences*. Wentworth Institute of Technology Lunch and Learn Series (for faculty and staff), Boston, MA.
- Ardoin, S. (2017). *Career possibilities and pathways in higher education and student affairs*. Northeastern University's College of Professional Studies College Student Development and Counseling Program, Boston, MA.
- Ardoin, S. (2017). *Exploring the complexities of social class identity*. College William & Mary's Washington Center, Washington, D.C.
- Bodrick, J., Ardoin, S., & Svoboda, V. (2017). *Socioeconomic status and social class in higher education*. NASPA Live Briefing series.
- Ardoin, S. (2017). *Social class complexities influence our life experiences: Have you explored yours?* Boston University Rhett Talks [like TED Talks], Boston, MA.
- Ardoin, S. (2017). *Exploring the complexities of social class identity to increase class consciousness*. Boston University School of Education Faculty Retreat, Boston, MA.
- Ardoin, S. (2017). *Developing class consciousness in higher ed: Recognizing how class identity impacts the student experience*. Stonehill College Division of Student Affairs, Easton, MA.
- Ardoin, S. (2017). *First-gen is not my only identity: Framing first-generation student experiences*. University of North Carolina Graduate School and Carolina FIRSTS programs, Chapel Hill, NC.
- Ardoin, S. (2016). *Developing class consciousness in higher ed: Recognizing how class identity impacts the student experience*. Michigan Tech University Division of Student Affairs & Office of Admissions, Houghton, MI.
- Ardoin, S. (2016). *Be strategic: Shape your career path!* Michigan Tech University Division of Student Affairs & Office of Advancement, Houghton, MI.

- Ardoin, S. (2016). *Want to experience more joy as a student leader? Develop consciousness of self & train the brain*. Michigan Tech University student leaders, Houghton, MI.
- Ardoin, S. (2016). *Relating recruitment to life after college: How to sell your sorority experience to future employers*. University of Illinois Panhellenic Recruitment Kickoff, Champaign, IL.
- Ardoin, S. (2015). *Leadership is an everyday practice*. IUPUC leadership banquet, Columbus, IN.
- Ardoin, S. (2015). *Challenge and support: Why student affairs work matters*. UNCW Chi Sigma Alpha induction, Wilmington, NC.
- Ardoin, S. (2015). *The strategic guide to creating your student affairs career*. Old Dominion University Higher Education Mock Interview Day, Norfolk, VA.
- Ardoin, S., Black, A., & O'Connell, R. (2012). *Constructing a sustainable student event permitting process: Lessons from experience*. National Webinar for Campus Labs' partner institutions, Buffalo, NY.
- Ardoin, S. and Trochesset, M. (2011). *Advising strategies for support and success during organizational transition*. Mortar Board Leadership Excellence and Advisor Development (LEAD) Program, St. Pete, FL.

Invited University Workshops (51)

- Ardoin, S. (2023). *Setting a first-gen. foundation: Putting concepts into practice*. Texas A&M First Year Experience All Instructor Symposium, College Station, TX.
- Ardoin, S. (2023). *Setting a foundation for student success: Preparing our curriculum and classrooms to welcome learners*. Normandale Community College Professional Development Day Faculty Session, Bloomington, MN.
- Ardoin, S. (2022). *Strategizing your career*. Ohio University University College Graduate Student Session, via Zoom.
- Ardoin, S. (2022). *A shared responsibility: Ensuring fertile ground for first-generation college student success*. Texas A&M University-San Antonio Staff Session, San Antonio, TX. [four-hour facilitation session]
- Ardoin, S. (2022). *Setting a first-generation foundation: Preparing our curriculum and classrooms to welcome learners who are new to higher education systems*. Texas A&M University-San Antonio Faculty Session, San Antonio, TX. [two-hour facilitation session]
- Ardoin, S. (2022). *Strategic action planning with a first-gen. college student focus*. University of South Dakota Strategic Planning Committee Session, Vermillion, SD.
- Ardoin, S. (2022). *Setting a first-generation foundation: Preparing our curriculum and classrooms to welcome learners who are new to higher education systems*. University of South Dakota Faculty Session, Vermillion, SD.
- Ardoin, S. (2022). *First-gen. college student success stories*. University of South Dakota Student Session, Vermillion, SD.
- Ardoin, S. (2021). *Becoming a more [first-gen. college] student-ready campus*. Montana Technological University Professional Development Day, Butte, MT.
- Ardoin, S. (2021). *Terms, theory, & (really) talking about it: Tools to advance inclusion, equity, and justice in your work*. Appalachian State University Residence Life Training. [three-hour facilitation session]
- Ardoin, S. (2021). *Faculty face-time friday: First-gen follow up*. Vanderbilt University Peabody College Dean's Diversity Lecture Series.
- Ardoin, S. (2021). *Continuing the conversation with students: Researching first-gen college topics*. Vanderbilt University Peabody College Dean's Diversity Lecture Series.
- Ardoin, S. (2020). *How can your campus become more first-generation college student ready?* College of Lake County Faculty & Staff Session, Grayslake, IL.
- Ardoin, S. (2020). *I am first-gen and I am a success story*. College of Lake County Student Session, Grayslake, IL.
- Ardoin, S. & Erb, M. (2020). *First-generation graduate student symposium*. University of North Carolina-Chapel Hill and Duke University, Durham, NC. [four-hour facilitation session].

- Ardoin, S. (2019). *Setting a first-gen foundation: Preparing our classrooms & curriculum to welcome learners who are new to higher education systems*. University of Mary Washington faculty, Fredericksburg, VA.
- Ardoin, S. (2019). *How can your campus become more first-generation college student-ready?* University of Mary Washington Division of Student Affairs, Fredericksburg, VA.
- Ardoin, S. (2019). *The importance of viewing ourselves as scholar and practitioner*. Appalachian State University Department of Residence Life, Boone, NC.
- Ardoin, S. (2018). *Setting a first-gen foundation: Preparing our classrooms and curriculum to welcome learners who are new to higher ed systems*. Northern Arizona University faculty [two-hour facilitation session].
- Ardoin, S. (2018). *Social class on campus: Let's talk about it*. Wentworth Institute of Technology Diversity Day, Boston, MA [six-hour facilitation session].
- Ardoin, S. (2018). *First-generation college students: Similar challenges, unique experiences*. Colorado State University-Pueblo faculty and staff [two-hour facilitation session].
- Ardoin, S. (2017). *Considering women's experiences at STEM institutions, in higher education, and in society: Reducing bias and enhancing belonging*. Wentworth Institute of Technology Diversity Day, Boston, MA [six-hour facilitation session].
- Ardoin, S. (2017). *Social class complexities influence our life experiences: Have you explored yours?* Boston University Questrom School of Business, Boston, MA.
- Ardoin, S. (2017). *Exploring the complexities of social class identity to increase class consciousness*. Boston University Division of Enrollment and Student Administration, Boston, MA.
- Ardoin, S. (2017). *What is social class identity and how does it show up in your field?* Boston University School of Education Graduate Student Orientation, Boston, MA.
- Ardoin, S. & Thomas, J. C. (2017). *Leadership and personal branding*. Texas A&M University-Commerce Student Leadership Summit, Commerce, TX [three-day facilitation].
- Ardoin, S., Sterritt, K., & Mattera, B. (2017). *Supervision is a two-way street. Recognize your part in supervisory relationships*. University of Vermont Department of Residence Life, Burlington, VT [two-day consulting visit].
- Ardoin, S. (2016). *Supervision styles, responsibilities, & feedback processes*. Boston University Residence Life Professional Staff Training, Boston, MA.
- Ardoin, S., O'Conner, C., & Lieberman, A. (2015). *Securing a job after earning your degree*. Boston University School of Education Doctoral Boot Camp, Boston, MA.
- Ardoin, S. (2014). *Are you really asking about my [_____] again?! Paying attention to and managing microaggressions*. UNCW Seahawk Leadership Conference, Wilmington, NC.
- Ardoin, S. (2014). *Digital leadership: Is your in-person self congruent with your online persona?* UNCW Seahawk Leadership Conference, Wilmington, NC.
- Ardoin, S. (2014). *StrengthsFinder and barrier labels*. UNCW Division of Student Affairs October meeting, Wilmington, NC.
- Ardoin, S. (2014). *Staying on target: Making the most of your new member year*. UNCW Greek New Member Summit, Wilmington, NC.
- Ardoin, S. (2014). *I know what B.S. means, just not in those terms: Access to college for rural students*. UNCW Mi CASA student mentor training, Wilmington, NC.
- Ardoin, S. (2014). *Ethical development and values congruence*. UNCW Student Affairs Ethical Development Committee, Wilmington, NC.
- Ardoin, S. (2014). *Strengths-based leadership: What happens when you focus on what is right with people?* UNCW Division of Student Affairs Retreat, Wilmington, NC.
- Ardoin, S. (2014). *Leadership, mentoring, and engaging at UNCW*. UNCW Upperman African American Center Excellence Project Mentor Retreat, Wilmington, NC.
- Ardoin, S. (2014). *Utilizing the DiSC assessment*. UNCW Association of Campus Entertainment Executive Board Retreat, Wilmington, NC.
- Ardoin, S. (2014). *I know what B.S. means, just not in those terms: Access to college for rural students*. North Carolina State University College Advising Corps Training, Raleigh, NC.

- Pittman, D., Ardoin, S., & Williams, T. (2014). *Leadership lessons*. North Carolina State 4H Conference, Raleigh, NC.
- Ardoin, S. (2014). *Service: How do you make meaning of it?* UNCW Pre-Professional Programs Week, Wilmington, NC.
- Ardoin, S. (2014). *Building a community*. UNCW Osher Lifelong Learning Institute Adult Scholars Leadership Program, Wilmington, NC.
- Ardoin, S. (2014). *Leadership vs. management*. UNCW Campus Life Managers Retreat, Wilmington, NC.
- Ardoin, S. (2014). *Playing well with others. Emotional intelligence: Communication, listening, and sharing*. UNCW Association of Campus Entertainment Executive Board Retreat, Wilmington, NC.
- Ardoin, S. (2013). *Playing well with others. Emotional intelligence: Communication, collaboration, and confidence*. UNCW Men's Summit, Wilmington, NC.
- Ardoin, S. (2013). *Diversity, privilege, and social justice*. UNCW Sandhills Extension Campus, Jacksonville, NC.
- Ardoin, S. (2013). *Intent vs. impact: 35 things you say that may be saying something else*. UNCW Seahawk Leadership Conference, Wilmington, NC.
- Ardoin, S. (2013). *Everyday leadership: It's your turn*. UNCW Campus Life Employee Retreat, Wilmington, NC.
- Ardoin, S. (2013). *Know yourself + know your team = better communication and delegation*. UNCW Office of Transition Programs Staff Retreat, Wilmington, NC.
- Ardoin, S. (2011). *Defining leadership: Myths and truths*. NC State College of Design Ambassadors Retreat, Raleigh, NC.
- Ardoin, S. (2009). *Panhellenic at TAMUK: How to "flock" together and not get your "feathers" ruffled*. Texas A&M at Kingsville Panhellenic Recruitment Retreat, Kingsville, TX.

FACILITATION & CURRICULUM DEVELOPMENT EXPERIENCE

CoLead Facilitator LeaderShape, Inc.

February 2009-present

- Manage the week long Institute for campus-based and national sessions; manage the day long Catalyst program for campus-based sessions
- Coach and direct over 100 institute faculty members, serve as a catalyst for others' learning, and establish a climate conducive to learning
- Present, clarify, summarize, and preserve the integrity of the LeaderShape experience and curriculum for over 1000 student participants

Faculty Intern, Summer Session

June 2016

Professional Social Justice Training Institute (SJTI)

- Co-Facilitated the white racial caucus and the session on re-entry after racial immersion
- Participated as a member of a 7-person faculty team
- Analyzed curriculum to offer suggestions and alterations for future sessions
- Managed logistics of the session (online presence, document creation, etc.)

College Coach, Coker College Workshop (South Carolina) College Summit, Inc.

July 2015

- Coached 10 low-income, underrepresented high school juniors on postsecondary options over the 4 day workshop
- Co-created senior year postsecondary management plans for 10 high school students that match students' skills and abilities

- Collaborated with the 20-member workshop staff to assist students in obtaining college knowledge and pursuing college access

**Core Group Facilitator, University of San Francisco Session
Student Social Justice Training Institute (SJTI)**

July 2012

- Facilitated a core group of approximately 10 students during the Student SJTI experience
- Participated as a member of an 11-person faculty team
- Assisted in the processing of the curriculum for the SJTI student experience

**College Coach, Marshall University Workshop (West Virginia)
College Summit, Inc.**

June 2012

- Coached 10-14 low-income, underrepresented high school juniors on postsecondary options over the 4 day workshop
- Co-created senior year postsecondary management plans for 10-14 high school students that match students' skills and abilities
- Collaborated with the 20-member workshop staff to assist students in obtaining college knowledge and pursuing college access

**Leadership and Service Coordinator, Elon Academy
Elon University**

April 2011–July 2011

- Created and implemented leadership and service curriculum for Elon Academy summer program
- Trained 10 program counselors in leadership and service theories and practices
- Facilitated personal development, leadership development, and community development programs for over 100 underrepresented high school students

STUDENT AFFAIRS EXPERIENCE

Director

July 2013–July 2015

Office of Student Leadership and Engagement, University of North Carolina Wilmington

- Recruited, hired, trained, supervised, developed, and evaluated all professional staff
- Shaped office vision, mission, values, goals, and learning outcomes
- Developed overall office strategic plan and corresponding assessment plan
- Oversaw office budgets (fee-funded and state allocations)
- Established cohesive branding and marketing plan for the office and its programs and services
- Created, executed, and assessed a comprehensive leadership curriculum and corresponding programs
- Directed the Seahawk Leadership Conference in partnership with Campus Life staff
- Coordinated national recognized leadership programs, such as The LeaderShape Institute, Catalyst, and StrengthsFinder
- Guided, supported, and provided input for senior capstone seminars (i.e., Taking Flight)
- Partnered with nonprofit and community agencies to provide awareness of issues and cultivated, marketed, and assessed experiential learning and service opportunities for students
- Planned, executed, and assessed signature community service programs (Halloween Carnival, Stop Hunger Now, Adopt-A-Family, Angel Tree, Young at Heart, Work on Wilmington) in conjunction with office staff
- Served as a liaison to faculty who are interested in service learning and students and student organizations who seek service opportunities
- Oversaw the advisement, development, and accountability of the UNCW fraternity and sorority community (29 chapters and 1600+ affiliated students)
- Administered the university student awards and recognition processes

- Aided the Division ethics committee on curriculum development and facilitated ethics program sessions

Conduct Hearing Officer (temporary position) October 2012–January 2013
Office of Student Advocacy and Accountability, Louisiana State University

- Processed accountabilities and adjudications, including, but not limited to, issuing charges, conducting administrative hearings, and investigating and adjudicating individual and organizational violations
- Collaborated with faculty members on academic integrity violations
- Interpreted and administered the Code of Student Conduct and suggest revisions to the Code
- Supported students in their personal, academic, and social development
- Presented educational programs to the University community regarding academic integrity and appropriate standards of conduct, specifically addressing the principles in LSU's Commitment to Community
- Assisted in trainings/workshops for faculty, staff, and student members of the University Hearing Panels

Student Development Specialist III: Class Councils Advisor June 2008–July 2010
Department of Student Activities, Texas A&M University

- Recruited, trained, supervised, and developed 3 professional staff members
- Monitored \$400,000 Class Councils budget including Class Gift funds
- Managed over 50,000 piece inventory and over \$250,000 cash control processes for major Class Council events and sales
- Directly advised Class Councils' 5 member Executive Board and 90 member Junior and Senior Class Councils and assisted with the planning, implementation, marketing, and evaluation of annual programs and Co-advised 100 member Freshmen (Fish) and Sophomore Class Councils
- Guided student growth and development through the utilization of Student Leader Learning Outcomes and Learning Contracts and developed and implemented an innovative branding campaign for the organization
- Partnered with Department of Student Activities Accounting office and Student Organization Finance Center to initiate timely payment of bills, proper issuance of fiscal receipts, daily deposit of collected monies, maintenance of ledgers, and proper adherence to University fiscal policies and procedures
- Negotiated and executed all contractual agreements on behalf of Class Councils
- Served as a liaison to the Association of Former Students, Athletic Department, 12th Man Foundation, University Police, and other community representatives with whom Class Councils did business

Assistant Director of Student Activities May 2006–May 2008
Student Activities Center, Florida State University

- Supervised 1 graduate assistant and 2 graduate interns
- Obtained and oversaw the \$260,000 Homecoming Budget; received a \$120,000 increase in 2 years
- Advised the 17 member Homecoming Executive Council
- Directed students in the planning, marketing, execution, and assessment of all Homecoming week activities, including concerts, talent shows, carnivals, skit nights, philanthropic events, and the Big Fan on Campus competition
- Connected with community partners such as ABC Channel 27, Tallahassee Democrat, Leon County Secondary Schools, and Tallahassee Chamber of Commerce
- Planned, implemented, and coordinated the University's Special Events Permitting process, facilitating over 400 student group and university departmental events per semester and reviewing approximately 300 entertainment and rental contracts per semester

- Counseled student organizations, Greek organizations, SGA, University Housing, Civic Education and Service, and Campus Recreation on event planning and risk management through trainings, presentations, and individual meetings
- Collaborated with FSUPD, University Relations, Athletics, Environmental Health & Safety, and Aramark Dining

**Graduate Assistant for Student Organizations & Special Projects
Student Activities Center, Florida State University**

January 2005-April 2006

- Coordinated the University's Leadership Awards Night, including the planning committee, selections committee, event logistics, and \$8000 event budget
- Administered the annual registration and training process for over 350 student organizations
- Scheduled Union Market Wednesdays' space and performances with student organizations, particularly NPHC and MGC Greek organizations, and campus departments and branded the Union Market Wednesdays program.

Dance Marathon Co-Advisor

April 2005-April 2006

Office of Greek Life, Florida State University

- Advised the 3 member Management Team and the 14 member Overall Committee on risk management, university policy and procedure, university contacts, corporate policy and procedure, and public relations
- Supervised students' fundraising events totaling over \$1 million in 10 years; \$270,511 in 2006
- Facilitated the 32 hour Dance Marathon event, which involved over 1000 student participants

UNIVERSITY ENGAGEMENT & SERVICE

Clemson University

- Educational & Organizational Leadership Development PhD Program Committee 2022-present
- Associate Provost's Clemson FIRSTS Program Committee 2022-2023
- Higher Education & Student Affairs Assistant/ Associate Professor Search Committee 2022-2023

Appalachian State University

- Student Affairs Administration Program Director 2021-2022
- University Graduate Assistant Preview Program Committee 2021-2022
- University First-Generation Residential Learning Community Committee 2021-2022
- University Planning and Priorities Council 2019-2022
- University First-Generation Faculty and Staff Efforts 2019-2022
- Human Development & Psychological Counseling Department Diversity Committee 2019-2022
- University Housing Director Search Committee 2022
- Human Development & Psychological Counseling Department Personnel Committee 2020-2022
- Human Development & Psychological Counseling Department Scholarship Committee 2018-2022
- University Housing Director Search Committee 2021
- Leadership Education and Development Assistant Director Search Committee 2021
- Reich College of Education Awards Committee 2018-2021
- Student Affairs Administration Program Marketing, Public Relations, & Recruitment 2018-2021
- Higher Education Program Assistant Professor Search Committee 2019

Boston University

- School of Education Academic Conduct Board 2017-2018

- School of Education Advisory Committee on Vulnerable Student Populations 2017-2018
- School of Education Equity, Diversity, & Inclusion Committee 2015-2018
 - Search Committee Captain 2016-2017
- School of Education Diversity Initiatives Report Committee 2017
- Lecturer in Higher Education Search Committee, Chair 2016
- Professor of the Practice in Higher Education Search Committee, Co-Chair 2015

University of North Carolina Wilmington

- Distinguished Scholarly Engagement & Public Service Award Committee 2014-2015
- Chancellor's Campus Outreach Council, Student Affairs Representative 2013-2015
- Seahawk Leadership Conference Committee, Chair 2013-2015
- University Student Awards Committee, Chair 2013-2015
- Student Affairs Ethics Committee, Vice-Chair & Facilitator 2013-2015
- University Internship Advisory Committee, Ex-Officio 2013-2015
- Campus Life Student Employee Awards Committee 2015
- Panhellenic Sorority Extension Committee, Ex-Officio 2014
- Greek Awards Committee 2014
- Association for Campus Entertainment Awards Committee 2014

North Carolina State University

- University Libraries Committee, College of Education Representative 2010-2012
- Higher Education Graduate Student Association, Doctoral Liaison 2010-2012

Texas A&M University

- Student Activities Multicultural Professional Education and Development Committee 2009-2010
- Student Activities Comprehensive Program Review Committee, Co-Author 2009-2010
- University Student Leader Learning Outcomes Committee, Rubric Co-Author 2008-2010
- Student Activities Marketing Team 2008-2010
- Greek Life Journey (Emerging Leaders) Program, Program Guide/Mentor 2009
- Greek Life Grade Appeals Committee 2009
- Fish Camp, Support Staff 2009
- Division of Student Affairs Staff Development Committee, Program Chair 2008-2009
- Transfer Camp, Support Staff 2008 & 2009

Florida State University

- Greek Awards Selections Committee 2005, 2006, & 2008
- Student Organizations Risk Management Committee 2005-2008
- College of Education Higher Education Masters' Program Review Committee 2007
- Homecoming Chief & Princess (Court) Selections Committee 2007
- University Leadership Awards Night Selections Committee 2007

PROFESSIONAL ENGAGEMENT & SERVICE

ACPA-College Student Educators International

- National Convention Presenter 2008, 2013, 2018-2023
- Diamond Honoree 2022
- Emerging Scholar 2019-2021
- Foundation Grant Recipient 2019 & 2022
- National Convention Paper Session Discussant 2018 & 2019

- Commission for Professional Preparation, CAS Program Reviewer 2010-2021
- Scholar in Residence, Graduate Student & New Professionals Community of Practice 2019-2020
- Commission for Professional Preparation, Faculty Research Grant Recipient 2018
- NextGen Conference Presenter 2018
- ACPA Ambassadors Speaker for regional group & national group 2016
- Convention Program Reviewer 2007, 2008, & 2009

Alternative Break Trips

- Advisor, Winter Break Trip; Texas A&M University 2009-2010

Association for the Study of Higher Education (ASHE)

- National Conference Presenter 2011, 2016, 2018-2022
- National Conference Paper Session Discussant 2018, 2022
- Program Reviewer 2018, 2020, 2021
- ASHE Grads “Scholars Who Lunch: Conversations with Early Career Scholars” Facilitator 2017
- CAHEP Early Career Faculty Workshop Participant 2016

Association of Fraternal Leadership and Values (AFLV)

- Board of Directors 2018-2023
- National Conference Presenter 2019-2023
- The Gathering Faculty Member 2019

American Educational Research Association (AERA)

- National Conference Presenter 2020

College Student Affairs Journal (CSAJ)

- Editorial Board 2016-2021

Chi Phi Fraternity

- Facilitator, Regional Leadership Alliance
2014

Delta Gamma Fraternity

- Keynote, House Directors Conference 2021
- Presenter, Champion Collective 2021
- Training Content Developer & Facilitator, Delta Gamma National Recruitment 2020
- Keynote Speaker, Delta Gamma Fraternity Convention 2018
- Keynote Speaker, Fraternity and Regional Directors Meeting 2018
- Lead Facilitator, February (Officers) Institute 2017 & 2019
- Lead Facilitator, Lewis Leadership Institute 2017 & 2018
- Small Group Facilitator, Lewis Leadership Institute 2016

Journal of College Student Development (JCSD)

- Editorial Board, Research in Brief 2017-2024

Journal of First-generation Student Success (JFGSS)

- Editorial Board 2020-2026

Journal of Student Affairs Research & Practice (JSARP)

- Editorial Board 2016-2019

Lambda Chi Alpha Fraternity

- Curriculum Development Team 2014-2016
- Keynote Speaker, Presidents Summit 2015
- Keynote Speaker, Neville Advisors College 2014
- Facilitator, Stead Undergraduate Leadership Seminar 2013

LeaderShape, Inc.: The Institute Sessions

- Co-Lead Facilitator, University of North Carolina Charlotte (canceled due to COVID-19) 2022
- Co-Lead Facilitator, AFLV (canceled due to COVID-19) 2020
- Co-Lead Facilitator, University of Texas 2019
- Co-Lead Facilitator, Auburn University 2018
- Co-Lead Facilitator, The College of New Jersey 2018
- CoLead Facilitator, University of Texas 2017
- CoLead Facilitator, Massachusetts Institute of Technology & Singapore University of Technology and Design 2016
- CoLead Facilitator, University of Illinois 2016
- CoLead Facilitator, University of Wisconsin 2015
- CoLead Facilitator, Western Kentucky University 2015
- Program Coordinator, UNCW & Appalachian State 2015
- CoLead Facilitator, University of California, Berkeley 2015
- CoLead Facilitator, Texas State University 2014
- CoLead Facilitator, University of Texas 2014
- CoLead Facilitator, James Graham Brown Foundation 2013
- CoLead Facilitator, Boise State University 2013
- CoLead Facilitator, University of California Los Angeles 2013
- CoLead Facilitator, University of Minnesota 2013
- CoLead Facilitator, Boise State University 2012
- CoLead Facilitator, South Florida Consortium 2012
- CoLead Facilitator, Western Kentucky University 2012
- CoLead Facilitator, University of Cincinnati 2011
- CoLead Facilitator, University of Memphis 2011
- CoLead Facilitator, University of North Carolina 2011
- CoLead Facilitator, National Session 2010
- CoLead Facilitator, University of Minnesota 2010
- CoLead Facilitator, Illinois State University 2009
- Cluster Facilitator, National Session 2008

LeaderShape, Inc.: Catalyst Sessions

- Facilitator, University of Michigan 2022
- Facilitator, University at Buffalo 2021
- Facilitator, University of Texas Permian Basin (canceled due to COVID-19) 2020
- Facilitator, University of Tennessee 2019
- Facilitator, University of Memphis 2019
- Facilitator, Lehigh University 2018
- Facilitator, University of Texas at Dallas 2018
- Facilitator, Ohio Wesleyan University 2018
- Facilitator, Oregon State University 2017
- Facilitator, Good Apple Digital 2017
- Facilitator, Texas A&M University 2017

- Facilitator, East Carolina University 2017
- Facilitator, Austin Peay State University 2016
- Facilitator, University of Illinois – Chicago 2016
- Facilitator, Bridgewater State University 2015

LeaderShape, Inc.: Spark Sessions

- Facilitator, University of Michigan 2021

Mortar Board National Senior Honor Society

- Alumni Emerging Leader Award 2018
- National Conference Presenter 2006-2014
- National Conference Curriculum Committee 2011-2014
- Section Coordinator, North Carolina and South Carolina chapters 2010-2013
- Section Coordinator, Louisiana and Mississippi chapters 2008-2010
- Section Coordinator, Florida chapters 2006-2008 & 2012-2013
- Chair, National Chapter Leadership Program Committee 2006-2007
- Chair, National Conference Assistants 2005

NASPA--Student Affairs Administrators in Higher Education

National Involvement

- National Conference Presenter 2010-2023
- NASPA Center for First-Generation Student Success Advocacy Group 2017-2024
 - CatalystFIRST Speaker 2020-present
 - Journal of First-generation Student Success Editorial Board 2020-2026
- First-Generation Student Success Conference, Presenter & Discussant 2019-2022
- Faculty Council
 - Regional Representative, Region III 2020-2022
 - National Doctoral Seminar Co-Chair 2020-2022
 - Annual Conference Discussant 2021
- National Virtual Student Support Services Advisory Group 2020-2021
- Socioeconomic & Class Issues in Higher Education (SCIHE) Knowledge Community
 - Co-Coordinator for Research 2018-2020
 - Award Recipient, SCIHE Outstanding Service to NASPA 2019
 - Regional Representative, Region I 2016-2018
 - Co-Creator & Co-Coordinator, Professionals from the Poor & Working Class Group 2015-2018
- Closing the Achievement Gap Conference, Presenter 2018
- Emerging Faculty Leader Academy (1 of 7 selected) 2017-2018
- SA Speaks Presenter 2017
- Law & Policy Conference 2015
- Alice Manicur Symposium 2014
- Excellence Award Review Team for Student Union, Student Activities, Greek Life, and Leadership 2013 & 2014
- Leadership and Service Knowledge Community
 - Co-Chair, National Conference Sponsored Programs 2011
 - Grant Reviewer 2010
- Multicultural Institute 2009
- New Professionals Institute 2009
- Conference Program Reviewer 2007

Regional Involvement

- Region III (Southeast) Board
 - Faculty Representative, Faculty Council 2020-2022
- Region VI Conference Keynote 2019
- Region IV-E Conference Keynote & Presenter 2019
- Region I (New England) Board
 - KC Representative, Socioeconomic & Class Issues in Higher Education 2016-2018
- Region III Conference Presenter 2017
- Region I Conference Presenter 2016 & 2017

North American Interfraternity Conference (NIC)

- Facilitator, Impact & Launch programs 2017-2021
- Facilitator, The IFC Academy 2019
- Facilitator, NC State Campus Pilot of FuturesQuest 2012

Review of Higher Education Journal (RHE)

- Editorial Board Member 2022-2025
- Reviewer 2019-2022

Social Justice Training Institute (SJTI)

- Faculty Intern, Professional Institute 2016
- Facilitator, Student Institute 2012
- Participant, Professional Institute 2010

Southern Association of College Student Affairs (SACSA)

- Regional Conference Presenter 2018, 2021, & 2022
- Keynote Speaker 2015 & 2022

Southern Regional Orientation Workshop (SROW)

- Student Entertainment Night Coordinator, Florida State University SROW Host Committee 2006-2007

University Council on Educational Administration (UCEA)

- National Conference Presenter 2016

University of Southern California *Promoting At-Promise Student Success* Research Project

- Advisory Board 2021 & 2022

Zeta Tau Alpha Fraternity

- Keynote Speaker, NC ZTA Day 2018
- Financial Advisor, Kappa Omicron Chapter; Merrimack University 2015-2016
- Program Council Advisor, Phi Chapter; Duke University 2011-2012
- Faculty Advisor, Theta Gamma Chapter; Texas A&M University 2009-2010

SELECTED HONORS AND AWARDS

Received

- ACPA Diamond Honoree (1 of 15 selected internationally) 2022
- App State Reich College of Education Outstanding Scholarship/Research Award 2022
- NASPA Faculty Council Early Career Award 2021
- App State Cratis D. Williams School of Graduate Studies Academy of Outstanding Mentors 2021

- ACPA Emerging Scholars-Designee (1 of 5 selected internationally) 2019-2021
- NASPA Socioeconomic and Class Issues in Higher Education Knowledge Community Outstanding Service to NASPA Award 2019
- *The Chronicle of Higher Education* Bookshelf Feature 2018
- Mortar Board National Honor Society Alumni Emerging Leader Award 2018
- Kansas State University Chester E. Peters Lecture Series Speaker 2018
- NASPA Faculty Council Spotlight 2018
- NASPA Emerging Faculty Leader Academy (1 of 7 selected nationally) 2017-2018
- BU School of Education Excellence in Graduate Student Advising Award 2017
- *The Chronicle of Higher Education* Profile Feature 2016
- ASHE Council for the Advancement of Higher Education Programs (CAHEP) Early Career Faculty Workshop (1 of 35 selected internationally) 2016
- Mortar Board National Senior Honor Society, Alumni Member Spotlight 2015
- UNCW Center for Teaching Excellence *Discere Aude* Mentoring Students Award 2014
- UNCW Division of Student Affairs Outstanding Newcomer Award (best new staff person) 2014
- Alpha Lambda Delta Graduate Fellowship 2012
- Zeta Tau Alpha Frances Yancey Smith Founders Grant (two-time recipient) 2010 & 2012
- Mortar Board National Honor Society Fellowship 2010
- North Carolina State University Graduate School Fellowship 2010
- Texas A&M University Fish Camp Namesake 2010
- Florida State Oglesby Union Gather Award (for bringing staff and students together for a common purpose) 2008
- Florida State Hispanic Latino Student Union Award of Appreciation 2007

Nominated

- App State Chancellor's and Provost's Awards for Excellence in Research, Scholarship, and Creative Activity 2022
- App State Reich College of Education Outstanding Graduate Teaching Award 2022
- App State Reich College of Education Outstanding Graduate Teaching Award 2021
- App State Reich College of Education Outstanding Graduate Teaching Award 2020

REFERENCES

Dr. Tony W. Cawthon, *colleague & co-presenter*
Alumni Distinguished Professor of Student Affairs and Higher Education
Department of Educational and Organizational Leadership Development
101 Gantt Circle
Clemson University
Clemson, SC 29634
864-656-5100
cawthot@clemson.edu

Dr. Rebecca (Becky) Crandall, *colleague & co-author*
Associate Professor of Practice
Department of Adult and Higher Education
Joyce Collin Furman Hall
200 SW 15th Street
Oregon State University
Corvallis, OR 97331
(541) 737-4661
crandabe@oregonstate.edu

Dr. Kathy Guthrie, *colleague & co-author*
Associate Professor & Director of the Leadership Learning Research Center
Department of Educational Leadership and Policy Studies
1210 Stone Building
Florida State University
Tallahassee, Florida 32306-4452
(217) 556-1674
kguthrie@fsu.edu

dr. becky martinez, *colleague, co-author, and co-facilitator*
Owner, Organizational Development Consultant, & Trainer
Infinity Martinez Consulting
43944 Amazon St
Hemet, CA 9254
(949) 278-2281
beckymartinez1@gmail.com

Dr. Dave Nguyen, *colleague & co-author*
Dean, University College
McCracken Hall
Ohio University
Athens, OH 45701-2979
(740) 597-1503
Nguyend4@ohio.edu