Sonja Ardoin, Ph.D. is a learner, educator, facilitator, and author. Proud of her hometown of Vidrine, Louisiana, her working class, Cajun roots, and her first-generation college student to PhD journey, Sonja holds degrees from LSU, Florida State, and NC State. She considers herself a scholar-practitioner of higher education; she served as a student affairs administrator for 10 years before shifting to the faculty in 2015. Sonja studies social class identity, college access and success for rural and first-generation college students, student and women’s leadership, and career preparation and pathways in higher education and student affairs. She credits her love of reading to her grandmother, who always brought her to the local library as a child and challenged her to read the maximum number of books each week. You can learn more about Sonja's work at [www.sonjaardoin.com](http://www.sonjaardoin.com).

**Education**

* Ph.D. in Educational Research and Policy Analysis (Higher Education), North Carolina State University
* M.S. in Higher Education and Student Affairs, Florida State University
* B.S. in Secondary Education, Louisiana State University

**Courses**

* HPC 5410 – Introduction to Student Affairs
* HPC 5820 – College Student Development Theories
* HPC 5821 – Social Justice & Inclusion
* HPC 6900 – Internship (for student affairs administration)

**Research Areas**

* Social Class Identity in Higher Education
* College Access & Success for First Generation College Students and Students from Rural Areas
* Career Preparation & Pathways in Higher Education and Student Affairs
* Student and Women’s Leadership

**Select Refereed Publications**

**Books & Monographs**

* **Ardoin, S.** & Guthrie, K. (Eds.). (under contract). Leadership learning through the social class identity lens. *New Directions for Student Leadership, 170.*
* Martin, G. & **Ardoin, S.** (under contract). Social class supports: Examples of programs and practices to serve poor & working class students in higher education. Sterling, VA: Stylus Publishing.
* **Ardoin, S.** & martinez, b. (2019). Straddling class in the academy: 26 stories of students, administrators, and faculty from poor and working class backgrounds and their compelling lessons for higher education policy and practice. Sterling, VA: 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. Lanham, MD: Lexington Books.
* **Ardoin, S.** & contributing writers. (2014). The strategic guide to shaping your student affairs career. Sterling, VA: Stylus Publishing.

**Book Chapters**

* **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 (under contract), *First generation professionals in higher education: Strategies for the world of work*. Washington, D.C.: NASPA.
* **Ardoin, S**. & Erb, M. (accepted). First generation graduate students: Reducing barriers with support mechanisms. In D. J. Nguyen & C. Yao (under contract), *A handbook for supporting today's graduate students.* Sterling, VA: Stylus.
* **Ardoin, S.**(accepted). The nuances of first generation college students’ social class identity. In R. Longwell-Grice & H. Longwell-Grice (under contract), *The intersection of first generation college students and race, class, gender, sexual orientation, and ability status: An edited volume.* Washington, D.C.: NASPA.
* **Ardoin, S.**(accepted). 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 (under contract), *The intersection of first generation college students and race, class, gender, sexual orientation, and ability status: An edited volume.* Washington, D.C.: NASPA.
* **Ardoin, S.** (accepted). Country [and Cajun] come to town. In A. J. Rodríguez & S. Levin (under contract), *Experiences from first generation college students*. San Francisco, CA: Jossey-Bass.
* **Ardoin, S.** (accepted). The classed construct of student affairs work. In M. Sallee (under contract), *Developing the whole professional: Rethinking student affairs work*. Sterling, VA: Stylus.
* **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.* Washington, DC: NASPA.
* **Ardoin, S.** (in press). What if there is no “right” answer?: Preparing for the “grey areas” of ethical decision-making. In K. L. Guthrie & D. M. Jenkins (Eds.), *Transforming learning: Instructional and assessment strategies for leadership education*. Charlotte, NC: Information Age Publishing. ​
* Shelton, L. J. & **Ardoin, S.** (in press). Contingent faculty/adjuncts. In M. J. Amey (under contract), *The SAGE encyclopedia of higher education* (5th ed.). Thousand Oaks, CA: Sage.
* **Ardoin, S.**(2020). Acknowledging how poor and working class backgrounds can influence student engagement. In S. Harper, S. J. Quaye, & S. Pendakur (under contract), Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (3rd ed.). New York, NY: 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). San Francisco, CA: Jossey-Bass.
* **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*. New York, NY: 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). Sterling, VA: 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). Sterling, VA: 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). Charlotte, NC: 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). San Francisco, CA: Jossey-Bass.
* **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* (pp. 439-452). San Francisco, CA: Jossey-Bass.

**Journal Articles**

* McNamee, T., **Ardoin, S.,** Sansone, V. A., Cooper, N. (in preparation). The strengths rural students bring to succeed in higher education.
* Hallmark, T. & **Ardoin, S.** (in preparation). The role of gender socialization practices on rural students’ knowledge of and feelings toward the college-going process.
* Crandall, R., **Ardoin, S.**, & Shinn, J. (in preparation). Senior student affairs officers’ perspectives on the social justice focus in higher education and student affairs graduate programs. Journal of College Student Development.
* Locke, L., Broadhurst, C., **Ardoin, S**., & Johnson, J. (submitted). “Leading from the middle”: Exploring stories of women working for change in PK-12 Schools. *Advancing Women in Leadership*.
* Locke, L., Stier, M., & **Ardoin, S.** (revise and resubmit). “It was like gliding through”: Early college and college transition experiences of women from underrepresented and marginalized groups. *Urban Education*.
* **Ardoin, S.**, Crandall, R., & Shinn, S. (2019). Senior student affairs officers’ perspectives on professional preparation in higher education and student affairs graduate programs. *Journal of Student Affairs Research and Practice*.
* **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.

**Select Refereed Presentations (2018-2020)**

**National**

* 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*. To be presented at AERA Annual Conference, San Francisco, CA.
* **Ardoin, S.** & martinez, b. (2020). *Exploring social class stories & how social class influences our work*. To be presented at NASPA Annual Conference, Austin, TX.
* **Ardoin, S.** & Erb, M. (2020). *Who are #FirstGen graduate students & how should we support them?* To be presented at NASPA Annual Conference, Austin, TX.
* **Ardoin, S.,** Crandall, R., & Shinn, J. (2020). *SSAO perspectives on the social justice focus in #SAGrad programs*. To be presented at NASPA Annual Conference, Austin, TX.
* Nguyen, D., Ardoin, S., & McClure, K. (2020). *There's a fee for that: How class and money influence student success*. To be presented at NASPA Annual Conference, Austin, TX.
* **Ardoin, S.** & Marenco, G. (2020). *Trailblazers: How #FirstGen graduates strategically shape their #SAPro careers.* To be presented at ACPA Annual Convention, Nashville, TN.
* **Ardoin, S.** & martinez, b. (2020). *Exploring how social class stories influence our work*. To be presented at 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*. To be presented at ACPA Annual Convention, Nashville, TN.
* **Ardoin, S.** & Kirk, H. M. (2020). *Rethinking recruitment: Recognizing and reducing classist barriers to membership*. To be presented at 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*. To be presented at the 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*. To be presented at the 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*. To be presented at the ASHE National Conference, Portland, OR.
* McNamee, T., **Ardoin, S.**, Sansone, V., Cooper, N. (2019). *The strengths rural students bring to succeed in higher education.* To be presented at the National Rural Education Association Convention and Research Symposium, Louisville, KY.
* Rice, A. & **Ardoin, S.** (2019). *First step to first-gen success: Know your students*. Presented at the 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.* Presented at the 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*. Presented at the 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*. Presented at the NASPA National Conference, Los Angeles, CA.
* Nguyen, D., **Ardoin, S.**, & Lee-Anderson, B. (2019). *Understandings of class and classism among student affairs professionals.* Presented at the NASPA National Conference, Los Angeles, CA.
* Rice, A. & **Ardoin, S.** (2019). *First step to first-gen success: Know your students.* Presented at the NASPA National Conference, Los Angeles, CA.
* Crandall, R., **Ardoin, S.**, & Shinn, J. (2019). *SSAOs on professional preparation programs: Insights for equipping early-career professionals*. Presented at the ACPA National Convention, Boston, MA.
* **Ardoin, S.** & martinez, b. (2019). *Straddling class in the academy: Stories & implications for practice.* Presented at the ACPA National Convention, Boston, MA.
* **Ardoin, S.**, Shelton, L. J., & Porter, C. (2019). *Non-tenure track faculty experiences: The hype vs. the realities*. Presented at the ACPA National Convention, Boston, MA.
* **Ardoin, S.** (2019). Social class in the fraternal experience:  Recognizing & reducing barriers for access and belonging. Presented at 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*. Presented at the 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. Presented at the NASPA Closing the Achievement Gap Conference, Columbus, OH.
* **Ardoin, S.** (2018). Institutional strategies to summon poor and working class students' sense of belonging. Presented at the 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. Presented at the 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. Presented at the 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. Presented at the 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. Presented at the 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. Presented at the NASPA Undergraduate Pre-Conference, Philadelphia, PA.
* **Ardoin, S.** (2018). Strategies to shape your student affairs career. Presented at the NASPA Undergraduate Pre-Conference, Philadelphia, PA.
* Martin, G., Elkins, B., **Ardoin, S.**, Trolian, T., et al. (2018). Exploring social class as identity. Presented at the ACPA Annual Convention, Houston, TX.

**Regional**

* Svoboda, T. & **Ardoin, S.** (2019). *Straddling class: Honoring our roots as we grow in this field*. To be presented at the NASPA IV-East Conference, Des Moines, IA.
* **Ardoin, S.** (2019). *Straddling class in the academy*. Presented at Old Dominion University Social Mobility Symposium, Norfolk, VA.
* **Ardoin, S.** (2018). *The importance of viewing ourselves as scholar-practitioners*. Presented at the SACSA Conference, Myrtle Beach, SC.
* **Ardoin, S.** (2018). *Exploring your personal social class story & its impact on your work*. Presented at the SACSA Conference, Myrtle Beach, SC.
* **Ardoin, S.** (2018). *Things we don’t [often] learn in grad school: Supervision styles, stages, & strategies.* Presented at the SACSA Conference, Myrtle Beach, SC.
* **Ardoin, S.** (2018). The importance of viewing ourselves as scholar-practitioners. Presented at the Memphis in May Student Affairs Conference, Memphis, TN.

**Grants**

* Appalachian State University Diversity, Equity, & Inclusion Research Grant ($2500): 2019
* National Orientation Directors Association (NODA) Catalyst Grant ($1000): 2019
* ACPA Emerging Scholars Award ($3000): 2019
* ACPA Foundation Grant ($1000): 2019
* ACPA Commission for Professional Preparation Faculty Research Grant ($1500): 2018

**Professional Engagement**

* NASPA: Socioeconomic & Class Issues in Higher Education (SCIHE) Knowledge Community Leadership Team; Center for First-Generation Student Success Advocacy Group; Journal of Student Affairs Research and Practice Editorial Board
* ACPA: Emerging Scholars 2019-2021; Journal of College Student Development Reviewer; Scholar in Residence, Graduate Student & New Professionals Community of Practice
* ASHE: Review of Higher Education Reviewer
* SACSA: College Student Affairs Journal Editorial Board
* Association of Fraternal Leadership and Values: Board of Directors
* LeaderShape: Co-Lead Facilitator

**Awards/Recognition**

* 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
* Kansas State University Chester E. Peters Lecture Series Speaker: 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
* UNCW Center for Teaching Excellence *Discere Aude* Mentoring Students Award: 2014

**Hobbies & Interests**

* Traveling (currently trying to visit as many U.S. National Parks as possible!)
* Reading
* Watching and Playing Sports
* Dancing / Live Music
* Laughing
* Spending Time with Loved Ones