

Dr. Craig M. McGill

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EDUCATION

Florida International University (*Miami, FL*)

Doctor of Education (Ed.D.)	Adult Education & Human Resource Development	2017
	18 hours: Research Methods (Qualitative Emphasis)	
	18 hours: Women's & Gender Studies (Graduate Certificate)	
	Dissertation: The Professionalization of Academic Advising	
	[College of Arts, Sciences & Education <i>Best Dissertation Award</i>]	

Kansas State University (*Manhattan, KS*)

Master of Science (M.S.)	Academic Advising	2010
	18 hours: Higher Education	

University of Nebraska-Lincoln (*Lincoln, NE*)

Master of Music (M.M.)	Music Theory	2008
	Thesis: The 'Hitchcock/Herrmann' Chord and Cinematic Devices in Stephen Sondheim's <i>Sweeney Todd</i>	
Bachelor of Arts (B.A.)	Music (Composition)	2005
	College of Fine & Performing Arts	
Bachelor of Arts (B.A.)	English, Communication Studies, Film Studies	2005
	College of Arts & Sciences	

FULL TIME ACADEMIC EXPERIENCE

Kansas State University (*Manhattan, KS*)

Associate Professor	Department of Special Education, Counseling	2025-Present
Assistant Professor	and Student Affairs (Academic Advising & Research Methods faculty)	2020-2025

University of South Dakota (*Vermillion, SD*)

Post-Doctoral Research Fellow (Graduate faculty standing)	School of Education Research Center	2018-2020
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Florida International University (*Miami, FL*)

Senior Academic Advisor	Departments of English and Women's & Gender	2014-2018
Academic Advisor	Studies	2012-2014

University of Nebraska-Lincoln (*Lincoln, NE*)

Academic Advisor	Departments of Biochemistry and Forensic Science	2009-2012
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PUBLICATIONS

*With Student(s)

Summary of Scholarly and Creative Activity Accomplishments

<i>Impact Overview</i>	<i>Total Citations</i>	1548	<i>h-index</i>	18	<i>i10-index</i>	30
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	Prior to KSU	At KSU	Total
Books	0	7	7
Journal Special Issues	0	3	3
Articles in Scholarly Journals	12	60	72
Book Chapters	4	20	24
Non-Peer Reviewed Articles/Chapters	12	7	19
Conference Papers Proceedings	6	1	7
Book Reviews	8	1	9
International Conference Presentations	31	24	55
Regional Conference Presentations	30	7	38
Local Presentations	8	2	11
Webinars	3	1	4
Invited Talks	4	15	19
Invited Workshops	3	3	6
Public Scholarship	2	4	6
TOTAL SCHOLARLY ACTIVITY	123	155	280

Books

1. **McGill, C. M.** (Ed.). *Careers in Academic Advising: Building Professional Lives in Higher Education*. Purdue University Press. [Accepted for development; contract pending board approval.]
2. **McGill, C. M.**, Schindler, W. K., Labruna, G., & Strowbridge, M. A. (Eds.). (In development). *Reimagining Academic Advising: Identity-Informed Praxis*. Routledge.
3. **McGill, C. M.** (Under contract). *Foundations of academic advising: An introduction to the discipline and field*. Cognella. [Manuscript due October 2026]
4. Rocco, T. S., Plakhotnik, M. S., Munn, S. L., **McGill, C. M.**, & Huyler, D. (Under contract). *Writing for scholarly journals: A practical guide to developing and publishing a manuscript*. Routledge. [manuscript due 2027]
5. Peiffer, A. M., Bayer, A., **McGill, C. M.** (Under contract). *Coming out in higher education: The evolution of a LGBTQ student organization*. Routledge. [manuscript due November 2026]

Note: Tenure & Promotion

6. **McGill, C. M.**, Gizerian, S., & Hagen, P. (Eds.). (2022). *Scholarly inquiry in academic advising* (2nd Ed). Stylus Publishing/Routledge. [Google scholar: cited by 6]
7. **McGill, C. M.** & Joslin, J. (Eds.) (2021). *Advising Lesbian, Gay, Bisexual, Transgender and Queer college students*. Stylus Publishing/Routledge. [Google scholar: cited by 8]

Journal Special Issues

1. *Huyler, D. & **McGill, C. M.** (Eds.) (2024). Social change makers: Exploring entrepreneurial dynamics in Adult Education and Human Resource Development. [Special Issue] *New Horizons in Adult Education and Human Resource Development*, 36(1), 3-77. [Impact Factor: 1.1]
2. **McGill, C. M.**, Huyler, D. & Mizzi, R. C. (Eds.) (2025). Exploring the depths of self: Challenges, innovations, vulnerabilities and/or techniques in autoethnography. [Special Issue] *New Horizons in Adult Education and Human Resource Development*. [Impact Factor: 1.1]
3. **McGill, C. M.**, & **Rocco, T. S.** (Eds.). (To be published in 2027). Sexual and gender minorities in adult education and human resource development [Special issue]. *New Horizons in Adult Education and Human Resource Development*. [Invited, impact factor: 1.1]

Articles in Scholarly Journals

1. Chaffe, A. & **McGill, C. M.** (Revise & Resubmit). *Performance environments: An ethnography of Canadian queer theatre festivals*. *Text and Performance Quarterly*. [Decision August 25, 2026; Revision in Progress]
2. Chaffe, A. J. **McGill, C. M.**, McClain, A. (Accept with Minor Revisions). Learning queerness: Informal and embodied adult learning at Canadian theatre festivals. *New Horizons in Adult Education and Human Resource Development* [Decision July 24, 2026; Revision in Progress]
3. **McGill, C. M.**, Strowbridge, M., Streufert, B., Cole, H., & Baker, L. (Accepted with Minor Revisions). "We're here, too!": Tensions of power, voice, and scholarship in academic advising. *The Mentor: Innovative Scholarship on Academic Advising*. [Resubmitted August 20, 2026]
4. Pesnell, B., **McGill, C. M.**, & Sproul, K. (Revise & Resubmit). Strengthening family-school partnerships in times of disruption: Lessons from teacher-parent communication during covid-19 for teacher education. *Action in Teacher Education*. [Decision July 10, 2026; Revision in progress]
5. Bernier, J., **McGill, C. M.**, & Rocco, T. S. (Revise & Resubmit). Different ways West Indians in South Florida perceive career preparation: A Phenomenography. *Human Resource Development International* [Decision April 28, 2026; Revision in Progress]
6. **McGill, C.M.** (Accepted). Toward a contemporary understanding of academic advising scholarship: A Structured Literature Review of the Field's Dedicated Journals (2019–2025). *NACADA Journal* [Decision June 30, 2026]
7. McClain, A., **McGill, C. M.**, Huyler, D., & Mizzi, R. (Accepted). The story inside the system: Applying autoethnography in adult education and human resource development. *New Horizons in Adult Education and Human Resource Development*. [Decision: February 3, 2026]
8. **McGill, C. M.** (Accepted). Staging inquiry: Broadway musicals as arts-based and qualitative research. *Art/Research International: A Transdisciplinary Journal*. [Decision February 8th 2026]
9. *Roque, G., **McGill, C. M.**, & Rocco, T. S. (Accepted). The professional identity of instructional designers: A structured literature review. *Online Learning Journal*. [Decision March 30, 2026].
10. *Vogelsang, A., **McGill, C. M.**, Vinzant, R. C., Dorn-Medeiros, C., & Caraway, J. (Accepted). Transformative journeys: How childhood experiences in residential treatment centers shape adult mental health perspectives. *Advances in Mental Health*.
<https://doi.org/10.1080/18387357.2026.2619694>. [Decision: January 15, 2026]
11. *Roque, G., **McGill, C. M.** & Rocco, T. S. (Accepted). Claiming professional status: Identity work among instructional designers in higher education. *Journal of Computing in Higher Education* [Decision May 5, 2026]
12. *Roque, G., **McGill, C. M.** & Rocco, T. S. (Accepted). Navigating the 'Third Space'/ Understanding the Professional Identity of Instructional Designers in Higher Education. *American Journal of Distance Education*. [Decision: October 16, 2025]

13. *Brown, J., **McGill, C. M.**, Stojanović, M. (Accepted). Relational conditions and leadership practices in cultivating a culture of feedback: A phenomenological study of school principals. *Journal of Research on Leadership Education*. [Decision August 26, 2026].
14. *Strowbridge, M. A., & **McGill, C. M.** (2026). The lived experiences of primary-role advisors who identify as feminists. *NACADA Journal*, 45(1), 21-33. <https://doi.org/10.12930/NACADA-24-11>.
15. Stojanović, M., **McGill, C. M.** & Sadique, F. (2026). Navigating academic career identity development: A collaborative autoethnography of three tenure-track faculty. *International Journal of Educational Management*. <https://doi.org/10.1108/IJEM-03-2025-0222> [Online Pre-print].
16. **McGill, C. M.** & Markin, M. (Accepted). Public Scholarship in Practice: A Case Study of Podcasting for Professional Learning in Higher Education. *New Horizons in Adult Education and Human Resource Development* [Decision February 20, 2026]
17. *Bode, L., **McGill, C. M.**, Newland, L. & Henault, J. (2026). “How can you call *that* a father?”: A narrative case study of a victim-mother terminating the parental rights of her rapist. *Journal of Family Trauma, Child Custody, and Child Development*, 23(1), 93-112. <https://doi.org/10.1080/26904586.2026.2657363>
18. Wangensteen, L., **McGill, C. M.**, & Lemrow, E. M. (2026). Reimagining advisor professional identity: Tensions, advocacy, and the scholar-practitioner model. *NACADA Review*. *NACADA Review* 6(1), 62-75. <https://doi.org/10.12930/NACR-24-10>
19. *Craven, J., **McGill, C. M.** & Ruttencutter, G. W. (Accepted). Maternal and professional identity development of working mothers in student affairs. *New Horizons in Adult Education and Human Resource Development* [Decision: December 2, 2025]
20. Gallo, M., **McGill, C. M.**, & Duslak, M. (Accepted with Minor Revisions). Ontario academic advisors’ perspectives of advising practice. *Journal of Student Affairs Research and Practice*.
21. *Vogelsang, A. M., Dorn-Medeiros, C. M., **McGill, C.**, Caraway, J., & Vizant, R. C. (2026). “Coming out as Fred is literally what I needed to do”: A narrative case study of one. *Journal of LGBTQ Issues in Counseling*, 20(2), 269-295. <https://doi.org/10.1080/26924951.2025.2593030>
22. **McGill, C. M.**, Solon, K., N. & Lazarowicz, T. (2026). Utilizing relational core competencies in academic advising: Insights from a professional development program. *NACADA Review*, 6(1), 15-31. <https://doi.org/10.12930/NACR-23-16>.
23. Chaffe, A. J., **McGill, C. M.**, & Haddock, B. (2025). Atmosphere of Canadian queer theatre festivals: An ethnographic study *Sexuality & Culture*, 0(0). <https://doi.org/10.1007/s12119-025-10515-0>
24. *Pilcher, M. & **McGill, C. M.** (2025). Athletic training preceptors’ experiences of professional socialization. *Adult Learning*. <https://doi.org/10.1177/10451595251345282>
25. Duslak, M., **McGill, C. M.** & Puroway, A. (2025). Learning about ourselves from ourselves: A ten-year retrospective on a collaborative autoethnography project. *New Horizons in Adult Education and Human Resource Development*, 0(0). <https://doi.org/10.1177/19394225251371443> [Impact Factor: 1.1; Google scholar: cited by 1]
26. **McGill, C. M.** & Markin, M. (2025). Transforming academic advising: A hybrid study of perceptions, professionalization, and practice. *The Mentor: Innovative scholarship in academic advising*, 25, 3-25. <https://doi.org/10.59236/MJ2763335>
27. *Vogelsang, A., **McGill, C. M.**, Caraway, S. J., Dorn-Medeiros, C. & Vinzant, R. C. (2025). A narrative study describing young adult perspectives about leaving residential treatment as a child. *Residential Treatment for Children & Youth*, 42(1), 80-98. <https://doi.org/10.1080/0886571X.2024.2315993> [Impact Factor: 1.12; h-Index: 26]
28. Duran, A., **McGill, C. M.**, Eaton, A., Botkin, H., & Feldman, E. (2025). The gendered and sexual scripts shaping gay Latino fraternity men’s experiences of dating, love, and sex at a Hispanic-

- serving institution. *Journal of Women and Gender in Higher Education*, 18(3), 223-239. <https://doi.org/10.1080/26379112.2025.2522145>
29. **McGill, C. M.**, Duslak, M., & Puroway, D. (2025). Idealism and ambiguity: Encountering professional socialization in an emerging profession. *Reflective Practice: International and Multidisciplinary Perspectives*, 26(3), 461-472. <https://doi.org/10.1080/14623943.2025.2459432> [Impact Factor: 1.9; Google scholar: cited by 5]
 30. Pesnell, B. & **McGill, C. M.** (2025). Navigating remote learning: Elementary teachers' perceptions of administrative expectations and support during the covid-19 pandemic. *School Leadership & Management*, 45(2), 174-199. [Impact Factor: 3.3; Google scholar: cited by 2] <https://doi.org/10.1080/13632434.2025.2474659>
 31. Chaffe, A. J. & **McGill, C. M.** (2025). The role of Canadian queer theatre festivals on queer identity and expression. *Adult Education Quarterly*, 75(2), 95-112. [Impact Factor: 2.1] <https://doi.org/10.1177/07417136241312172>

Note: Tenure & Promotion

32. **McGill, C. M.** (2024). Sources, obstacles, and opportunities for primary-role advisor professional development: Perspectives from NACADA leaders. *NACADA Review*, 5(2), 52–62. <https://doi.org/10.12930/NACR-24-03> [Acceptance rate: 42%; Google scholar: cited by 1]
33. *Vogelsang, A., **McGill, C. M.**, Vinzant, R. C., Dorn-Medeiros, C., & Caraway, J. (2024). Navigating identity and resilience: A lesbian's journey through family substance abuse and residential treatment. *The Family Journal*, 33(1), 172-182. <https://doi.org/10.1177/10664807241283040> [Impact Factor: 1.3; Google scholar: cited by 1]
34. Duran, A., **McGill, C. M.**, Eaton, A. A., Feldman, E. M., & Botkin, H. (2024). A phenomenological inquiry into gay Latino fraternity men's views on masculinities. *Journal of Student Affairs Research and Practice*, 62(5), 528-539. <https://doi.org/10.1080/19496591.2024.2393087>
35. *Brown, J. & **McGill, C. M.** (2024). Exploring principals' process of gathering, reflecting upon and implementing feedback from their teachers: A grounded theory. *School Leadership & Management*, 45(1), 84-104. <https://doi.org/10.1080/13632434.2024.2382683>. [Impact Factor: 1.3; Google scholar: cited by 2]
36. **McGill, C. M.** (2024). Advising leaders' perceptions of advisor workplace learning. *New Horizons in Adult Education and Human Resource Development*, 36(3), 176-190. <https://doi.org/10.1177/19394225241265832> [Impact Factor: 1.1; Google scholar: cited by 2]
37. *Huyler, D., **McGill, C. M.** & Rocco, T. S. (2024). Examining the legitimacy of social entrepreneurship: A structured literature review. *Human Resource Development Review*. <https://doi.org/10.1177/15344843241248881> [Impact Factor: 7.3; h-Index: 56; Google scholar: cited by 5]
38. *Bode, L., **McGill, C. M.** & Newland, L. (2024). The function of rape myths in the battle over paternal rights. *The Family Journal*. <https://doi.org/10.1177/10664807241251415> [Impact Factor: 1.3]
39. Vega, G. P., Duran, A., **McGill, C. M.** & Rocco, T. S. (2024). Attending to sexuality in servingness: A phenomenological exploration of the experiences of Latina lesbians at a Hispanic-Serving Institution. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000434> [Impact Factor: 3.28; h-Index: 37; Google scholar: cited by 16]
40. Yuan, X., Yang, Y., & **McGill, C. M.** (2024). International students' sense of belonging. *Journal of International Students*, 14(1), 424-448. <https://doi.org/10.32674/jis.v14i1> [Impact Factor: 2.23; h-Index: 24; Google scholar: cited by 44]
41. Duslak, M., **McGill, C. M.** & Seiden, J. (2023). Administrator perceptions of the purpose and function of academic advising in the United States. *Journal of Further and Higher Education*, 47(9), 1228–1246.

- <https://doi.org/10.1080/0309877X.2023.2241389> [Impact Factor: 2.98; h-Index: 48; Google Scholar: cited by 18]
42. Gallo, M. & **McGill, C. M.** (2023). Academic advising in Ontario: A multiple case study. *NACADA Journal*, 43(1), 57–69. <https://doi.org/10.12930/NACADAJOURNAL-D-22-31> [Acceptance rate: 33%; Google scholar: cited by 7]
 43. Roy, K., **McGill, C. M.** & Bloom, J. (2023). Doctoral student perceptions of faculty advisors: Supportive behaviors and challenges. *NACADA Review*, 4(1), 27-38. <https://doi.org/10.12930/NACR-21-21> [Acceptance rate: 42%; Google scholar: cited by 14]
 44. Brandhorst, J. K., Compton, C., Solon, K. N., Huyler, D., **McGill, C. M.**, & Barnhart, L. (2023). What can grounded theory do for Human resource development? An approach for post-pandemic research and beyond. *Human Resource Development Review*, 22(2), 180-203. <https://doi.org/10.1177/15344843221149309>. [Impact Factor: 7.3; h-Index: 52; Google scholar: cited by 16]
 45. Delgado, A. & **McGill, C. M.** (2023). Graduate students' perceptions of instructor power in the U.S. higher education classroom. *New Horizons in Adult Education and Human Resource Development*, 34(4), 186-198. <https://doi.org/10.1177/19394225231189937> [Impact Factor: 1.1; Google scholar: cited by 12]
 46. Rocco, T. S., Plakhotnik, M.S., Collins, J. C., **McGill, C. M.** & Huyler, D. (2022). Developing, conducting, and writing a structured literature review: Implications for HRD. *Human Resource Development Review*, 22(1), 104-125. <https://doi.org/10.1177/15344843221141515> [Impact Factor: 7.3; h-Index: 52; Google scholar: cited by 60]
 47. Solon, K. N., **McGill, C. M.** & Jensen, D. (2022). Understanding the career management of female primary-role advisors. *NACADA Journal*, 42(2), 19-31. <https://doi.org/10.12930/NACADA-22-16> [Acceptance rate: 33%; Google scholar: cited by 19]
 48. **McGill, C. M.** & Lazarowicz, T. (2022). Increasing access and enhancing transition experiences of transfer students in a 2 + 2 program: A descriptive case study. *NACADA Review*, 3(2), 15-25. <https://doi.org/10.12930/NACR-21-20> [Acceptance rate: 42%; Google scholar: cited by 4]
 49. **McGill, C. M.**, Solon, K. N., Schindler, W., Bridgen, S. & Mathews, S. (2022). An exploration of graduate education in academic advising: A case study analysis. *NACADA Journal*, 42(1), 22-34. <https://doi.org/10.12930/NACADA-22-05>. [Acceptance rate: 33%; Google scholar: cited by 11]
 50. Lazarowicz, T. & **McGill, C. M.** (2022). Agents of support for community college transfer students: A qualitative study. *NACADA Journal*, 42(1), 35-52. <https://doi.org/10.12930/NACADA-20-34>. [Acceptance rate: 33%; Google scholar: cited by 58]
 51. Vega, G. P., **McGill, C. M.**, Duran, A., & Rocco, T. S. (2023). Familismo, Religiosidad, and Marianismo: College Latina lesbians navigating cultural values and roles. *Journal of Latinos and Education*. <https://doi.org/10.1080/15348431.2022.2071899>. [Impact Factor: 1.13; h-Index: 19; Google scholar: cited by 35]
 52. Mathews, S. & **McGill, C. M.** (2022). “Honestly, I had a very strong reaction to this reading”: Social studies pre-service teachers’ application of literacy frameworks while engaging with a graphic textbook. *The Journal of Adolescent & Adult Literacy*. <https://doi.org/10.1002/jaal.1224>. [Impact Factor: 1.523; Google scholar: cited by 5]
 53. ***McGill, C. M.**, Baker, L., Cole, H., Streufert, B., Wurst, C. & Maller, M. (2021). Towards a unified theory of advising?: Lowenstein revisited. *NACADA Review*, 2(1), 23-35. <https://doi.org/10.12930/NACR-21-12>. [Acceptance rate: 42%; Google scholar: cited by 8]
 54. **McGill, C. M.**, Rocco, T. S., Delgado, A., & Lowery, J. W. (2021). Professionalizing student affairs: Five tensions. *College Student Affairs Journal*, 39(1), 123-135. <https://doi.org/10.1353/csaj.2021.0012>. [Google scholar: cited by 24]
 55. Meeker, C. & **McGill, C. M.** (2021). Exploring the ways women navigate feminist and submissive identities: A phenomenography. *New Horizons in Adult Education and Human Resource Development*, 33(3), 28-40. <https://doi.org/10.1002/nha3.20336>. [Impact Factor: 1.1]

56. Meeker, C., **McGill, C. M.**, Rocco, T. S. (2021). Negotiating self: Navigating feminist and submissive identities. *Identity: An International Journal of Theory and Research*, 21(3), 238-254. <https://doi.org/10.1080/15283488.2021.1903900>. [Impact Factor: 2.55; h-Index: 36; Google scholar: cited by 4]
57. **McGill, C. M.** (2021). Toward a substantive theory of the academic advising process: A grounded theory. *NACADA Journal*, 41(1), 94-105. <https://doi.org/10.12930/NACADA-18-36>. [Acceptance rate: 33%; Google scholar: cited by 89]
58. Menke, D., Duslak, M. & **McGill, C. M.** (2020). Administrator perceptions of academic advisor tasks. *NACADA Journal*, 20(2), 85-96. <https://doi.org/10.12930/NACADA-20-12>. [Acceptance rate: 33%; Google scholar: cited by 63]
59. Delgado, A., **McGill, C. M.**, & Rocco, T. S. (2020). Graduate student perspectives on instructor-student relationships. *Adult Learning*, 32(4), 143-153. <https://doi.org/10.1177/1045159520977728>. [Impact Factor: 0.98; h-Index: 20; Google scholar: cited by 21]
60. **McGill, C. M.** Heikkila, M. R. & Lazarowicz, T. (2020). Professional development, performance expectations and academic advisors' perceptions of relational skills: A sequential explanatory mixed methods study. *New Horizons in Adult Education and Human Resource Development*, 32(4), 50-69. <https://doi.org/10.1002/nha3.20296>. [Impact Factor: 1.1; Google scholar: cited by 67]
61. **McGill, C. M.**, Ali, M., & Barton, D. (2020). Skills and competencies for effective academic advising and personal tutoring. *Frontiers in Education*, 5, 8-18. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2020.00135/full> [Impact Factor: 2.32; h-Index: 19; Google scholar: cited by 109]
62. **McGill, C. M.**, Ross, K., Bridgen, S. & Lazarowicz, T. (2020). Examining the intersections of privilege through collaborative autoethnography: Four white men reflect. *Dialogues in Social Justice: An Adult Education Journal*, 4(3). <https://journals.charlotte.edu/index.php/dsj/article/view/870/1001> [Google scholar: cited by 2]
63. **McGill, C. M.**, Duslak, M., & Puroway, D. (2020). Entering academic advising: Theorizing professional socialization. *Journal of Academic Advising*, 2, 3-10. <https://scholarworks.iu.edu/journals/index.php/jaa/article/download/27416/33765/70495> [Google scholar: cited by 35]
64. Meeker, C., **McGill, C. M.**, & Rocco, T. S. (2019). Navigation of feminist and submissive identity by women in the BDSM community: A structured literature review. *Sexuality & Culture*, 24, 1594-1618. <https://doi.org/10.1007/s12119-019-09681-9>. [Impact Factor: 1.73; h-Index: 35; Google scholar: cited by 25]
65. Williams, S. E., Pickett, D. & **McGill, C. M.** (2019). Examining the perceived needs of teacher education students for facilitating play. *Action in Teacher Education*, 41(4), 379-393. <https://doi.org/10.1080/01626620.2019.1609621> [Impact Factor: 1.22; h-Index: 26; Google scholar: cited by 4]
66. **McGill, C. M.** (2019). The professionalization of academic advising: A structured literature review. *NACADA Journal*, 39(1), 89-100. <https://doi.org/10.12930/NACADA-18-015>. [Acceptance rate: 33%; Google scholar: cited by 156]
 - White, E. R. (2020). The professionalization of academic advising: A structured literature review - A professional advisor's response. *NACADA Journal*, 40(1), 5-9. <https://doi.org/10.12930/NACADA-20-01> [Acceptance rate: 33%; Google scholar: cited by 26]
 - Winner of the 2025 Leigh S. Shaffer Award for Excellence in Scholarly Inquiry
67. **McGill, C. M.** (2018). Leaders' perception of the professionalization of academic advising: A phenomenography. *NACADA Journal*, 38(1), 88-102. <https://doi.org/10.12930/NACADA-17-041> [Acceptance rate: 33%; Google scholar: cited by 85]

68. **McGill, C. M.** (2018). "This burning desire is turning me to sin": The intrapersonal sexual struggles of two Disney singing villains. *Queer Studies in Media & Popular Culture*, 3(1), 27–49. https://doi.org/10.1386/qsmc.3.1.27_1 [Google scholar: cited by 4]
69. **McGill, C. M.** & Collins, J. (2015). Creating fugitive knowledge through disorienting dilemmas: The issue of bottom identity development. *New Horizons in Adult Education and Human Resource Development*, 27(1), 32-43. <https://doi.org/10.1002/nha3.20091> [Impact Factor: 1.1; Google scholar: cited by 7]
70. **McGill, C. M.** (2014). "It might have been sophisticated film music": The role of the orchestra in stage and screen versions of *Sweeney Todd, the Demon Barber of Fleet Street*. *Studies in Musical Theatre*, 8(1), 5-26. https://doi.org/10.1386/smt.8.1.5_1 [Impact Factor: 0.08; h-Index: 1; Google scholar: cited by 7]
71. **McGill, C. M.** (2014). *Sweeney Todd*: Hypertextuality, intermediality and adaptation. *Journal of Adaptation in Film & Performance*, 7(1), 41-63. https://doi.org/10.1386/jafp.7.1.41_1 [Google scholar: cited by 11]
72. Karr-Lilienthal, L. K., **McGill, C. M.**, Menke, D., & Lazarowicz, T. (2013). Faculty advisors' attitudes towards undergraduate advising in a college of agriculture and natural sciences: A non-experimental study. *North American Colleges and Teachers of Agriculture*, 57(2), 35-44. <https://www.jstor.org/stable/nactajournal.57.2.35> [Google scholar: cited by 35]
73. **McGill, C. M.** (2012). Sondheim's use of the "Herrmann chord" in *Sweeney Todd*. *Studies in Musical Theatre*, 6(3), 291-312. https://doi.org/10.1386/smt.6.3.291_1. [Impact Factor: 0.08; h-Index: 1; Google scholar: cited by 17]

Book Chapters

Published or In Press

1. Rocco, T. S., **McGill, C.M.**, Mizzi, R.C., & Gedro, J.A., (under review 7.2.26). Amplifying LGBTQ+ voices and promoting human rights through academic activism. In J. Callahan, M. Gatto, & H. Tracey (Eds.) *How to be an Academic Activist*. Edward Elgar Publisher.
2. **McGill, C. M.**, Schmidt, S., Rocco, T., & Mizzi, R. (In press). Global issues for LGBTQ in Adult Education [Exact Title to be determined]. In M. Milana, U. Brandi, S. Hodge, T. Hoggan-Kloubert, & T. H. Morris (Eds.), *Palgrave International Handbook on Adult and Lifelong Education and Learning* (2nd ed.). Palgrave Macmillan.
3. Schindler, W. K. & **McGill, C. M.** (2026). Student success for LGBTQIA+ students. In J. Rettig & S. Hu (Eds.) *The Routledge Handbook on Postsecondary Student Success* (pp. 239-252). Routledge.

Note: Tenure & Promotion

4. Red Corn, A., Whitlow, C.F. & **McGill, C. M.** (2024). [Chapter 3] Confronting Indigenous stereotypes in social studies: A collaborative autoethnography. In S. A. Mathews (Ed.) *Rethinking Research in Social Studies Education* (pp. 27-48). Information Age. [Google scholar: cited by 1]
5. Red Corn, A. & **McGill, C. M.** (2024). [Chapter 9] Autoethnography: A methodology for disrupting social studies status quo. In S. A. Mathews (Ed.) *Rethinking Research in Social Studies Education* (pp. 133-145). Information Age.
6. Wangenstein, L., Lemrow, E. & **McGill, C. M.** (2024). [Chapter 15] Equity-oriented advisor professional identity. In V. J. Thompson & J. Patterson (Eds.) *Differentiated academic advising strategies for students beyond the margins* (pp. 217-229). Rowman and Littlefield. [Google scholar: cited by 1]
7. **McGill, C. M.**, Chaffe, A. & Ross, K. W. (2024). [Chapter 24] American musical theatre: Queer representation and public pedagogy. In J.A. Gedro & T.S. Rocco (Eds.) *The Routledge Companion to LGBTQ Identity in global, social, political, and work contexts* (pp. 304-310). Routledge. [Book

- is winner of the R. Wayne Pace Human Resource Development (HRD) Book of the Year Award] [Google scholar: cited by 4]
8. **McGill, C. M.**, Rocco, T. S., Collins, J.C., Bowman, L., Githens, R. P., Hutchins, H. M., Victoria, N., Carliner, S., Vega, G. P., Gedro, J. & Nechodomu, T. (2023). [Chapter 6] Navigating professional and queer personal and professional identities in the higher education workplace: A Facilitated autoethnography. In N. Rodriguez and R. C. Mizzi (Eds.), *Queer Studies and Education: An International Reader* (pp. 115-137). Oxford.
 9. Rubin, L., **McGill, C. M.**, Campbell, S. & Grites, T. (2022). Dissemination of scholarly inquiry. In C. M. McGill, S. S. Gizerian, & P. Hagen (Eds.) *Scholarly Inquiry in Academic Advising* (2nd Ed; pp. 266-280). Stylus Publishing. [Google scholar: cited by 1]
 10. Ali, M., Barton, D., & **McGill, C. M.** (2022). Inquiry in practice: Creating cross-national collaborative teams for advising. In McGill, C. M., Gizerian, S., & Hagen, P. (Eds.). *Scholarly Inquiry in Academic Advising* (2nd Ed; pp. 299-306). Stylus Publishing.
 11. **McGill, C. M.** & Lazarowicz, T. (2022). Supporting the development of academic advisor relational competencies. In K. L. Archambault & R. Hapes (Eds.) *Comprehensive Advisor Training and Development: Practices That Deliver* (3rd Ed; pp. 243-260). Stylus Publishing. [Google scholar: cited by 4]
 12. Wright, U. T., Rocco, T. S., & **McGill, C. M.** (2021). [Chapter 69] Exposing oppressive systems: Institutional ethnography as a research method in adult and workforce education. In I. Management Association (Ed.), *Research Anthology on Adult Education and the Development of Lifelong Learners* (pp. 1385-1401). IGI Global. <http://doi:10.4018/978-1-7998-8598-6.ch069> [Reprint; Google scholar: cited by 5]
 13. **McGill, C. M.**, Puroway, D. & Duslak, M. (2021). On being a researcher-participant: Challenges with the iterative process of data production, analysis and (re)production. In C. Vanover, P. Mihas & J. Saldaña (Eds.). *Analyzing and interpreting qualitative data: After the interview* (pp. 227-241). Sage. [Google scholar: cited by 9]
 14. **McGill, C. M.** & Joslin, J. E. (2021). Introduction [Chapter 1]. In C. M. McGill & J. Joslin (Eds.) *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* (pp. 1-9). Stylus Publishing.
 15. Oliner, N. & **McGill, C. M.** (2021). Advising LGBTQ+ students in STEM majors [Chapter 12]. In C. M. McGill & J. Joslin (Eds.) *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* (pp. 199-214). Stylus Publishing.
 16. Meeker, C., Spratt, R., & **McGill, C. M.** (2021). LGBTQ+ students and career advising [Chapter 7]. In C. M. McGill & J. Joslin (Eds.) *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* (pp. 89-109). Stylus Publishing. [Google scholar: cited by 2]
 17. **McGill, C. M.** & Schindler, W. (2021). Becoming allies and advocates [Chapter 16]. In C. M. McGill & J. Joslin (Eds.) *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* (pp. 269-290). Stylus Publishing. [Google scholar: cited by 4]
 18. Henault, J., Thomas, A., **McGill, C. M.**, & Vega, G. P., (2021). Sexual and gender identity development [Chapter 2]. In C. M. McGill & J. Joslin (Eds.) *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* (pp. 13-29). Stylus Publishing. [Google scholar: cited by 1]
 19. Menke, D., **McGill, C. M.**, Fletcher, J. & Pfeiffer, M. (2021). LGBTQ student athletes [Chapter 11]. In C. M. McGill & J. Joslin (Eds.) *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* (pp. 183-198). Stylus Publishing. [Google scholar: cited by 4]
 20. Misawa, M. & **McGill, C. M.** (2020). Sexual diversity and allyship in adult and continuing education. In T. S. Rocco, M. C., Smith, R. Mizzi, L. Merriweather & J. Hawley (Eds.) *2020 Handbook of Adult and Continuing Education* (pp. 371-379). Stylus Publishing. [Google scholar: cited by 1]

21. Rocco, T. S. & **McGill, C. M.** (2018). [Chapter 2] Examining mandated education through Dewey's eyes. In A. Mandell & X. Coulter (Eds.) *Adult Educators on Dewey's Experience and Education* (pp. 19-26). John Wiley & Sons. [Google scholar: cited by 6]
22. Wright, U. T., Rocco, T. S. & **McGill, C. M.** (2018). [Chapter 8] Exposing oppressive systems: Institutional ethnography as a research method in adult and workforce education. In V. X. Wang & T. G. Reio (Eds.) *Enhancing Research Methods Through Innovative Techniques, Trends, and Analysis* (pp. 115-131). Information Science Reference/IGI Global. [Google scholar: cited by 4]
23. **McGill, C. M.** & Nutt, C. L. (2016). Challenges for the future: Developing as a profession, field, and discipline [Chapter 18]. In T. Grites & M. A. Miller (Eds.), *Beyond foundations: Developing as a master academic advisor* (pp. 351-362). John Wiley & Sons. [Google scholar: cited by 13]
24. **McGill, C. M.** & Lazarowicz, T. (2012). Advising transfer students: Implications of Schlossberg's transition theory. In T.J. Grites, & C. Duncan (Eds.), *Advising transfer students: Strategies for today's realities and tomorrow's challenges* (pp. 131-133). National Academic Advising Association. [Google scholar: cited by 15]

In Progress

1. **McGill, C. M.** (in progress). The geography of disclosure: Identity transformation in one Nebraska town. In C. L. Chamblee, R. M. Boylorn, & E. F. Bloomfield (Eds.), *(Up)Rooted: Autoethnographies of Belonging and Place*. [Invited chapter, full draft due August 1, 2026].
2. Robinson, P. A., Stojanović, M., & McGill, C. M. (in press). *Becoming illiterate to become literate*. In P. A. Robinson, K. V. Williams, & M. Stojanović (Eds.) *Global Citizenship for Adult Education: Advancing Critical Literacies for Equity and Social Justice*. [Due to Maja March 1st].

Non-Peer Reviewed Articles/Chapters

1. **McGill, C. M.** & Adams, T. E. (2026). "Autoethnography lets us explore what other methods can't": An interview with Dr. Tony Adams. *New Horizons in Adult Education and Human Resource Development*.
2. Mizzi, R., & **McGill, C. M.** (2025). Writing autoethnography with purposeful complexity. *New Horizons in Adult Education and Human Resource Development*. <https://doi.org/10.1177/19394225251353582> [Impact Factor: 1.1; Google scholar: cited by 6]

Note: Tenure & Promotion

3. *Huyler, D. & **McGill, C. M.** (2024). Social entrepreneurship and human resource development [editorial]. *New Horizons in Adult Education and Human Resource Development*, 36(1), 3-4. [Impact Factor: 1.1; Google scholar: cited by 1]
4. *Huyler, D. & **McGill, C. M.** (2024). Breaking the mold: HRD and social entrepreneurship: A recipe for progress [Perspective]. *New Horizons in Adult Education and Human Resource Development*, 36(1), 65-68. [Impact Factor: 1.1; Google scholar: cited by 1]
5. **McGill, C. M.** (2023). The innerworkings of the learning activities in the executive office of a professional association: A conversation with Dr. Charlie Nutt. *New Horizons in Adult Education and Human Resource Development*, 35(1), 46-50. <https://doi.org/10.1177/19394225231171569> [Impact Factor: 1.1]
6. **McGill, C. M.**, Gizerian, S., & Hagen, P. (2022). Toward an architectonic in academic advising: Scholarly inquiry in academic advising (2nd Edition). *NACADA Journal* 42(1), 5-8. <https://doi.org/10.12930/NACADA-22-09> [Google scholar: cited by 1]
7. *Maller, M. & **McGill, C. M.** (2021). Emotional labor and professional burnout: Advisor self-care in the age of COVID. *Academic Advising Today*, 44(3). [Google scholar: cited by 2] Retrieved

- from: <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Emotional-Labor-and-Professional-Burnout-Advisor-Self-Care-in-the-Age-of-COVID.aspx>.
8. **McGill, C. M.** (2019). On professionalization through scholarship: A conversation with Dr. Leigh Schaffer (1947-2017). *The Mentor: Innovative Scholarship on Academic Advising*, 21, 11-31. Retrieved from <https://journals.psu.edu/mentor/article/view/61221/60873>. [Google scholar: cited by 5]
 9. Miller, M. A. & **McGill, C. M.** (2018, March). Advisor, teacher, mentor, scholar: How the legacy of Leigh Schaffer impacts advising practice. *Academic Advising Today*, 41(1). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advisor-Teacher-Mentor-Scholar-How-the-Legacy-of-Leigh-Schaffer-Impacts-Advising-Practice.aspx>
 10. **McGill, C. M.** (2016). "Cultivating ways of thinking": The developmental teaching perspective in academic advising. *New Horizons in Adult Education and Human Resource*, 28(1), 50-54. <https://doi.org/10.1002/nha3.20131> [Google scholar: cited by 73]
 11. **McGill, C. M.** (2016). Case study: Decision making and identity. In T. Grites, M.A. Miller, & J. Givans Voller (Eds). *Developing as a master academic advisor* (pp. 35-38). Jossey-Bass.
 12. Menke, D., **McGill, C. M.**, & Fletcher, J. (2015). Advising Lesbian, Gay, Bisexual, Transgender and Queer student athletes. [Google scholar: cited by 4] *NACADA Clearinghouse of Academic Advising Resources*. Retrieved from: <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-LGBTQ-Athletes.aspx>
 13. **McGill, C. M.** (2015). Workplace learning experiences of four professional academic advisors. *Academic Advising Today*, 38(1). [Google scholar: cited by 2] Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Workplace-Learning-Experiences-of-Four-Professional-Academic-Advisors.aspx>.
 14. ***McGill, C. M.** & Martinez, A. (2014). Appreciative mentoring: Applying the appreciative framework to a writing fellows program. *Journal of Appreciative Education*, 2(1), 10-15. [Google scholar: cited by 2]
 15. Duslak, M. & **McGill, C.M.** (2014). Stepping out of the workshop: The case for experiential and observational learning in advisor training and development. [Google scholar: cited by 13] Retrieved from *NACADA Clearinghouse Resources* web site. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Stepping-out-of-the-workshop-The-case-for-experiential-learning-in-advisor-training-and-development.aspx>.
 16. **McGill, C.M.** (2013, September). Conversations with NACADA leaders: Perspectives on the development and status of the association and the field. *Academic Advising Today*, 36(3). [Google scholar: cited by 4] Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Conversations-with-NACADA-Leaders-Perspectives-on-the-Development-and-Status-of-the-Association-and-the-Field.aspx>.
 17. **McGill, C. M.** (2013, December). LGBTQA allyhood: Academic advisors reflect. *Academic Advising Today*, 36(4). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/LGBTQA-Allyhood-Academic-Advisors-Reflect.aspx>.
 18. **McGill, C. M.** (2013). Advising under-prepared students. *The Mentor-An Academic Advising Journal*. Found online at: <https://journals.psu.edu/mentor/article/view/61279/60912>.
 19. **McGill, C. M.** & Woudenberg, D. L. (2012, June). Gender matters in Advising STEM majors!. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Website: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/STEM-gender.htm>.

Conference Papers Published in Proceedings

1. **McGill, C. M.**, Chaffe, A. & Ross, K. W. (2022). Queer representation and public pedagogy in American musical theatre. *Adult Education Research Conference*, Norman, OK. [Google scholar: cited by 2] <https://newprairiepress.org/aerc/2022/papers/25>

2. Meeker, C. & **McGill, C. M.** (2019). Erotica as public pedagogy: Learning feminist and submissive identity through popular cultural sources. *Adult Education Research Conference*, Buffalo, NY.
3. **McGill, C. M.** & Rocco, T. S. (2018). Mandatory continuing education: Considerations of Dewey and Ohliger's work. *Adult Education Research Conference*, Victoria, BC, Canada.
4. Heikkila, M. R. & **McGill, C. M.** (2015). A study of the relational component in an academic advisor professional development program. *South Florida Education Research Conference*, Miami, FL. [Google scholar: cited by 2]
 - Winner of the Lorraine R. Gay Award for Excellence in Research and Scholarship
5. **McGill, C. M.** (2015). Academic writing & publication: My journey of learning through the development of articles from my master's thesis. *South Florida Education Research Conference*, Miami, FL.
6. **McGill, C. M.**, Heikkila, M. R., & Clayton-Wright, A. (2015). Program evaluation primer: A review of three evaluations. *South Florida Education Research Conference*, Miami, FL.
7. **McGill, C. M.** & Collins, J. (2014). Bottom identity: Matters of learning and development. *South Florida Education Research Conference*, Miami, FL. [Google scholar: cited by 2] Retrieved from: http://education.fiu.edu/research_conference/docs/proceedings/SFERC%202014%20Proceedings.pdf.

Book Reviews

1. *Barnhart, D., & **McGill, C. M.** (2025). [Review of the book *Qualitative research with diverse and underserved communities*, edited by Jeton McClinton, Arthur E. Hernandez, & Alma L. Thornton]. *Teachers College Record*.
2. Munn, S. & **McGill, C. M.** 2020. [Review of *How Qualitative Data Analysis Happens: Moving Beyond "Themes Emerged,"* edited by Aline M. Humble & Elise Radina]. *Adult Education Quarterly*, 70(4) NP3–NP5. <https://doi.org/10.1177/0741713620902731> [Google scholar: cited by 1]
3. Huyler, D. & **McGill, C. M.** (2018). [Review of the book *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.) by John W. Creswell J. David Creswell]. *New Horizons in Adult Education and Human Resource Development*, 31(3), 75-77. [Impact Factor: 1.1; Google scholar: cited by 203]
4. Delgado, A. & **McGill, C. M.** (2016). [Review of the book *A guide to becoming a scholarly practitioner in student affairs*, by Lisa J. Hatfield and Vicki L. Wise]. *Journal of College Student Development*, 57(7), 898-890.
5. Lindo-Ardila, G. & **McGill, C. M.** (2016). [Review of the book *Bisexuality in education: Erasure, exclusion and the absence of intersectionality*, edited by Maria Pallotta-Chiarolli]. *New Horizons in Adult Education and Human Resource Development*, 28(4), 56-58.
6. **McGill, C. M.** & Reynolds, M. (2016). [Review of the book *A guide to becoming a scholarly practitioner in student affairs*, by Lisa J. Hatfield and Vicki L. Wise]. *NACADA Journal*, 36(2), Found online at: <https://www.nacada.ksu.edu/Resources/Journal/Current-Past-BookReviews/articleType/ArticleView/articleId/4940/A-Guide-to-Becoming-a-Scholarly-Practitioner-in-Student-Affairs.aspx>.
7. **McGill, C. M.** (2013). [Review of *The handbook of scholarly writing and publishing* edited by Tonette S. Rocco, Tim Hatcher & Associates]. *NACADA Journal*, 34(1), Found online at: <http://www.nacada.ksu.edu/Resources/Journal/Current-Past-Book-Reviews/articleType/ArticleView/articleId/2087/The-Handbook-of-Scholarly-Writing-and-Publishing.aspx>.

8. **McGill, C. M.** (2013). [Review of the book *Why to Major in English if You're Not Going to Teach* by Robert Prescott] *NACADA Journal*, 33(1), 71-72. <https://doi.org/10.12930/0271-9517-33.1.71>
9. **McGill, C. M.** (2011). [Review of the book *Violence Goes to College* by J. Nicoletti, S. Spencer-Thomas & C. Bollinger]. *NACADA Journal*, 31(1), Spring 2011. Found online at: <http://www.nacada.ksu.edu/Resources/Journal/Current-Past-Book-Reviews/articleType/ArticleView/articleId/320/article.aspx>.

Works in Progress

Articles Under Review

1. Solon, K. N. **McGill, C. M.** & Streufert, B. (Under Review). When career ladders lead nowhere: Rethinking advancement for academic advisors. *The Journal of Higher Education Management*. [Submitted August 27th 2026].
2. Meeker, C., **McGill, C. M.**, & Rocco, T. S. (Under Review). "Stop using feminism as a bat to hit me with": How feminist and submissive women navigate identity across contexts. *New Horizons in Adult Education and Human Resource Development*. [Submitted August 21, 2026]
3. Leno, S., Lane, J. & **McGill, C. M.** (Under Review). Consultation Experiences of Non-Teacher-Trained Early Career School Counselors. *Journal of Counselor Preparation and Supervision* [Submitted July 20, 2026]
4. Conway, T. & **McGill, C. M.** (Under Review). Self-efficacy as permission to adapt: A case study of a first-year teacher implementing a commercial literacy curriculum. *Teacher Education* [Submitted June 10, 2026]
5. **McGill, C.M.** & Gallo, M. (Under Review). Professional learning and development and the professionalization of academic advising: A multiple case study of Ontario colleges. *Professional Development in Education* [Submitted May 24, 2026]
6. **McGill, C.M.**, Scheckel, R., Markin, M., Rund, T., (Under Review). Beyond the bubble: A structured literature review of how academic advising is represented outside the field. *NACADA Journal* [Submitted May 6, 2026]
7. Wertzberger, E. & **McGill, C. M.** (Under Review). Navigating transition: How teachers adapted and evolved during COVID-19. *The New Educator* [Submitted May 1, 2025]
8. **McGill, C. M.** (Under Review). Spectacle, seduction, and mobilization: Disney Renaissance villain songs as queer performance. *Journal of Popular Culture*. [Submitted June 2, 2026]
9. **McGill, C. M.** (Under Review). Howard Ashman and the reinvention of the Disney villain song. *Studies in Musical Theatre*. [Submitted June 2, 2026]

PRESENTATIONS

*With Student(s)

International

1. Kershner, S. M., Hardy, C., **McGill, C. M.**, Varhelyi, Z., Kennedy, R., Vennarucci, R., & Duncan, A. (2027). Current Undergraduate Studies in the Classics (Panel). *Society for Classical Studies Annual Meeting*, Boston, MA.
2. **McGill, C. M.** (2026). The paradise we couldn't keep: Memory, heartbreak, and the return to Maui. *International Association of Autoethnography and Narrative Inquiry*. Safety Harbor, FL
3. Berry, K., Huff, B., Gillotti, C. M., Faulkner, S., & **McGill, C. M.** (2026). Notes on Florida and on other contested academic performances and spaces (Panel). *International Association of Autoethnography and Narrative Inquiry*. Safety Harbor, FL.
4. Strowbridge, S. & **McGill, C.M.** (Co-Discussants) (2025). Session title: Preparing for College. *NACADA Annual Conference*, Las Vegas, NV. Papers:
 - a. Moore-White, L. The role parenting plays in students' expectations of advising

- b. Zhan, Y. & Wu Ri, Y. T. Empowering at-risk students to succeed through the AI smart classroom: A design-based research
5. Stojanović, M., **McGill, C. M.**, & Sadique, F. (2025). Collaborative autoethnography on early career faculty identity development. *The American Association for Adult and Continuing Education (AAACE)*, Cincinnati, OH.
6. Markin, M., & **McGill, C. M.** (2025). Broadcasting knowledge: The impact of an academic advising podcast in public scholarship. *NACADA Annual Conference*, Las Vegas, NV.
7. *Ebri, M., **McGill, C. M.**, *Labruna, G., *Scott, M. (2025). Academic advising administrator perceptions of primary-role advisor burnout. *NACADA Annual Conference*, Las Vegas, NV.
8. *Strowbridge, M. A., & **McGill, C. M.** (2025). Articulating feminist identity of academic advisors. *NACADA Annual Conference*, Las Vegas, NV.
9. **McGill, C.M.**, Stojanović, M. & Priest, K. (2025). Shaping the next generation: Professional identity formation among academic advising leaders. *21st International Congress of Qualitative Inquiry (Virtual)*, University of Illinois, Urbana-Champaign.
10. **McGill, C.M.** & Markin, M. (2025). Amplifying voices: Podcasts as a platform for professional development in academic advising. *21st International Congress of Qualitative Inquiry (Virtual)*, University of Illinois, Urbana-Champaign.
11. Sheckel, R. **McGill, C.M.**, Markin, M. & *Rund, T. (2025). Perceptions and possibilities: Reframing academic advising in the higher education landscape. *21st International Congress of Qualitative Inquiry (Virtual)*, University of Illinois, Urbana-Champaign.
12. Wertzberger, E. & **McGill, C.M.** (2025). Adapting through adversity: Teacher resilience and innovation during the covid-19 pandemic. *21st International Congress of Qualitative Inquiry (Virtual)*, University of Illinois, Urbana-Champaign.
13. **McGill, C. M.**, Stojanović, M., & Priest, K. (2025). Cultivating advising leaders: Exploring professional identity development in academic advising. *United Kingdom Advising and Tutoring (UKAT) Annual Conference*, London, UK.
14. **McGill, C. M.**, & Markin, M. (2025). Findings from a case study: Public-facing scholarship through an academic advising themed podcast. *United Kingdom Advising and Tutoring (UKAT) Annual Conference*, London, UK.
15. Sheckel, R., Markin, M. **McGill, C. M.**, & *Rund, T. (2025). Beyond the bubble: Exploring external perceptions of academic advising in higher education. *United Kingdom Advising and Tutoring (UKAT) Annual Conference*, London, UK.

Note: Tenure & Promotion

16. **McGill, C. M.**, Stojanović, M., & Priest, K. (2024). An exploratory study of academic advising leaders' professional identity development. *The American Association for Adult and Continuing Education (AAACE)*, Virtual Conference.
17. *Kenny, M. & **McGill, C.M.** (2024). Academic advising models in Carnegie-Classified institutions: A qualitative study. *NACADA Annual Conference*, Pittsburgh, PA.
18. *Solon, K., Steele, C., **McGill, C.M.** & Strowbridge, M. A. (2024). Academic advising leaders' perceptions of career ladders. *NACADA Annual Conference*, Pittsburgh, PA.
19. **McGill, C.M.** (2024). Graduate Programs in Academic Advising at Kansas State University. *United Kingdom Advising and Tutoring (UKAT) Annual Conference*, Greenwich, UK.
20. Chaffe, A. & **McGill, C.M.** (2024). Performances of Canadian queer theatre festivals: An ethnographic study. *20th International Congress of Qualitative Inquiry*, University of Illinois, Urbana-Champaign; Champaign, IL
21. Mathews, S., Jones, D., Christ, R., Cowden, R. A. & **McGill, C.M.** (2024). Dialoguing across and against research norms in the social sciences: (Re)Envisioning social studies education research in current times. *20th International Congress of Qualitative Inquiry*, University of Illinois, Urbana-Champaign; Champaign, IL

22. **McGill, C.M.** (Discussant) & Meeks, R. (Discussant apprentice) (2023). Session title: Student-focused approaches for equity and social justice. *NACADA Annual Conference*, Orlando, FL.
Papers:
 - Peterson, T. & Cooney, M. Academic advising: Increasing social justice for college students with disabilities
 - Mintline, S. Beyond the advising appointment: Advising for math equity using ecological systems theory
2. Wangenstein, L., **McGill, C.M.** & Lemrow, E. (2023). Tensions of advisor professional identity: Advocating for a scholar-practitioner model. *NACADA Annual Conference*, Orlando, FL.
3. *Strowbridge, M. & **McGill, C.M.** (2023). What about feminist academic advising? *NACADA Annual Conference*, Orlando, FL.
4. **McGill, C.M.** Lazarowicz, T. Solon, K. N. (2023). Investigating the relational core competencies in a professional development program: A case study. *NACADA Annual Conference*, Orlando, FL.
5. Schindler, W. K., **McGill, C.M.** & Solon, K. N. (2023). Academic advising as a movement in academia. *NACADA Annual Conference*, Orlando, FL.
6. *Maller, M., Edger, C., Montgomery, J., Hintz, A., **McGill, C.M.**, Baker, L., Cole, H., Cox, A., Mehrer, K., Tolliver, L., Streufert, B., Troxel, W., Wilson, L. (2022). Why do we advise? A facilitated autoethnography. *International Symposium on Autoethnography and Narrative*.
7. **McGill, C. M.**, Solon, K. N., Shea Smith, K. & Makino-Kanehiro, M. (2022). Developing career ladders in academic advising: Research & practice. *NACADA Annual Conference*, Portland, OR.
8. Solon, K. N. & **McGill, C. M.** (2022). Primary-role advisors' perceptions of advising career ladders. *NACADA Annual Conference*, Portland, OR.
9. Gallo, M., **McGill, C. M.** & Duslak, M. (2022). Ontario academic advisors' perspectives of professional development and advising practice. *NACADA Annual Conference*, Portland, OR.
10. *Maller, M., Wurst, C., Streufert, B., Cole, H., Baker, L., & **McGill, C. M.** (2022). The duality of advising: Through the lens of Lowenstein's future of advising. *NACADA Annual Conference*, Portland, OR.
11. Gallo, M. & **McGill, C. M.** (2022). Investigating professional development opportunities for academic advising in Ontario: Findings from an empirical study. *Canadian Association of College & University Student Services (CACUSS) Conference: Critical Reflection in Shifting Times*.
12. Schindler, W. K., **McGill, C.M.** & Joslin, J. E. (2021). ACUHO-I Roundtable: LGBTQ Network. A web event sponsored by *The Association of College and University Housing Officers – International*.
13. Duslak, M., **McGill, C. M.** & Seiden, J. (2021). Administrator perceptions of the role of academic advising. *NACADA Annual Conference*, Cincinnati, OH.
14. **McGill, C. M.**, Bridgen, S. & Mathews, S. (2021). Examining the potential for academic advising as an academic discipline. *NACADA Annual Conference*, Cincinnati, OH.
15. **McGill, C. M.**, Puroway, D. & Duslak, M. (2021). Professional socialization in an emerging profession: A collaborative autoethnography. *NACADA Annual Conference*, Cincinnati, OH.
16. **McGill, C. M.**, Joslin, J., & colleagues (2021). A conversation with the authors and editors: *Advising Lesbian, Gay, Bisexual, Transgender, and Queer college students*. *NACADA Annual Conference*, Cincinnati, OH.
17. ***McGill, C. M.**, Baker, L., Cole, H., Maller, M., Streufert, B., & Wurst, C. (2021). Exploring the purpose of academic advising through Lowenstein's oeuvre: PhD students reflect. *NACADA Annual Conference*, Cincinnati, OH. [Theory, Philosophy, & History of Advising Community–Sponsored]
18. **McGill, C. M.**, Ali, M., & Barton, D. (2020). Frontiers panel discussion: Skills and competencies for effective academic advising and personal tutoring. *UKAT Festival of Advising and Tutoring*, delivered via zoom.

19. Campbell, S., Grites, T. **McGill, C. M.** & Rubin, L. (2020). Developing *NACADA Journal* authors: Voices from the field. *NACADA Annual Conference*, held virtually due to COVID-19.
20. Menke, D. J. & **McGill, C. M.** (2020). Administrator perceptions of academic advising roles, functions and purposes: Results from an empirical study. *NACADA Annual Conference*, held virtually due to COVID-19.
21. **McGill, C. M.** (2020). Mapping out the processes of academic advising: Towards a substantive theory. *NACADA Annual Conference*, held virtually due to COVID-19. [Theory, Philosophy, & History of Advising Community–Sponsored]
22. **McGill, C. M.** & Bohonos, J. W. (2020). Critically exploring racial identity development of white men: pitfalls and possibilities in allyship. *Adult Education in Global Times: An International Research Conference*, Vancouver, BC. *Unable to deliver; conference cancelled due to COVID-19 outbreak.*
23. Ruttencutter, G. S. & **McGill, C. M.** (2020). Unknowingly dancing on the edge of disaster: Lessons learned from new faculty's duoethnographical study. *Adult Education in Global Times: An International Research Conference*, Vancouver, BC. *Unable to deliver; conference cancelled due to COVID-19 outbreak.*
24. Vanover, C., Mihas, P., Saldaña, J., **McGill, C. M.**, Beck, J., & Huffman, T. (2020). Interpretation and writing strategies: After the interview. *International Congress of Qualitative Inquiry*, Urbana, IL. *Unable to deliver; conference cancelled due to COVID-19 outbreak.*
25. **McGill, C. M.**, Puroway, D., & Duslak, M. (2020). Encountering professional socialization in the emerging profession of academic advising. *Doing Autoethnography*, St. Petersburg, FL.
26. **McGill, C. M.**, Ruttencutter, G. S. & Brockett, R. S. (2019). The professionalization of adult education: An empirically-based consideration of our professional status. *The American Association for Adult and Continuing Education (AAACE)*, St. Louis, MO.
27. **McGill, C. M.** & Bridgen, S. (2019). "Is academic advising a discipline?": Exploring graduate programs in academic advising. *NACADA Annual Conference*, Louisville, KY.
28. **McGill, C. M.**, Ross, K. Bridgen, S. & Lazarowicz, T. (2019). White men reflecting on privilege: How personal and cultural dynamics of our worldview shapes advising practice. *NACADA Annual Conference*, Louisville, KY.
29. **McGill, C. M.**, Puroway, D., & Duslak, M. (2019). Becoming: furthering the profession by exploring our origins as professionals. *NACADA Annual Conference*, Louisville, KY.
30. Oliner, N., **McGill, C. M.** & Associates. (2019). Hot Topic: Queering heteronormative disciplines: Challenges and strategies of LGBTQ Students in STEM. *NACADA Annual Conference*, Louisville, KY. [Community sponsored by Advising First-Year Students Community and Science, Technology, Engineering, & Mathematics Advising Community].
31. **McGill, C. M.** & Bridgen, S. (2019). A budding academic discipline?: An exploration of graduate programs in academic advising. *NACADA International Conference*, Hasselt, Belgium.
32. Meeker, C. & **McGill, C. M.** (2019). Books, videos, and the internet as sites of learning: Shaping feminist and submissive identities. *International Society for Self-directed Learning Conference*, Cocoa Beach, FL.
33. Meeker, C., **McGill, C. M.**, & O'Keefe, S., Sandoval, E., & Zalma, J. (2019). Pursuing a doctorate while working full-time in higher education: Things to consider. *NASPA Annual Conference*, Los Angeles, CA.
34. Grites, T., **McGill, C. M.**, Hagen, P., Rubin, L., & Miller, M.A. (2018). *NACADA Journal* editorial board: Panel of reviewers. *NACADA Annual Conference*, Phoenix, AZ.
35. **McGill, C. M.**, Menke, D., Maas, W. & David, J. (2018). Hot Topics: Advising LGBTQA student-athletes. *NACADA Annual Conference*, Phoenix, AZ. [Sponsored by the LGBTQA Advising and Advocacy Community]
36. **McGill, C. M.**, Puroway, D., & Duslak, M. (2018). 'Inspired by the life stories in academic advising': Our stories, our selves, our profession. *NACADA Annual Conference*, Phoenix, AZ.

37. **McGill, C.M.** (2017). The professionalization of academic advising: Findings from a NACADA grant-funded study. *NACADA Annual Conference*, St. Louis, MO.
38. **McGill, C. M.**, Puroway, D., & Duslak, M. (2017). Gateway to the field: An autoethnographic study on advisor socialization. *NACADA Annual Conference*, St. Louis, MO.
39. **McGill, C. M.**, Duslak, M., & Puroway, D. (2016). Learning about ourselves from ourselves: preliminary findings of a collaborative autoethnography on advisor identity. *NACADA Annual Conference*, Atlanta, GA.
40. Brock, A., **McGill, C. M.**, & Schindler, W. (2016). LGBTQA professional development: The importance of commission writing and research within NACADA. *NACADA Annual Conference*, Atlanta, GA. [LGBTQA Commission–Sponsored]
41. **McGill, C.M.** & Tyburczy, K. (2015). Looking inward: Examining one’s professional identity and advising practice. *NACADA Annual Conference*, Las Vegas, NV.
42. Stevens, S. E., Drew, C., Schindler, W. K., & **McGill, C.M.** (2015). Intersectionality and advising: There is no hierarchy of student identity. *NACADA Annual Conference*, Las Vegas, NV. [LGBTQA Commission–Sponsored; Theory, Philosophy, & History of Advising Commission–Sponsored]
43. Gonzalez, H. & **McGill, C.M.** (2014). Innovative technology: Improving minority student success through technology and collaboration in advising. *NACADA Annual Conference*, Minneapolis, MN.
44. **McGill, C.M.** & Associates (2014). Advising theory and philosophy in the quest of professionalization. *NACADA Annual Conference*, Minneapolis, MN.
45. **McGill, C.M.** & Associates (2014). Professionalizing the field: Where should academic advising be in 2020? *NACADA Annual Conference*, Minneapolis, MN.
46. **McGill, C.M.** & Mériné, V. (2013). The missing element: A theoretical application for understanding the transition of transfer students. *NACADA Annual Conference*, Salt Lake City, UT. [Advising Transfer Students Commission-Sponsored]
47. Lee, M., **McGill, C.M.** & Metzger, A. (2013). Transforming the advising experience for transgender students: Part 2. *NACADA Annual Conference*, Salt Lake City, UT. [LGBTQA Commission Sponsored]
48. **McGill, C.M.** & Sannes, A. (2012). Ally development and advocacy implementation for academic advisors. *NACADA Annual Conference*, Nashville, TN. [LGBTQA Commission Sponsored]
49. **McGill, C.M.** & Dorterer, D. (2012). Experiences of LGBTQ students in STEM disciplines. *NACADA Annual Conference*, Nashville, TN.
50. **McGill, C.M.** & Lazarowicz, T. (2012). Circumventing transfer shock!: Using Schlossberg’s transition theory to ease the transition of transfer students. *NACADA Annual Conference*, Nashville, TN. [poster session]
51. **McGill, C.M.** (2012). The experience of ‘bottoming’: Themes from the literature. *American Men's Studies Association Conference*, Minneapolis, MN.
52. **McGill, C.M.** (2011). The LGBT student support process through graduation persistence. *NACADA Annual Conference*, Denver, CO. [LGBTQA Commission Sponsored]
53. **McGill, C.M.** (2011). Circumventing transfer shock!: Using Schlossberg’s transition theory to ease the transition of transfer students. *Creating Pathways for STEM Transfer Student Success Conference*, Asheville, NC.
54. **McGill, C.M.** & Osborne, B. (2010). ‘They’re all mine’: Exploring the issues of advising for multiple departments. *NACADA Annual Conference*, Orlando, FL.
55. **McGill, C.M.** (2008). Cinematic attributes of *Sweeney Todd*. *Music and the Moving Image Conference*, New York, NY.

Regional

1. *Labruna, G. & **McGill, C. M.** (2026). What should graduate programs in academic advising teach? A conversation on competencies. *NACADA Region I/II Conference*. Providence, RI
2. *Labruna, G., *Scott, M., *Ebri, M. & **McGill, C. M.** (2026). Who are we, really? Unpacking scholarly identities in academic advising scholarship. *NACADA Region I/II Conference*. Providence, RI
3. *Labruna, G., *Scott, M., *Ebri, M. & (2026). Academic advising administrator perceptions of primary-role advisor burnout. *NACADA Region I/II Conference*. Providence, RI
3. *Labruna, G. & **McGill, C. M.** (2025). What should graduate programs in academic advising teach? A conversation on competencies. *Penn State Conference on Academic Advising*. University Park, PA.
4. *Labruna, G. & **McGill, C. M.** (2025). Is academic advising a profession?: An examination of the professionalization of the field. *NACADA Region III/VII Conference*. Memphis, TN
5. Markin, M., & **McGill, C. M.** (2025). Exploring the role of a podcast in public-facing scholarship in academic advising. *NACADA Region VIII/IX Conference*, Anchorage, AK.
6. Labruna, G. & **McGill, C. M.** (2024). What constitutes a profession?: The case of academic advising in the United States. *Penn State Conference on Academic Advising*. University Park, PA.

Note: Tenure & Promotion

7. Barnhart, L. & **McGill, C. M.** (2022). “Easy transitions”: Striving to improve the experiences of community college transfer students. *NACADA Region VII Conference*, Lawrence, KS. [Finalist for best of region]
8. Baker, R., Rubin, L., & **McGill, C.M.** (2022). Publish with NACADA: Find the appropriate NACADA venue for your writing. *NACADA Region VII Conference*, Lawrence, KS.
9. **McGill, C. M.** & Lazarowicz, T. (2020). White men reflecting on privilege: Sharing our stories and writing the future. *NACADA Region VI Conference*, Iowa City, IA. *Unable to deliver; conference cancelled due to COVID-19 outbreak.*
10. **McGill, C. M.** (2019). A nascent academic discipline blazing a trail?: An exploration of graduate programs in academic advising *NACADA Region VI Conference*, Sioux Falls, SD.
11. **McGill, C. M.** & Lazarowicz, T. (2019). “Woke” advising: Consider the personal and cultural dynamics of our worldview *NACADA Region VI Conference*, Sioux Falls, SD.
12. **McGill, C. M.** (2019). Blaze your trail as a practitioner-scholar: Determining your level of involvement in the scholarship of academic advising. *NACADA Region VI Conference*, Sioux Falls, SD.
13. **McGill, C. M.** & Rocco, T. S. (2018). Obstacles to professionalizing higher education, student affairs, and academic advising. *The Adult Higher Education Alliance Conference*, Orlando, FL.
14. **McGill, C.M.** (2018). A Phenomenographic Investigation of Leaders’ Perception of the Professionalization of Academic Advising. *NACADA Region IV Conference*, Pine Mountain, GA.
15. **McGill, C.M.** (2018). Rise as a professional: Determining your level of involvement in the scholarship of academic advising. *NACADA Region IV Conference*, Pine Mountain, GA
16. **McGill, C.M.** (2018). Publish with NACADA: Find the appropriate NACADA venue for your writing. *NACADA Region IV Conference*, Pine Mountain, GA
17. Troxel, W. & **McGill, C.M.** (2017). Rise as a professional: Determining your level of involvement in the scholarship of academic advising. *NACADA Region X Conference*, Phoenix, AZ.
18. Gorsline, D., Sannes, A., Borchert, T, Nutt, C. & **McGill, C.M.** (2016). A walk in their shoes: Advising from multiple perspectives. *NACADA Region VI Conference*, Omaha, NE.
19. Wiegand, J. & **McGill, C.M.** (2016). Representing the underrepresented: NACADA’s Emerging Leader Program. *NACADA Region VI Conference*, Omaha, NE.

20. Puroway, D., Duslak, M., & **McGill, C.M.** (2016). Furthering the field: Exploring advisor identity through collaborative, reflective research. *NACADA Region VI Conference*, Omaha, NE.
21. Nutt, C. & **McGill, C.M.** (2016). Publish with NACADA: Find the appropriate NACADA venue for your writing. *NACADA Region VI Conference*, Omaha, NE.
22. Duslak, M., **McGill, C.M.** & Puroway, D. (2016). Illuminating advisor identity through collaborative autoethnographic research. *NACADA Region IV Conference*, Orlando, FL.
23. **McGill, C.M.** & Valdez, J. (2016). Publish with NACADA: Find the appropriate NACADA venue for your writing. *NACADA Region IV Conference*, Orlando, FL.
24. **McGill, C.M.** (2016). Do you believe in magic?: NACADA's Emerging Leader Program. *NACADA Region IV Conference*, Orlando, FL.
25. Ellis, K. & **McGill, C.M.** (2015). Writing for NACADA. *NACADA Region IV Conference*, Auburn, AL.
26. Ortgies-Young, T. & **McGill, C.M.** (2015). Soaring with the NACADA Emerging Leaders Program. *NACADA Region IV Conference*, Auburn, AL.
27. Bartoloni, D. & **McGill, C.M.** (2015). Discover your Aloha with NACADA in the Emerging Leader Program! *NACADA Region IX Conference*, Honolulu, HI.
28. Nutt, C., Hurt, R. & **McGill, C.M.** (2015). Writing for NACADA. *NACADA Region IX Conference*, Honolulu, HI.
29. Valenzuela, M., Ore, R., & **McGill, C.M.** (2014). Advising Hispanic pre-law students in a world where minority students are the majority. *NACADA Region IV Conference*, Savannah, GA.
30. Mooney, L. & **McGill, C.M.** (2014). The ELP program: Here's what you're gonna get. *NACADA Region IV Conference*, Savannah, GA.
31. Gonzalez, H., Roy, K., & **McGill, C.M.** (2014). Technology is as technology does: A case study of using technology in academic advising. *NACADA Region IV Conference*, Savannah, GA.
32. **McGill, C.M.** (2012). Circumventing transfer shock!: Using Schlossberg's transition theory to ease the transition of transfer students. *NACADA Region VI Conference*, Minneapolis, MN.
33. **McGill, C.M.** & Sannes, A. (2012). Ally development and advocacy implementation for academic advisors. *NACADA Region VI Conference*, Minneapolis, MN.
34. **McGill, C.M.** (2012). Circumventing transfer shock!: Using Schlossberg's transition theory to ease the transition of transfer students. *NACADA Region IV Conference*, Miami, FL.
35. **McGill, C.M.** (2011). The LGBT student support process through graduation persistence. *NACADA Region VI Conference*, Winnipeg, MB, Canada.
36. **McGill, C.M.** & Vegter, M. (2011). Transcending boundaries: Enriching the experience of the mobile student through strengthened articulation agreements. *NACADA Region VI Conference*, Winnipeg, MB, Canada.
37. **McGill, C.M.** & Vegter, M. (2011). Transcending normal: Enriching the experience of the mobile student through strengthened articulation agreements. *NACADA Region V Conference*, Normal, IL.
38. **McGill, C.M.** & Osborne, B. (2010). 'They're all mine': Exploring the issues of advising for multiple departments. *NACADA Region VI Conference*, Lincoln, NE.

Local

1. Markin, M., & **McGill, C. M.** (2025). Exploring the role of a podcast in public-facing scholarship in academic advising. *2025 Resilience and Retention Conference*, Lubbock, TX.

Note: Tenure & Promotion

2. **McGill, C. M.**, Stojanović, M. & Priest, K. (2024). An exploratory study of academic advising leaders' professional identity development. *Kansas State University College of Education Research Showcase*. Manhattan, KS.

3. Vogelsang, A., Caraway, J., **McGill, C. M.**, Johnson, M., Warner, B., & VanNess, C. (2021). A narrative study describing the transition from residential treatment as a child: An adult perspective. *University of South Dakota IdeaFest*, Vermillion, SD.
4. McFarland, H. P. & **McGill, C. M.** (2019). Majoring in STEM: Perceived Barriers, Supports, and Motivation (poster presentation). *Eastern South Dakota Research Symposium*, Sioux Falls, SD.
5. Meeker, C., **McGill, C. M.**, Vega, G., Okeefe, S., Santos, G., & Camacho, L. (2019). You Definitely Should! Or Maybe Not (doctoral program while working full-time). *FLACADA Annual Conference*, Miami, FL.
6. **McGill, C. M.** & Meeker, C. (2015). Bottom discourse: Gendered performance in narrative. *The Women, Sexuality, and Gender Student Association's 16th Annual Conference*, Miami, FL.
7. **McGill, C.M.** & Mehta-Kroll, A. (2015). Getting ready for NACADA Nationals: Writing a winning proposal.
8. Valenzuela, M., Ore, R., Tyburczy, K., & **McGill, C.M.** (2015). Academic advisor professional identity. *Florida Drive-In Advising Conference: Moving Into Action: Motivate & Innovate*. Miami, FL.
9. **McGill, C. M.** (2015). Getting multiple articles from one thesis. Sunday Night Publication Support Circle for the Office of Academic Writing and Publication Support at FIU, Miami, FL.
10. **McGill, C. M.** (2014). What Does N-A-C-A-D-A Stand for?: An Interactive session about opportunities and resources in the association. FIU Council of Undergraduate Academic Advisors (CUAA) Spring Forum, Miami, FL. [Invited Speaker]
11. **McGill, C. M.** (2013). Writing for NACADA. College of Arts & Sciences Advising Retreat.

Webinars

1. Mora, F., Schindler, W. K., Joslin, J. E. & **McGill, C.M.** (2021). Creating and holding space for LGBTQA+ students: A conversation. *NACADA*. <https://nacada.ksu.edu/Events/Web-Events/Web-Events-Coming/Web-Event-November.aspx>
2. Griffin, G., Troxel, W., **McGill, C.M.** & Shiroma, K. (2016). Become a scholar-practitioner—Let's talk research! *NACADA*. <http://www.nacada.ksu.edu/Events-Programs/Events/Web-Events/Web-Events-Coming/Web-Event-Leaders-Q-A.aspx>.
3. Stevens, S. E., Drew, C., & **McGill, C.M.** (2016). Intersectionality: Understanding our students' multifaceted identities. *NACADA*. <http://www.nacada.ksu.edu/Events-Programs/Events/Web-Events/Web-Events-Coming/Web-Event-April-2016.aspx>.
4. **McGill, C. M.**, Metzger, A., Carlson, C., & Vickers, N. (2014). LGBTQA ally development and advocacy empowerment for academic advisors. *NACADA*. <https://www.youtube.com/watch?v=dBMcjuruIqI&t=1861s>

Invited Talks

1. Yelich Biniecki, S. & **McGill, C. M.**, (2026, April 29). *How to plan for going on sabbatical*. College of Education Mentoring Group. Kansas State University, Manhattan, KS.
2. **McGill, C. M.**, Larson, L., & Yelich Biniecki, S. (2025, October 22). *Supporting doctoral students through prelims and dissertation proposals*. College of Education Graduate Faculty Meeting, Kansas State University, Manhattan, KS.
3. **McGill, C. M.** (2025, March 31). *Beyond course selection: A grounded theory of the academic advising process*. NACADA Region 3 Chat, Virtual event.

Note: Tenure & Promotion

4. Gormally, K. White, A., Streufert, B., Price-Williams, S., **McGill, C. M.** (2024). Research Cafe Q&A –*What to consider before pursuing a doctoral degree? A web collaborative event hosted by NACADA’s Research Committee.*
5. **McGill, C.M.**, Taffe Reed, S. & Gizerian, S., (2022). Research Cafe Q&A –*New Vistas in Research.* A web collaborative event hosted by NACADA’s Research Committee.
6. **McGill, C.M.** & Coronella, T. (2022). Research Cafe Q&A – Qualitative research. A web collaborative event hosted by NACADA’s Research Committee.
7. **McGill, C.M.** (2022). Ask-an-expert open house: Getting started with writing in advising. A web collaborative event hosted by NACADA’s Faculty Advising Community.
8. **McGill, C.M.**, Gormally, K., Briggs, K., Proctor & Bonella, L. (2021). Research Cafe Q&A – ABC’s of Literature Reviews. A web collaborative event hosted by NACADA’s Research Committee.
9. *Maller, M. & **McGill, C.M.** (2021). Discussion of “Emotional labor and professional burnout: Advisor self-care in the age of COVID.” A web event hosted by Rowan University’s month Advising Learning Community.
10. **McGill, C.M.**, Rubin, L., Hagen, P., Sewell, A., & Wei, J. (2021). Research Cafe Q&A - advising journal editors. A web collaborative event hosted by NACADA’s Research Committee.
11. Staddon, M., Cherestes, A., Beltaos, A., Hinchliffe, J., & **McGill, C.M.** (2021). “Advising across the border: Parallels and intersections.” A web collaborative event hosted by NACADA’s Faculty Advising and Canadian Advising Community.
12. **McGill, C.M.** & Barton, D. (2021). Discussion of “Skills and competencies for effective academic advising and personal tutoring.” *UKAT Research Webinar - Frontiers in Education Special Edition launch.*
13. **McGill, C.M.** (2021). Discussing “The professionalization of academic advising: A structured literature review.” *NACADA Region VI Talks.*
14. **McGill, C.M.** (2020). Toward a substantive theory of the academic advising process: A grounded theory. Scholarly Papers Demonstration; Discussant: Marc Lowenstein. *NACADA Annual Conference*, held virtually due to COVID-19.
15. **McGill, C. M.**, Ross, K., Bridgen, S. & Lazarowicz, T. (2020). Examining the intersections of privilege through collaborative autoethnography: Four white men reflect. Scholarly Papers Demonstration; Discussant: Rhonda Dean Kyncl. *NACADA Annual Conference*, held virtually due to COVID-19.
16. **McGill, C.M.** (2019). Professionalizing and defining academic advising. Harvard University Extension. [Invited Speaker]
17. Johnson, M. L., **McGill, C. M.**, Duslak, M. (2016). Writing for NACADA: A Primer for the scholarly curious. Pre-conference workshop [invited talk]. FLACADA State Drive-in conference, Jacksonville, FL.
18. **McGill, C. M.** & Mériné, V. (2013). Transition Success Factors. FIU Council of Undergraduate Academic Advisors (CUAA) Spring Forum, Miami, FL. [Invited Speakers]
19. **McGill, C.M.** (2011). Lawrence K. Crowe Faculty Advising Awards Luncheon, College of Agricultural Sciences and Natural Resources, Lincoln NE; [Invited Keynote Speaker]

Invited Workshops

1. Thompson, V., Patterson, J., Morris, P., O’Laughlin, R., Wangenstein, L., **McGill, C. M.**, Viswanath, R., Lemrow, E., Olson, A., Sterk, L., & Weatherburn, H. (2025). *Challenged but essential: Defending intersectional academic advising against legal barriers. NACADA Annual Conference*, Las Vegas, NV.

Note: Tenure & Promotion

2. **McGill, C. M.** (2022). Engaging with the scholarly practice of advising with Dr. Craig McGill. University of Missouri academic advising forum.
3. **McGill, C. M.** (2022). Advocating our worth: The professionalization of academic advising. University of Missouri academic advising forum.
4. Ruttencutter, G. S. & **McGill, C. M.** (2019). From Dependent Learning to Independent Scholar: Fostering Doctoral Student Development. *The American Association for Adult and Continuing Education (AAACE), Commission for Professors of Adult Education (CPAE) Co-Conference*, St. Louis, MO.
5. **McGill, C.M.** (2019). Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing. NACADA Region VI, Sioux Falls, SD.
6. Troxel, W. & **McGill, C.M.** (2017). NACADA Research Symposium. *NACADA Region X Conference*. Phoenix, AZ.

Public Scholarship

1. **McGill, C.M.** (2026, February 2). Debating advising's future: Scholar vs. ChatGPT - Adventures in Advising. (No. 163) [Audio podcast episode]. In *Adventures in advising podcast*. Matt Markin & Buzzsprout. <https://www.adventuresinadvising.com/>
2. **McGill, C.M.** (Guest) & Scheckel, R. (Host) (2023, November 16). Examining the Professionalization of Advising (No. 89) [Audio podcast episode]. In *Adventures in advising podcast*. Matt Markin & Buzzsprout. <https://www.adventuresinadvising.com/>
3. Saint Joy, I., Lazarowicz, T., Gregerson, K. & **McGill, C.M.** (2022, February 6). The humanness of advisors (No. 52) [Audio podcast episode]. In *Adventures in advising podcast*. Matt Markin & Buzzsprout. <https://www.adventuresinadvising.com/>
4. Travis, D., Anderson, M., Solon, K., & **McGill, C.M.** (2021, November 14). Unexpected Impacts & Changing Structures. (No. 47) [Audio podcast episode]. In *Adventures in advising podcast*. Matt Markin & Buzzsprout. <https://www.adventuresinadvising.com/>
5. **McGill, C.M.**, Bosse, S., Hoefert, B., Lee, A., Schultz, B., & Paulson, J. (2020, April 19). Building advising networks. (No. 9) [Audio podcast episode]. In *Adventures in advising podcast*. Matt Markin & Buzzsprout. <https://www.adventuresinadvising.com/>
6. Archambault, K., Souza, C., **McGill, C.M.**, Hopper, B. (2020, January 19). Embracing change. (No. 2) [Audio podcast episode]. In *Adventures in advising podcast*. Matt Markin & Buzzsprout. <https://www.adventuresinadvising.com/>

TEACHING

Statement of Practice:

Teaching should be both developmental and nurturing. Rather than transmitting knowledge to others, I seek to guide students to deeper insights and alternative points of view. In thinking about issues from a broader perspective, I believe students can 'own' knowledge in a more personally meaningful way when it is theirs to construct. Additionally, I view my role as equal parts instructor and learner. There is much to be gained for me by listening to the views and experiences of my students. The classroom provides the potential for a dynamic flow of ideas that can transform each of its participants to higher realms of insight.

Kansas State University (Manhattan, KS)

2020-Present

Courses Taught

1. EDCEP 816 Educational Research Methods (Fall 2020; Spring 2021, 2 sections; Summer 2021; Fall 2021; Fall 2022, 2 sections; Spring 2023; Fall 2023, 2 sections; Spring 2024; Fall 2024, 2 sections; Spring 2025, 2 sections; Summer 2025; Fall 2025; Spring 2026; Spring 2027, 2 sections)

2. EDCEP 937 Academic Advising Administration (Fall 2020; Summer 2023; Summer 2025)
3. EDCEP 835 Foundations of Academic Advising (Summer 2021, Spring 2022; Summer 2022; Summer 2024; Fall 2024; Summer 2025; Fall 2025; Summer 2026)
4. EDLEA 838 Qualitative Research in Education (Fall 2021; Spring 2023; Fall 2025)
5. EDCEP 851 Multicultural Aspects of Academic Advising (Fall 2022; Fall 2023)
6. EDLEA 988 Differentiated Research (Spring 2022; Spring 2024)
7. EDCEP 930 Approaches to Academic Advising (Summer 2022; Summer 2024; Summer 2026)
8. EDCEP 830 Diversity in Higher Education (Fall 2024, as an independent study; 1 student)
9. EDLEA 938 - Advanced Data Analysis in Qualitative Methods (Spring 2026)

Dissertation Supervision (Degree Completed)

1. Strowbridge, M. (Spring 2024). Feminism and feminist pedagogy in two helping professions (Ph.D. Doctoral dissertation, Kansas State University)
 - NACADA Research Grant Recipient: awarded \$2710 one-year grant for *Feminist academic advising and an ethic of care*.
2. Leno, S. (Fall 2004). The lived experience of non-teacher trained early career school counselors when consulting with teachers. (Ph.D. Doctoral dissertation, Kansas State University) [Co-chaired with Jessica Lane.]

Dissertation Supervision (In Progress)

1. Barnhart, L. (Proposal Defense Spring 2024). The enigma of college choice: Unraveling decision-making processes in 21st century higher education. (Ph.D. Doctoral dissertation, Kansas State University).
 - NACADA Research Grant Recipient: awarded \$925 one-year grant for *Where do they go: A grounded theory study exploring the decision-making process of community college transfer students*.
2. Herrera, M. (Passed Preliminary Exams Fall 2022). Multicultural Counseling. (Ph.D. Doctoral dissertation, Kansas State University) [Co-chaired with Lorraine Dinkel]
3. Toller, L. (Completed Preliminary Exam Summer 2024). The impact of person-environment fit and quality of working life on turnover intent among primary-role academic advisors (Ph.D. Doctoral dissertation, Kansas State University) [Co-chaired with Yang (Lydia) Yang.]
4. Kenny, M. (Completed Preliminary Exam Summer 2025). Academic advising models. (Ph.D. Doctoral dissertation, Kansas State University).
5. Easterling, M. (Passed Preliminary Exam Fall 2025). Mentoring relationships. (Ph.D. Doctoral dissertation, Kansas State University).
6. Labruna, G. (Completing coursework). Graduate education in academic advising. (Ph.D. Doctoral dissertation, Kansas State University).
7. Templeton, S. (Completing coursework). Topic TBD. (Ph.D. Doctoral dissertation, Kansas State University).
8. Stokes, M. (Completing coursework). Topic TBD. (Ph.D. Doctoral dissertation, Kansas State University).
9. Latham, B. (Completing coursework). Advising Geek Culture. (Ph.D. Doctoral dissertation, Kansas State University).
10. Calvert-Gibson, K. (Completing coursework). Topic TBD. (Ph.D. Doctoral dissertation, Kansas State University).
11. Hughes, C. (Completing coursework). Topic TBD. (Ph.D. Doctoral dissertation, Kansas State University).
12. Bennet, E. (Completing coursework). Counselor values. (Ph.D. Doctoral dissertation, Kansas State University). [Co-chaired with Lorraine Dinkel]

13. Marval, H. (Coursework Completed). Acculturation and Informal Learning. (Ph.D. Doctoral dissertation, Kansas State University). [Co-chaired with Susan Yelich Biniecki]
14. Adams, S. (Admitted Summer 2026). Topic TBD. (Ph.D. Doctoral dissertation, Kansas State University).

Kansas State University Dissertation Committee Member (Degree Completed)

1. Murray, S. (Completed fall 2022). Exploring how nutrition & dietetic students make meaning of their educational experiences and the impact it has on their leadership development. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Jeffrey Zacharakis
2. Evans, A. (Completed Spring 2023). “She will stop a galloping horse”: An autoethnographic exploration of transnationality, motherhood, work, and education. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Susan M. Yelich Biniecki
3. DeLuca, Anne. (Completed Fall 2023). Exploring stories of trust building from former foster youth in college (Ph.D. Doctoral dissertation, Kansas State University); Chair, Christy Craft
4. Streufert, B. (Completed Fall 2023). Involuntary major changes: Student narrative about what helped and hindered their adaptability. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Wendy Troxel.
5. Washington, M. (Completed Fall 2023). Transitioning in state care: A phenomenological approach to understanding the perceived challenges of transitions for older youth in foster care. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Doris Carroll Wright
6. Robertson, N. (Completed Fall 2023). Dialogue and hope in the classroom: A poetic inquiry into Freire’s theories and their relationship to student activism (Ph.D. Doctoral dissertation, Kansas State University); Chair, Doris Carroll Wright
7. Young, D. (Completed Spring 2025). Phenomenological Research of the Motivation and Self-directedness of Recreational Motocross Athletes returning to the Sport After Significant Injury. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Royce Ann Collins.
8. Coronado, D. (Completed Spring 2025). The experiences of LGBTQ high school educators: A narrative study (Ph.D. Doctoral dissertation, Kansas State University); Chair, A. Kraemer-Holland.
9. Simpson, A. (Completed Spring 2025). Social justice in high school college guidance counseling curriculum (Ph.D. Doctoral dissertation, Kansas State University); Chair, Eileen Wertzberger.
10. Hogan, G. (Completed Spring 2025). Balancing life and remote/virtual teaching challenges (Ph.D. Doctoral dissertation, Kansas State University); Chair, Susan Yelich Biniecki.
11. Cole, H. (Completed fall 2025). Students making meaning in academic advising. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Wendy Troxel
12. Hinz, A. (Completed Spring 2026). The role of academic advising in the tenure and promotion process of faculty advisors. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Wendy G. Troxel.
13. McNeil, Z. (Completed Fall 2025). Faculty coaching for community college instructors. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Susan Yelich Biniecki.
14. Anderson, K. (Completed Spring 2026). Understanding external influences on read-aloud book choices in K–2 classrooms: A Bronfenbrenner ecological systems perspective (Ph.D. Doctoral dissertation, Kansas State University); Chair, Debbie Mercer
15. Sharp, K. (Completed Spring 2026). Mitigating mismatch: exploring Latinx students’ experiences with cultural mismatch through academic advising (Ph.D. Doctoral dissertation, Kansas State University); Chair, Wendy G. Troxel
16. Honeywell, N. (Completed Spring 2026). Understanding the experiences of co-teachers within a collaborative instructional model. (Ph.D. Doctoral dissertation, Kansas State University); Chair, William T. “Toby” Holmes.

17. Suchon, A. (Completed Spring 2026). Experiences and perspectives of online community college faculty. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Haijun Kang.

Kansas State University Dissertation Committee Member (In Progress)

1. Cox, A. (Passed Preliminary Exams Fall 2022). Academic advisors and bullying. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Wendy Troxel
2. Wurst, C. (Passed Preliminary Exam Spring 2023). Generations in the workplace. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Lisa Rubin.
3. Trout, A. (Dissertation Proposal defended Spring 2025). Firefighters and their resilience-building techniques. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Jessica Lane.
4. Mehrer, K. (Completed coursework summer 2022). Primary role academic advisors' experiences of spirituality in the workplace. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Christy Craft.
5. Montgomery, J. (Passed Preliminary Exam Spring 2023). An investigation on how community college academic advisors navigated the complexities of learning new technology and conducting student meetings through virtual advising appointments during the COVID-19 pandemic. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Lisa Rubin.
6. Kennedy, R. (Completing coursework). Queer issues in career counseling. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Lisa M. Rubin.
7. McLaughlin, D. (Completing coursework). (Ph.D. Doctoral dissertation, Kansas State University); Chair, Susan Yelich Biniecki.
8. Gehring, L. (Completing coursework). Community leadership in developing early childhood initiatives in a rural community (Ph.D. Doctoral dissertation, Kansas State University); Chair, Donna Augustine-Shaw
9. Poulos, P. (Preliminary Exam, Fall 2024). Implementing a New Design Framework for Instructor-Centered Research-Based Assessment Feedback. (Ph.D. Doctoral dissertation, Kansas State University); Chair, James T. Laverty
10. Giammarco, P. (Passed dissertation proposal, Fall 2025). Mathematics and Sports class. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Sherri Martinie.
11. McClurg, J. (Completing coursework). Echoes of the Void: A study of how students within the Juvenile System in Missouri, gain an understanding of their identity. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Thomas Vonce.
12. Lehman, C. (Preliminary Exam – Summer 2025). Shattering the ceiling: The persistence of millennial women in higher education leadership. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Christy Craft
13. Cook, S. (Preliminary Exam Spring 2025). Phenomenological exploration of informal learning in leadership development: Insights from female founders of fully remote startups. (Ph.D. Doctoral dissertation, Kansas State University); Chair, Haijun Kang
14. Mantick, J. (Proposing Fall 2025). Women's career progression to administrative leadership roles within four-year degree granting higher education institutions (Ph.D. Doctoral dissertation, Kansas State University); Chair, Royce Ann Collins
15. Edens, E. (Completing Coursework). Using visual scaffolds to support reading comprehension and differentiation in middle school literacy classrooms (Ph.D. Doctoral dissertation, Kansas State University); Chair, Lotta Larson.
16. Ramirez, M. (Completing Coursework). Self-efficacy perceptions on navigating campus among First-Generation Mexican American students in higher education (still needing to finalize topic). (Ph.D. Doctoral dissertation, Kansas State University); Chair, Dr. Lisa Rubin.
17. Andersen, K. (Completing Coursework). Empowering women in STEM: Unpacking the support systems for senior-level women (Ph.D. Doctoral dissertation, Kansas State University); Chair, Susan Yelich Biniecki.

18. Hanna, K. (Completing Coursework). TBD (Ph.D. Doctoral dissertation, Kansas State University); Chair, Susan Yelich Biniecki.
19. Madinger, J. (Completing Coursework). Human-AI partnership in the writing classroom (Ph.D. Doctoral dissertation, Kansas State University); Chair, Lotta Larson.
20. Swanda, J. (Completing Coursework). Elementary teachers' experiences with non-digital game-based learning (Ph.D. Doctoral dissertation, Kansas State University); Chair, Shabina Kavimandan.

Masters Supervision (Degree Completed)

1. Samantha Joann Mosca (M.S., Academic Advising, Fall 2021)
2. Kristin Abraham (M.S., Academic Advising, Fall 2022)
3. Kristy Lyn Giles (M.S., Academic Advising, Spring 2023)
4. Elizabeth Annelorraine Webb (M.S., Academic Advising, Spring 2023)
5. Rachel Bowman Hall (M.S., Academic Advising, Fall 2023)
6. Angela Michelle Linhardt (M.S., Academic Advising, Fall 2023)
7. Angela Mekette Palmer (M.S., Academic Advising, Fall 2023)
8. Amanda Hannele Stone (M.S., Academic Advising, Fall 2023)
9. Allyson Santaniello-Tabor (M.S., Academic Advising, Spring 2024)
10. Sia Templeton (M.S., Academic Advising, Spring 2024)
11. Kristina Pamela Messoline (M.S., Academic Advising, Spring 2024)
12. Giancarlo Labruna (M.S., Academic Advising, Spring 2024)
13. Jayme Sue Hay (M.S., Academic Advising, Spring 2024)
14. Katherine Rose Brewster (M.S., Academic Advising, Spring 2024)
15. Ryu Espinosa (M.S., Academic Advising, Spring 2024)
16. Susanne Nordstrom (M.S., Academic Advising, Summer 2024)
17. Nancy Allyson Perry (M.S., Academic Advising, Summer 2024)
18. Sandy Lynn Dimiterchik (M.S., Academic Advising, Fall 2024)
19. Mckayla Erikson (M.S., Academic Advising, Fall 2024)
20. Megan Ashley Scott (M.S., Academic Advising, Fall 2024)
21. Raini Noelle Sizemore (M.S., Academic Advising, Fall 2024)
22. Amanda L Weibring (M.S., Academic Advising, Fall 2024)
23. Jin Lu (M.S., Academic Advising, Fall 2024)
24. Janilyn Featherstone (M.S., Academic Advising, Spring 2025)
25. Savannah Hackney (M.S., Academic Advising, Spring 2025)
26. Samuel Henderson (M.S., Academic Advising, Spring 2025)
27. Samantha A Kaspar (M.S., Academic Advising, Spring 2025)
28. Cole Schmidt (M.S., Academic Advising, Spring 2025)
29. Cameryn Plummer (M.S., Academic Advising, Spring 2025)
30. April Shannon Reibestein (M.S., Academic Advising, Spring 2025)
31. Jailyn Kay Stewart (M.S., Academic Advising, Spring 2025)
32. Alyssa Schmidt (M.S., Academic Advising, Spring 2025)
33. Camille Emmer (M.S., Academic Advising, Summer 2025)
34. Julianna Marie Rao (M.S., Academic Advising, Summer 2025)
35. Anna Rose Halvax (M.S., Academic Advising, Summer 2025)
36. Kursten Elaine Vonklahr (M.S., Academic Advising, Summer 2025; Co-advised with Lisa Rubin)
37. Timothy Grant (M.S., Academic Advising, Fall 2025)
38. Kim Rogers (M.S., Academic Advising, Fall 2025)
39. Andrea Drewinko (M.S., Academic Advising, Fall 2025)
40. Alex Wallace (M.S., Academic Advising, Fall 2025)
41. Micah Fischer (M.S., Academic Advising, Fall 2025)

42. Elizabeth Dawn Roberts (M.S., Academic Advising, Spring 2026)
43. Karen Alejandra Torres Avila (M.S., Academic Advising, Spring 2026)
44. Alexander Lee Gray (M.S., Academic Advising, Spring 2026)
45. Capri Hellwig (M.S., Academic Advising, Summer 2026)
46. Matthew Redmond Mulkerrins (M.S., Academic Advising, Summer 2026))

Masters Supervision (In Progress)

1. Brandon Alvarez (M.S., Academic Advising)
2. Monica Brent (M.S., Academic Advising)
3. Molly Caldwell Hamlin (M.S., Academic Advising)
4. Brandon Jamaal Cheeks (M.S., Academic Advising)
5. Joe Wayne Davidson (M.S., Academic Advising)
6. Angie Gaye Degelman (M.S., Academic Advising)
7. Ryan Scott Doberer (M.S., Academic Advising)
8. Hannah Nicole Esquivel (M.S., Academic Advising)
9. Keegan Irene Hange (M.S., Academic Advising)
10. Brooke Alexa Harris (M.S., Academic Advising)
11. Ryan Tylar Hernandez (M.S., Academic Advising)
12. Evelyn Hess (M.S., Academic Advising)
13. Hunter Adammichael Jacobs (M.S., Academic Advising)
14. Yeena Kang (M.S., Academic Advising)
15. Douglas Gabriel Krukoff (M.S., Academic Advising)
16. Miriam Lysaught (M.S., Academic Advising)
17. Maria Isabel Macias (M.S., Academic Advising)
18. Dylan Maiwat (M.S., Academic Advising)
19. Brittany Mendoza (M.S., Academic Advising)
20. Jake Mischlich (M.S., Academic Advising)
21. Karen Wynette Noel (M.S., Academic Advising)
22. Saidah Ali Obad (M.S., Academic Advising)
23. Stacey R. Olson (M.S., Academic Advising)
24. Laurel Payne (M.S., Academic Advising)
25. Matthew Todd Pedersen (M.S., Academic Advising)
26. Sona Rai (M.S., Academic Advising)
27. David Reap (M.S., Academic Advising)
28. Brianne Reynolds (M.S., Academic Advising)
29. Edgar Rivera (M.S., Academic Advising)
30. Susan Elizabeth Rosebrough (M.S., Academic Advising)
31. Joe Manuel Ruiz (M.S., Academic Advising)
32. Jason Adam Schuster (M.S., Academic Advising)
33. Shana Sperry (M.S., Academic Advising)
34. Brooklyn Stevens (M.S., Academic Advising)
35. Emily Elizabeth Stevens (M.S., Academic Advising)
36. Jamie Wei (M.S., Academic Advising)
37. Nicole Michael Wheeler (M.S., Academic Advising)
38. Tani Williams (M.S., Academic Advising)

Kansas State University Thesis Committee Member (Degree Completed)

1. Esch, E. (Degree completed Spring 2025). Exploring sustainability careers in the fashion industry (Masters Project Report, Kansas State University); Chair, Kelsie Doty

External Dissertation Committee Member (Degree Completed)

1. Gerodias, A. (Defended Spring 2024). Addressing spirituality in the supervision relationship: Exploring the cultural picture (Ph.D. Doctoral dissertation, University of South Dakota); Chair, Daniel DeCino
2. Hulyer, D. (Completed Summer 2023). Social entrepreneurship in organizations. (Ed.D. Doctoral dissertation, Florida International University); Chair, Tonette S. Rocco
3. Roque, G. (Completed Summer 2023). Professional identity of instructional designers. (Ed.D. Doctoral dissertation, Florida International University); Chair, Tonette S. Rocco
4. Craven, J. (Completed summer 2022). Working mothers in student affairs: A narrative analysis of leader identity development (Ph.D. Doctoral dissertation, Valdosta State University); Chair, Seha Mammadov
5. Vogelsang, A. (Completed spring 2022). The lived experience transitioning from residential treatment as a child: An adult perspective (Ph.D. Doctoral dissertation, University of South Dakota); Chair, Jean Caraway
6. Pilcher, M. J. (Completed summer 2022). Women and career negotiations in athletic training (Ed.D. Doctoral dissertation, University of South Dakota); Chair, Mejai Bola “Mike” Avoseh

External Dissertation Committee Member (In Progress)

1. Rosenberg, G. (ABD). The Impact of Acculturation and Professional Socialization of Preservice Social Studies Educators’ Perspective of Teaching (Ph.D. Doctoral dissertation, Florida International University); Chair, Sarah Mathews
2. Kross, J. (Proposal defended fall 2023). A Multiple case study of the deadliest shootings in institutions of higher education in the United States. (Ed.D. Doctoral dissertation, Florida International University); Chair, Tonette S. Rocco
3. Bolivar Nieto, B. (Proposal defense planned for fall 2022). The impostor phenomenon and professional legitimacy experiences of Latino gay cisgender men in the U.S. (Ed.D. Doctoral dissertation, Florida International University); Chair, Tonette S. Rocco
4. Herlle, M. (Proposal defended spring 2024). Community college transfer students in computer science perceptions of transitions between academia and the workplace (Ed.D. Doctoral dissertation, Florida International University); Chair, Tonette S. Rocco.
5. Kapij, A. (Proposal defended Fall 2025). Advising the advisor: Professional socialization of academic advisors in higher education (Ph.D. Doctoral dissertation, Drexel University); Chair, Dominic F. Gullo

External Examiner

1. Gallo, M. (Summer 2021). An exploration of current academic advisor training and professional development practices in the Ontario college system (Ed.D. Doctoral dissertation, University of Liverpool) Chairs, Kalman Winston and Julie-Anne Regan

University of South Dakota (Vermillion, SD)**2018-2020***Courses Taught:*

1. EDER 763 Qualitative Methods of Educational Research (Spring 2019)
2. AHED 710 Social Justice and Cultural Issues in Adult Education (Spring 2020)

Dissertation Committee Member (Degree Completed)

1. Cook, J. (Completed Summer 2019). “Evaluating Teaching Strategies: A Meta-Synthesis on the Fulfillment of Post-traditional Undergraduate Learners’ Needs” (Ed.D. Doctoral dissertation, University of South Dakota); Chair, Karen Card

2. Krokstrom, L. (Completed). "Music and non-music majors' expectancy and value for courses in and outside of their majors" (Ph.D. Doctoral dissertation, University of South Dakota); Chair, Amy Schweinle
3. Bode, L. (Completed Spring 2020). "The Role of Rape Myths in Parental Rights Battles in the Context of Rape: An Intrinsic Case Study" (Ph.D. Doctoral dissertation, University of South Dakota); Chair, Lisa Newland
4. Jones, K. (Completed Spring 2020). "Can Note-taking be a Key to Unlocking Changes in Self-Efficacy, Motivation and Mindset of a Developmental Mathematics Student?" (Ed.D. Doctoral dissertation, University of South Dakota); Chair, Karen Kindle
5. Brown, J. (Completed Spring 2021). "Teacher Perceptions of Working with Instructional Coaches." (Ed.D. Doctoral dissertation, University of South Dakota); Chair, Kristine Reed

Masters Committee Member (Degree Completed)

1. Flanery, H. (Completed Summer 2020). "Students' Perceptions and Experiences of campus climate at a Midwestern university" (M.A. thesis, University of South Dakota); Chair; Beth Boyd

Florida International University (Miami, FL)

2014-2018

Courses Taught:

1. AML 4300 Stephen Sondheim and the American Musical Theater (designed and co-taught with Nathaniel Cadle; Fall 2016)
2. ENG 4132/ WST 4930/WST 5935 Queer Cinema (designed and co-taught with Andrew Strycharski; Summer 2015)
3. ENG 4141/WST 4334 Queer Cinema (Summer 2016, Summer 2017, Summer 2018)
4. IDH 1931 Introduction to Honors College (Fall 2017, Spring 2018)
5. SLS 1501 First Year Experience Seminar (Summer 2017, Fall 2017)

University of Nebraska-Lincoln (Lincoln, NE)

2009-2012

Courses Taught:

1. FORS 200 Forensic Science Seminar (Spring 2012)

York College (York, NE)

2008-2009

Courses Taught:

1. MUS 213 Music Theory I (Fall 2008)
2. MUS 212 Ear Training I (Fall 2008)
3. MUS 223. Music Theory II (Spring 2009)
4. MUS 222. Ear Training II (Spring 2009)

PRIMARY-ROLE ADVISING

Statement of Practice:

My personal advising philosophy is one of pedagogy: as a teacher guides a student through the content of a single course, the advisor's role is to show how the students' courses relate to their entire curriculum and life-plan. Advising is not merely ticking off requirements, but rather, an exploratory and comprehensive process of helping the student to discover their life goals, values, beliefs, passions and talents. No two students are the same, and no two advising interactions are the same. In my practice, I ask my students deep, probing questions to try to uncover what drives them, to help them find their "why." I believe advising should be focused on strengths, because dwelling on a student's weaknesses is like advising a student who is not there. However, I will challenge students to help them to think and grow. I often talk to my students about their education and what it is doing to improve their lives. I ask them to

think about transferable skills and the big picture. When a student tells me they are leaving my office with more questions than when they came in, I take that as a sign of a good, thought-provoking session. Most importantly, I do not view education as a means to an end, but rather, as a lifetime process. If I can effectively communicate that attitude to the students with whom I work, I have done my job.

Senior Academic Advisor, Florida International University (Miami, FL)

2012-2018

Department of English; Center for Women's and Gender Studies

(Promoted from academic advisor to senior advisor in 2014)

- Served as a vital part of the University's instructional team by providing ongoing academic advising to undergraduate students, including students who were a.) In an inappropriate major, b.) Warning/probation, and c.) Those attending new student orientation
- Proactively managed a caseload of advisees utilizing a suite of electronic advising tools to support students' identification of an appropriate major and their retention and on-time graduation in that major
- Developed and complete annual professional development plans in correspondence with best practices established by the Council for the Advancement of Standards in Higher Education and NACADA
- Processed degree audit waivers for entering lower division students with transfer, AP, or dual enrollment credits; assists with the graduation certification process
- Attended meetings and served on university committees

Academic Advisor, University of Nebraska-Lincoln (Lincoln, NE)

2009-2012

Departments of Forensic Science and Biochemistry

- Provided academic advice and career counseling for students in selection of coursework, course-load, and identification of educational interests with various majors and minors;
- Explained differences in degree requirements between programs in two colleges and admission requirements for professional and graduate programs
- Attended to the special needs of various types of students (honors, disabilities, international, nontraditional, transfer, etc.);
- Provided referral to campus services; prepared appeals for dismissed students
- Participated in recruiting and retention activities; met with visiting students and parents; advised program clubs; contributed to yearly program newsletters; participated in and reported to the forensic science advisory committee
- Evaluated transfer credit and assist transfer students with a smooth transition to the University; developed advising materials, handouts and information sheets; support on-going accreditation, including preparing yearly student placement reports and employer surveys for graduates

MENTORING AND SUPERVISION

Statement of Practice:

The most successful mentoring relationships are of mutual benefit to both parties. I aspire to learn as much from my mentee as s/he could learn from me. Successful mentoring relationships consist of psychological support, career development support, and role-modeling. To provide adequate psychosocial support, a mentor must be accessible, provide reassurance, and encourage the mentee to dream and to design a plan to accomplish the dream. Second, career development support involves clarifying expectations, demystifying the system, and encouraging risk-taking. Third, professional role-modeling includes appropriate self-disclosure and helping your mentee to foster networks. All of my mentoring relationships have been enriching to me both personally and professionally. I find that each one teaches

me ways to be more innovative in my professional association, on my campus, and in my research projects.

Florida International University **2014-2018**

Mentor, LGBTQA Mentoring Program (2014-2015)

Supervisor, Graduate Student Interns (Summer 2015, Fall 2015, Summer 2016, Summer 2018)

NACADA: The Global Community for Academic Advising **2015-Present**

Mentor, Region IV Mentoring Program (2015-2017)

Mentor, Emerging Leaders Program (2016-2018)

NASPA, Student Affairs Administrators in Higher Education **2015-2017**

Mentor, Undergraduate Fellows Program

SERVICE

Kansas State University **2010; 2020-present**

- Faculty mentor, College of Education Mentoring Program, Kansas State University (2025–2026), providing ongoing professional support to a new faculty colleague in teaching, research, and navigation of departmental and university processes.
- Member, Ad-Hoc Committee for Department Name Change, Special Education, Counseling, and Student Affairs, Kansas State University (2025).
- Search committee for teaching assistant professor for the College of Education (2021)
- Search committee for teaching assistant professor for the College of Education (2022)
- Search committee for the Chair of Special Education, Counseling and Student Affairs (2023)
- Search committee for Academic Program Specialist in Special Education, Counseling and Student Affairs (2024)
- Search committee for assistant professor for the College of Education (June 2010)
- Academic Affairs Committee for the College of Education (2022-present)
- FDA/USRG Grant Reviewer (Fall 2023; Fall 2025)
- Helped organize and facilitate the College for a Day Kansas High School GSA Visit (2023-present)
- Point person for the graduate certificate in academic advising (2021-2023)
- Coordinator of the M.S. in Academic Advising Program (2024-present)
- Masters of Science in Academic Advising Curriculum review (2021-2024)
- Outside chair for Karow Gordon (major professor: Dr. Christine McPhail)
- Recruitment for the academic advising graduate programs
 - Utah advising association conference (May 2022)
 - NACADA Annual conference (2020-present)
 - UKAT Annual conference (2024)

NACADA: The Global Community for Academic Advising **2009-Present**

- Commission for LGBTQA Advising and Advocacy (2009-2018)
 - Chair, October (2016-2018)
 - Region VI Liaison, LGBTQA Commission (2010-2012)
 - Steering Committee, guiding commission research efforts
- NACADA Journal Editorial Board (2015-2022)
- Research Committee (2016-2022; 2023-present)
 - Scholarly Papers Working Group

- Curriculum Revision
- Research Module Subcommittee
- Research grant reviewer
- Research awards reviewer
- Common reading selection committee
- Collaborative Research & Scholarly Inquiry track
- Research module scripts reviewer
- Mentoring
- Diversity Committee (2015-2017)
- Publications Advisory Board (2013-2017)
- Florida State Liaison/Region IV Steering Committee (2012-2015)
- Sustainable Leadership Committee (2013-2016)
- Task Force on Sustainable Leadership Development (2012-2013)
- Nebraska State Liaison/Region VI Steering Committee (2011-2012)
- Annual Conference Proposal Reader (2011-2018)

International Association of Autoethnography and Narrative Inquiry **2019-Present**

- Session chair, “Organizational and Professional Autoethnographies” *Doing Autoethnography*, St. Petersburg, FL.
- IAANI Early Career Award Committee

International Congress of Qualitative Inquiry (ICQI) **2024-Present**

- Session chair, “Issues in Education,” International Congress of Qualitative Inquiry, Urbana, IL. (May 2025)

United Kingdom Advising and Tutoring (UKAT) **2020-Present**

- Session chair, “Working with me: Revisiting the tutorial as academic care” *UKAT Festival of Effective Advising and Tutoring* (Online due to COVID-19)

Compita Consulting **2023–Present**

- Serve as an IRB-certified reviewer for research proposals involving human subjects for Compita Consulting, a private consulting firm. Contribute to ensuring compliance with DHHS regulations and ethical standards.

Florida International University **2012-2018**

- Judge for FIU McNair Conference (2015)
- Reviewer for the annual Student Life awards (2015)
- Committee for Academic Advisor Professional Development (2015-2016)
- University-Wide Scholarship Committee (2013-2017)
- Counsel of Undergraduate Academic Advising (2013-2018)
 - Policy Subcommittee (2014-2015)
 - Transfer Subcommittee (2014-2015)
- University LGBTQA Speakers Bureau (2014-2018)
- Mentor, FIU LGBTQA Mentoring Program (2014-2015)
- Undergraduate Curriculum Committee, Department of English (2012- 2018)
- Undergraduate Scholarship Committee, Department of English (2013-2018)
- Club Advisor, Film Initiative Underground (2012-2018)

University of Nebraska-Lincoln**2010-2012**

- Men@Nebraska Advisory Group
- Selection Committee for Summer Orientation Leaders
- College Advising Committee (College of Agriculture and Natural Resources)
- Forensic Science Advisory Board
- Club Advisor, Forensic Science Club

Editorial Board Member

- *Journal of the First-Year Experience & Students in Transition* (2019-2021)
- *Journal of Women and Gender in Higher Education* (2019-2022)
- *NACADA Journal* (2015-2019; 2019-2022)
- *New Horizons in Adult Education and Human Resource Development* (2019-2022)
- *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy* (2019-2020)

Book Manuscript Review:

- *Collaborative qualitative research* (Guilford Press)
- *Effeminate belonging: Gender nonconforming experience and gay bottom identities in Western narratives* (Emerald Publishing)
- *Qualitative roadmaps for researchers: Pathways to publication development* (Rowman & Littlefield)
- *Community-centered research: Preparing qualitative researchers as cultural workers* (Guilford Press)

Manuscript Reviewer (Journals):

- *Action in Teacher Education*
- *Adult Education Quarterly*
- *Adult Learning*
- *Agenda: Empowering Women for Gender Equity*
- *American Educational Research Journal*
- *Applied Sciences*
- *Art/Research International: A Transdisciplinary Journal*
- *Asian Journal of Political Science*
- *Australian Feminist Studies*
- *Belonging*
- *British Journal of Religious Education*
- *Culture, Health and Sexuality*
- *Discover Education*
- *Educational Considerations*
- *Equality, Diversity and Inclusion: An International Journal*
- *Ethnography*
- *Feminism & Psychology*
- *Gender, Work, and Organization*
- *Globalisation, Societies and Education*
- *Humanities*
- *Human Resource Development Quarterly*
- *Human Resource Development Review*
- *International Journal for Academic Development*
- *International Journal of Human Resource Management*

- *International Journal of Multicultural Education*
- *International Journal of LGBTQ+ Youth Studies*
- *Journal of Advanced Academics*
- *Journal of Autoethnography*
- *Journal of Academic Advising*
- *Journal of Community Practice*
- *Journal of Contemporary Ethnography*
- *Journal of Family Trauma, Child Custody & Child Development*
- *Journal of Forensic Psychology Research*
- *Journal of Homosexuality*
- *Journal of Immigrant & Refugee Studies*
- *Journal of Intercultural Communication Research*
- *Journal of Latinos and Education*
- *Journal of Lesbian Studies*
- *Journal of Management Development*
- *Journal of Philosophy of Education*
- *Journal of Reproductive and Infant Psychology*
- *Journal of Sexual Aggression*
- *The Mentor: Innovative Scholarship on Academic Advising*
- *Mentoring & Tutoring: Partnership in Learning*
- *Methodological Innovations*
- *Mind, Culture, and Activity: An International Journal*
- *Nursing Science Quarterly*
- *Organization Science*
- *Qualitative Health Research*
- *Qualitative Research*
- *Reflective Practice*
- *Review of Education*
- *Sexuality & Culture*
- *Social Sciences*
- *Studies in Higher Education*
- *Substance Use and Misuse*
- *Symbolic Interaction*
- *Violence and Victims*
- *Vulnerable Children and Youth Studies*
- *Women's Reproductive Health*
- *Women's Studies in Communication*

Chapter Reviewer (Books):

- *Beyond Foundations: Developing as a Master Academic Advisor* (T.J. Grites, M.A. Miller, & J. Givans Voller, Eds.)
- *The New Advisor Guidebook: Mastering the Art of Academic Advising* (P. Folsom, F. Yoder, & J. E. Joslin, Eds.)
- *Rethinking Research in Social Studies Education* (S. A. Mathews, Ed.)

Proposal Reviewer (Conferences):

- NACADA Annual Conference Proposal Reader (2011-Present)
- South Florida Research Conference (2014)

AWARDS AND HONORS

Kansas State University

2010; 2020-present

- Induction into *Phi Kappa Phi*, Kansas State University Chapter
- *Student award: Dr. Yifan Liao* (Outstanding Graduate Teaching Assistant Award)—Nomination letter
- *Student award: Dr. Michelle Strowbridge* (Social Justice Advocacy Award—for a College of Education Graduate Student)—Nomination letter
- *Student award: Dr. Michelle Strowbridge* (K-State College of Education Spring 2024 Research Brief award)—Nomination letter
- *Student award: Kerri Anderson* (Outstanding Graduate Teaching Award)—Nomination letter
- *Student award: Megan Scott* (Outstanding Graduate Student Award—Masters Student)—Nominator
- *Student award: Annita White* (Division of Academic Success and Student Affairs Extraordinary Student Award)—Nominator (alongside Dr. Lydia Yang)
- Winner of the Dr. Michael C. Holen Faculty Excellence in Research Award (2023). \$1,000 award.

Florida International University (FIU)

2013-2018

- World's Ahead Graduate (2017)
- Berta D. Villares Book Scholarship Award (2016). \$75 award.
- Excellence in Professional Development (2016). \$750 award.
- FIU LGBTQA Studies Award (2015). *17th Annual Lavender Graduation*.
- Presented with one of the 2013-2014 Professional Development Award in the program's inaugural year. \$1,000 award.

South Florida Research Conference (SFERC)

2015

- Winner of The Lorraine R. Gay Award for Excellence in Research and Scholarship. Shared with Dr. Mia R. Heikkila for the paper "A Study of the Relational Component in an Academic Advisor Professional Development Program." Presented at the South Florida Education Research Conference, Barry University, Miami, FL, June 6, 2015. Awarded \$200 (\$100 per author).

NACADA: The Global Community for Academic Advising

2013-Present

- 2025 Leigh S. Shaffer Award for Excellence in Scholarly Inquiry, for: *The professionalization of academic advising: A structured literature review*, *NACADA Journal*, 39(1), 89–100; presented at the 2025 NACADA Global Awards Ceremony, Las Vegas, NV
- *Student award: Dr. Michelle Strowbridge* (\$500 Doctoral Winner of Student Research Award)—Nomination letter.
- 2020 Excellence in Scholarly Inquiry Award Winner. \$500 award.
- 2014 NACADA CIGD Service Award for the Commission for LGBTQA Advising and Advocacy

GRANTS

NACADA: The Global Community for Academic Advising

2013-present

- NACADA Research Grant: awarded \$4500 one-year grant for *Academic advising models utilized at three R1 institutions: A multiple case study* (Ph.D. student grant, Michelle Kenny)
- NACADA Research Grant: awarded \$2710 one-year grant for *Feminist academic advising and an ethic of care* (Ph.D. student grant, Michelle Strowbridge)

- NACADA Research Grant: awarded \$925 one-year grant for *Where do they go: A grounded theory study exploring the decision-making process of community college transfer students* (Ph.D. student grant, Lydia J. Barnhart)
- NACADA Research Grant: awarded \$1,000 one-year grant for *Leaders' perception of the professionalization of academic advising*.

Kansas State University**2020-present**

- Priest, K. & McGill, C. M. (2023). Professional identity of academic advising leaders. College of Education Research Grant \$845 for research supplies.
- McGill, C. M. (2024). United Kingdom Advising and Tutoring (UKAT) *Annual Conference 2025*. Faculty Development Award, Kansas State University. \$2,048.
- Stojanović, M., & McGill, C. M. (2024). *Exploring research methods curricula in education-focused programs at research-intensive institutions: A comprehensive content analysis and a multiple case study*. Kansas State University, College of Education Innovation Grant Proposal. [Unfunded grant application].

University of South Dakota**2018-2020**

- Chesnut, S., Hajovsky, D. & McGill, C. M. (2019). Examining preservice and residency teachers' commitment to the profession: An explanatory mixed methods study. Summer Research Collaborative Grant (One-month summer salary)

Unfunded Research:

- Sievert, M. (Co-PI), & McGill, C. M. (Co-PI), Templeton, C., Kamin, J., & Marahatta, B. (Graduate Students). (in preparation). *Reimagining inclusive educational practices in physics to combat disparities* [Grant proposal]. National Science Foundation, NSF 24-551: Hispanic-Serving Institutions: Enriching Learning, Programs, and Student Experiences.

LEADERSHIP DEVELOPMENT**Kansas State University College of Education Grants Academy (Hanover Research) 2025-Present Participant, 2025–2026**

- Selected as a member of a competitive, college-nominated faculty cohort focused on strengthening grant leadership capacity, interdisciplinary collaboration, and long-term external funding trajectories.
- Engaged in a structured, yearlong grant development process including individualized grantsmanship assessment, strategic funding planning, and targeted consultation with Hanover Research.
- Developed a personalized grant roadmap aligned with research on professionalization, identity, academic advising, and qualitative inquiry, including identification of federal and foundation funding mechanisms.
- Participated in Faculty Connections workshops designed to foster early-stage interdisciplinary collaborations and position faculty for multi-investigator grant submissions.

Academy of Graduates for Integrative Learning Experiences (AGILE) Participant

- Tenure: 2013-2016
- Details: Engaged in an interdisciplinary program aimed at enhancing graduate student experiences. Activities included integrative learning through interdisciplinary dialogues, interpersonal skill enhancement via professional development seminars, and intrapersonal skill development through integrating scholarly work with community engagement.

AGILE Spotlight Student

- Recognition Period: Spring 2014
- Highlights: Acknowledged for leadership in adult education and academic advising. Inducted into the NACADA's 2013 Emerging Leader's Program, focusing on redefining the role of academic advisors.

Graduate Academy of Leaders Certificate

- Focus: Participated in a structured leadership development program. Gained competencies through educational seminars, experiential exercises, and applied leadership projects. Designed and implemented a personal leadership development plan.

Florida Education Fund—Research and Grant Writing Workshop

- Duration: 3-week Online Workshop
- Contributions: Engaged in interactive writing exercises, one-on-one consultations with university composition professors, and peer discussions. Focused on enhancing skills in scholarly writing, article publication, dissertation defense, and grant proposal development.

Emerging Leaders Program, Class of 2013-2015

- Affiliation: NACADA: The Global Community for Academic Advising
- Role and Impact: Participated in a program designed for promising leaders in academic advising.

PROFESSIONAL AFFILIATIONS

- International Association of Autoethnography and Narrative Inquiry (2015-Present)
- Music Theory Midwest, 2005-2009
- NACADA: The Global Community for Academic Advising, 2009-Present
- NASPA: Student Affairs Professionals in Higher Education, 2015-2020
- Society for Music Theory, 2007-2009
- UKAT: United Kingdom Advising & Tutoring, 2023-present