

SONJA ARDOIN, PH.D.

HIGHLIGHTS

- University teaching experience includes 15 years of undergraduate and graduate level, online, hybrid, and in-person courses, at mid-size, large, public, & private universities
- Publications include 4 refereed books, 1 refereed monograph issue, 24 refereed book chapters, and 8 refereed journal articles
- Public scholarship featured in *NPR*, *Inside Higher Ed*, *The Chronicle of Higher Education*, *Diverse Issues*, *ACPA*, and *NASPA*
- Over 200 presentations and addresses at national conferences, higher education institutions, and other professional gatherings, with over 90 refereed sessions and over 60 occurring in the last two years
- Leadership curriculum facilitated for over 30 different colleges and universities with over 2000 student participants
- Fifteen years of progressive administrative experience in the field of higher education, including directing an academic program; 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 **2004**
Minor: History
Summa Cum Laude

UNIVERSITY TEACHING, ADMINISTRATION, & ADVISING

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

- Create and teach residential, hybrid, and online courses for the student affairs administration master's program and the higher education master's and doctoral programs
 - 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
- Advise master's students on their academic and career pathways
- Develop and maintain an active research and scholarship agenda in higher education and student affairs

- Engage in program administrative functions related to recruitment, admissions, graduate assistantships, capstone projects, and professional development
- Serve the program, department, college, and university through committee membership and other volunteer capacities

**Program Director & Clinical Assistant Professor (research active status)
Higher Education Program, School of Education, Boston University**

July 2015-July 2018

- 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

Guest Lecturer

August 2013-present

Various Colleges & Universities

- 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
- University of North Carolina 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 Education & Student Affairs Capstone Class (via GoToMeeting), 2020
- University of Iowa, Educational Policy & Politics Class (via Zoom), 2019

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

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

Edited

- **Ardoin, S.** & Guthrie, K. (Eds.). (in press). Leadership learning through the lens of social class. *New Directions for Student Leadership*, 169.
- Martin, G. & **Ardoin, S.** (Eds.). (in press). *Social class supports: Examples of Programs and Practices to Serve Poor & Working Class Students in Higher Education*. Stylus Publishing.

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 & MONOGRAPH CHAPTERS

Full Chapters**Accepted**

- ***Ardoin, S.** & McNamee, T. (accepted). Spatiality and social class: Suggestions for supporting rural students from poor and working class backgrounds. In E. J. Cain, C. K. Sorgen, & D. W. Calhoun (Eds.), *New directions for student services: The multiple identities of college students from rural areas*. Jossey-Bass.
- **Ardoin, S.**, Garcia-Louis, C., & Means, D. (accepted). 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*. NASPA.
- **Ardoin, S.** & Erb, M. (accepted). First generation graduate students: Reducing barriers with support mechanisms. In D. J. Nguyen & C. Yao (Eds.), *A handbook for supporting today's graduate students*. Stylus Publishing.

In Press

- *Guthrie, K., **Ardoin, S.**, & Purita, R. (in press). A call to action: Expanding influence of social class in leadership development. In S. Ardoin & K. Guthrie (Eds.), *New directions for student leadership*, 169. Jossey-Bass.
- **Ardoin, S.** & Guthrie, K. (in press). Who we are impacts how we lead: Social class influence on leader identity, capacity, and efficacy . In S. Ardoin & K. Guthrie (Eds.), *New directions for student leadership*, 169. Jossey-Bass.
- **Ardoin, S.** & Guthrie, K. (in press). Editors notes . In S. Ardoin & K. Guthrie (Eds.), *New directions for student leadership*, 169. Jossey-Bass.

- Koricich, A. & **Ardoin, S.** (in press). Spotty connections: Rural students and online learning amidst COVID-19. In J. O. Michel (Ed.), *Teaching and supporting learning through turbulent times: Higher education amid the COVID-19 pandemic*. Rutgers University Press.
- Martin, G. & **Ardoin, S.** (in press). Afterword. In G. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor & working class students in higher education*. Stylus Publishing.
- Martin, G. & **Ardoin, S.** (in press). Implications and conclusion. In G. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor & working class students in higher education*. Stylus Publishing.
- **Ardoin, S.** & Martin, G. (in press). Introduction. In G. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor & working class students in higher education*. Stylus Publishing.
- **Ardoin, S.** (in press). 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*. Stylus.
- **Ardoin, S.** (in press). 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*. Stylus.

Published

- 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*. 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.** (2019). Acknowledging how poor and working class backgrounds can influence student engagement. In S. Harper, S. J. Quaye, & 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). 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.
- **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.
- **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.

Case Study or Instructional Scenario Chapters

Accepted

- **Ardoin, S.** (accepted). Country [and Cajun] come to town. In A. J. Rodríguez & S. Levin (seeking contract), *Experiences from first generation college students*.
- **Ardoin, S.** & Nguyen, D. (accepted). Social class and first generation college student status. In S. P. Gold (under contract), *Instructional scenarios of multiple identities in higher education*. NASPA.

Published

- **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.

*denotes publications with graduate students

REFEREED JOURNAL ARTICLES

In Preparation

- **Ardoin, S.**, Crandall, R., & Shinn, J. (in preparation). Senior student affairs officers’ perspectives on the value-add of early-career professionals. *Journal of College Student Development*.
- *McNamee, T., **Ardoin, S.**, Sansone, V. A., Cooper, N. (in preparation). Engaging critical and poststructuralist frameworks to illuminate rurality in college student development theory. *Journal of College Student Development*.

Under Review

- *McNamee, T., Ganss, K. M., Willis, J., **Ardoin, S.**, & Sanson, V. A. (under review). Consider rural higher education students during COVID-19 and beyond. *Journal of Postsecondary Student Success*.
- *Locke, L., Stier, M., & **Ardoin, S.** (under review). “It was like gliding through”: Early college and college transition experiences of women from underrepresented and marginalized groups. *Educational Studies*.

Revise & Resubmit

- *Locke, L., Broadhurst, C., **Ardoin, S.**, & Johnson, J. (revise and resubmit). “Leading from the middle”: Exploring stories of women working for change in PK-12 Schools. *The Professional Educator*.
- Crandall, R., **Ardoin, S.**, & Shinn, J. (revise and resubmit). 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*.

In Press

- *Hallmark, T. & **Ardoin, S.** (in press). Public narratives and postsecondary pursuits: An examination of gender, rurality, and college choice. *Journal of Women and Gender in Higher Education*.

Published

- **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.,** 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.** (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

National

- Paul P. Fidler Research Grant 2020
 - applied; not funded
 - for research project: First-Generation First Generation College Students in Higher Education: Exploring the Journey in Louisiana
- *Spencer COVID-19 Related Research Grants 2020
 - applied; 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**
 - \$750 for research project: An Examination of Rural Students in Higher Education Through a Non-Deficit Framework
- *ACPA Foundation Research Grant 2020
 - applied; 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; 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**
 - \$1000 for research project: An Examination of Rural Students in Higher Education Through a Non-Deficit Framework
- ACPA Emerging Scholars Research Grant 2019
 - applied & **funded**
 - \$3000 for research project: Social Class Influences on Higher Education Experiences
- ACPA Foundation Research Grant 2019
 - applied & **funded**
 - \$1000 for research project: SSAO Perspectives on Professional Preparation
- ACPA Commission for Professional Preparation Faculty Research Grant 2018
 - applied & **funded**

- \$1500 for research project: SSAO Perspectives on Professional Preparation
- Paul P. Fidler Research Grant 2018
 - applied; named Top 5 finalist; not funded
 - for research project: Transition Experiences of Rural Transfer Students

University

- Appalachian State University Diversity, Equity, & Inclusion Research Grant 2019
 - applied & **funded**
 - \$2500 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**
 - \$1200 for global travel to attend International Leadership Association annual conference in Montreal, Canada

College

- Reich College of Education Summer Scholarship Support Grant 2020
 - applied & **funded**
 - \$1000 for book project: Social Class Supports

**denotes grants with graduate students*

DISSERTATION AND THESES COMMITTEES

- University of Texas San Antonio** 2020-2021
 - Member: Angie Watts, PhD candidate
- 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.
 - Member: Matthew Soles, M.Ed.

PUBLIC SCHOLARSHIP AND MEDIA ARTICLES

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

- **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_bVNI62Zk-gE3EE2YccRpG5lNNvOBhRVn33nqvqW0BILqil22_2fA9SnMzZPU1Y2Rm5TcUF3RGxPcHEzdC1QdVNQZ1N6M0tHa0lYMI9TZ3l4NFdENA.
- **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

- 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 Tumblr]. 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/>.

PRESENTATIONS, KEYNOTE ADDRESSES, & WORKSHOPS

National Refereed Conference Papers & Presentations

- 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.
- **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., Catalano, C. (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 cancelled 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 cancelled 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 cancelled 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 cancelled 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 cancelled 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 cancelled 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 national 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 national 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 National 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 National 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 National 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 National Conference, Los Angeles, CA.
- Nguyen, D., **Ardoin, S.**, & Lee-Anderson, B. (2019). *Understandings of class and classism among student affairs professionals*. NASPA National Conference, Los Angeles, CA.
- Rice, A. & **Ardoin, S.** (2019). *First step to first-gen success: Know your students*. NASPA National Conference, Los Angeles, CA.
- Crandall, R., **Ardoin, S.**, & Shinn, J. (2019). *SSAOs on professional preparation programs: Insights for equipping early-career professionals*. ACPA National Convention, Boston, MA.
- **Ardoin, S.** & martinez, b. (2019). *Straddling class in the academy: Stories & implications for practice*. ACPA National Convention, Boston, MA.
- **Ardoin, S.**, Shelton, L. J., & Porter, C. (2019). *Non-tenure track faculty experiences: The hype vs. the realities*. ACPA National 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 National 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 National 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 National 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 National 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 National 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 Undergraduate Pre-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.**, Trolian, 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 National 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 National Conference, San Antonio, TX.
- **Ardoin, S.**, Sterritt, K., & Mattera, B. (2017). *Supervision is a two-way street. Recognize your part in supervisory relationships*. NASPA National Conference, San Antonio, TX.
- **Ardoin, S.**, Carducci, R., Marine, S., & Means, D. (2017). *Positioning yourself for the practitioner to professor pipeline*. NASPA National 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 National 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 National 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 National Conference (as a pre-conference), Indianapolis, IN.
- Cebluski, A., Vergara, J., & **Ardoin, S.** (2016). *Pathways to success: Finding your place in higher education*. NASPA National 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 National 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 National 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 National Conference, New Orleans, LA.
- **Ardoin, S.** & Downs, J. (2015). *Selling Student Experiences: Engagement, Meaning Making, and Employability*. NASPA National 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 National Conference, Baltimore, MD.
- **Ardoin, S.**, Dobiyski, V., Crume, A., Mercado, C., et al. (2014). *Women doctorates: Perspectives from step one to done*. NASPA National Conference, Baltimore, MD.
- **Ardoin, S.**, Borgmann, B., Bowden, B., Clay, J., et al. (2014). *Be strategic: Shape your student affairs career*. NASPA National 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.**, Dobiyski, V., Garrison-Duncan, A., Mercado, C., et al. (2013). *Female doctorates: Perspectives from step one to done*. NASPA National 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 National Conference, Phoenix, AZ.
- **Ardoin, S.** (2011). *First-Generation, rural students: Does cultural capital influence students' ability to decode university jargon?* ASHE National Conference, Charlotte, NC.
- **Ardoin, S.**, Bailey, K., & Dobiyaniski, V. (2011). *We do what?! Challenge & support traditions through advising*. NASPA National Conference, Philadelphia, PA.
- **Ardoin, S.**, Battle, H., Bowden, B., Franklin, K., et al (2011). *5 years post-masters: Reflection on preparation, paths, & purpose*. NASPA National Conference, Philadelphia, PA.
- **Ardoin, S.**, Bailey, K., & Dobiyaniski, V. (2010). *We do what?! Challenging and supporting campus traditions*. NASPA National 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

- **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*. Old Dominion University 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

- 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 University 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. (2020). *Beaucoup success: Supporting college student degree completion in Louisiana.* LACUSPA State Conference, Lake Charles, LA. (conference cancelled due to COVID-19; rescheduled for 2021)
- 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

- 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 Dean's 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 F1RSTS 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

- 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 **February 2009-present** **LeaderShape, Inc.**

- 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) **July 2015** **College Summit, Inc.**

- 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 **July 2012** **Student Social Justice Training Institute (SJTI)**

- 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
Office of Greek Life, Florida State University**

April 2005-April 2006

- 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

Appalachian State University

- Human Development & Psychological Counseling Department Personnel Committee: 2020-present
- University Planning and Priorities Council, 2019-present
- University First Generation Faculty and Staff Efforts: 2019-present
- Human Development & Psychological Counseling Department Diversity Committee: 2019-present
- Student Affairs Administration Program Marketing, Public Relations, & Recruitment: 2018-present
- Human Development & Psychological Counseling Department Scholarship Committee: 2018-2022
- Reich College of Education Awards Committee: 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

- Emerging Scholars-Designee: 2019-2021
- National Convention Presenter: 2008, 2013, 2018-2021
- National Convention Paper Session Discussant: 2018 & 2019
- Commission for Professional Preparation, CAS Program Reviewer: 2019 & 2020
- Scholar in Residence, Graduate Student & New Professionals Community of Practice: 2019-2020
- Foundation Grant Recipient: 2019
- Commission for Professional Preparation, Faculty Research Grant Recipient: 2018
- NextGen Conference Presenter: 2018
- ACPA Ambassadors Speaker for regional group & national group: 2016
- 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, 2019, 2020
- National Conference Paper Session Discussant: 2018
- Program Reviewer: 2018, 2020
- ASHE Grads "Scholars Who Lunch: Conversations with Early Career Scholars" Facilitator: 2017
- Early Career Faculty Workshop Participant: 2016

Association of Fraternal Leadership and Values (AFLV)

- Board of Directors: 2018-2021
- The Gathering Faculty Member: 2019
- National Conference Presenter: 2019 & 2020

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

- 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 (JCSJ)

- Editorial Board, Research in Brief: 2017-2024

Journal of First-generation Student Success (JFGSS)

- Editorial Board: 2020-2024

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, AFLV: 2020 (cancelled due to COVID-19)
- 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 Texas Permian Basin: 2020 (cancelled due to COVID-19)
- 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: 2010-2021
- NASPA Center for First-Generation Student Success Advocacy Group (1 of 14 appointed): 2017-2022
 - CatalystFIRST Speaker: 2020-present
 - Journal of First-generation Student Success Editorial Board: 2020-2024
- Faculty Council
 - Regional Representative, Region III: 2020-2022
 - National Doctoral Seminar Co-Chair: 2020 & 2021

- 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
- First Generation Student Success Conference, Presenter & Discussant: 2019-2021
- 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, & 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
- 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-present
- Facilitator, The IFC Academy: 2019
- Facilitator, NC State Campus Pilot of FuturesQuest: 2012

Review of Higher Education Journal (RHE)

- Reviewer: 2019-2021

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
- Keynote Speaker: 2015

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

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

- NASPA Faculty Council Early Career Award: 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
- App State Reich College of Education Outstanding Graduate Teaching Award (nominee): 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
- BU School of Education Excellence in Graduate Student Advising Award: 2017
- NASPA Emerging Faculty Leader Academy (1 of 7 selected nationally): 2017-2018
- *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

REFERENCES

Dr. Chris Broadhurst, *colleague & co-author*
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