

**STEPHANIE L. BONDI**  
CURRICULUM VITAE

**EDUCATION**

**Iowa State University**, Ames, IA, 2011

Doctor of Philosophy, Educational Leadership with emphases in Higher Education and Social Justice

Dissertation: *Complicity with the Neocolonial Project in Education: A Deconstruction of Student Affairs Preparation Practices.*

**Indiana University**, Bloomington, IN, 2003

Master of Science, Higher Education and Student Affairs

**Butler University**, Indianapolis, IN, 1997

Bachelor of Science, Accounting

**FACULTY EXPERIENCE**

**Associate Professor of Practice, August 2020 -present (Assistant/Lecturer August 2012-2022) University of Nebraska -Lincoln.**

- Develop, implement, assess curriculum for the program
- Teach courses in educational administration (both in person and online)
- Advised over 130 graduate students to date
- Coordinate the student affairs program including recruitment, admissions, curriculum, assistantship supervision, educational events, support services & alumni engagement
- Published journal articles, book chapters, other publications on social justice; teaching and learning; engaging students in higher education
- Advised 18 master's students' theses [1 thesis advised in 2023]
- Served on 23 doctoral and additional thesis committees [1 dissertation and 1 thesis in 2023.]

**STUDENT SERVICES EXPERIENCE**

**Student Conduct Officer in Dean of Students Office**, August 2011-April 2012, University of West Georgia, Carrollton, GA, Student Affairs and Enrollment Management

- Adjudicated behavioral and academic conduct cases
- Reviewed situations, supports, and threats of distressed students as part of Critical Incidents Team
- Updated conduct policies
- Wrote Title IX policies
- Implemented and trained faculty on reporting tool to share data about students of concern

**Assistant Director of Academic Residencies**, July 2006 – August 2007, Walden University, Minneapolis, MN

- Supervised five professionals
- Planned monthly conferences
- Supervised faculty, staff, and operations at monthly conferences of up to 1,200 adult students
- Coordinated registrar, financial aid, disability, and advising supports for online students at academic residencies
- Managed budget over \$300,000

**Residence Life Coordinator**, June 2003 - June 2006, Butler University, Indianapolis

- Managed residence hall with 450 undergraduate students
- Supervised, hired, coached, and evaluated 14 undergraduate student staff
- Advised first year residents during their transition to college
- Assessed learning outcomes in student affairs
- Created diversity and engagement initiatives for first year students

**Judicial Officer**, January 2002-May 2003, Indiana University, Bloomington, IN, Office of Student Ethics and Anti-Harassment Programs

- Adjudicated over 200 student violations of the conduct code
- Designed theory informed, educational sanctions based on individual situation

**Program Advisor**, August 2001-May 2003, Indiana University, Bloomington, IN, Indiana Memorial Union Board

- Co-advised board of 16 undergraduate student directors
- Advised students planning and producing over 300 programs annually including lectures, concerts, art shows, and student trips
- Developed leadership, conflict resolution, problem-solving, and event planning skills in students

## **TEACHING EXPERIENCE**

**Leadership, Supervision, and Management** (in person)

Fall 2022; Educational Administration, University of Nebraska-Lincoln

**Program Evaluation and Assessment in Student Affairs** (in person)

Spring 2018 -2024 & Summer 2020; Educational Administration, University of Nebraska-Lincoln

**Foundations of Research Inquiry and Methods/Intro** (online & in person)

Fall 2012 - Fall 2021; Educational Administration, University of Nebraska-Lincoln

**Law and Higher Education/ Legal Issues** (online and in person)

Spring 2013–Spring 2024; Educational Administration, University of Nebraska-Lincoln  
Spring 2012; Counseling and Student Affairs, University of West Georgia

**College Students in America** (online and in person)  
Spring 2015, Fall 2016; Educ. Administration, UNL

**Qualitative Research in Educational Administration** (online and in person)  
Summer 2013 - Spring 2016; Educ. Administration, UNL

**Higher Education Environments** (online)  
Fall 2012- Spring 2013; Educational Administration, University of Nebraska-Lincoln

**Higher Education in America – history and current issues** (online)  
Fall 2012; Educational Administration, University of Nebraska-Lincoln

**Seminar in Student Affairs –various topics** (in person fall and spring)  
Fall 2013-Fall 2022; Educational Administration, UNL

**Introduction to Student Affairs/ Sem in College Student Personnel Work** (online)  
Fall 2013; Summer 2018 & 2019; Educational Administration UNL

### **College Student Development**

Spring 2014; Educational Administration, UNL (in person)  
Fall 2018 – 2020 & 2022; Educational Administration, UNL (online)  
TA with Dr. Florence Hamrick, Fall 2009 (hybrid); Higher Education and Student Affairs  
Graduate Program, Iowa State University

**Administrative Theory (in person)**  
Fall 2021; Educational Administration, UNL

**Student Development Theory II** (in person)  
TA with Dr. James DeVita, Spring 2011  
Higher Education and Student Affairs, Iowa State University

**Critical Race Theory** (in person)  
TA with Dr. Lori Patton Davis, Summer 2010  
Higher Education and Student Affairs Graduate Program, Iowa State University

### **SCHOLARLY PUBLICATIONS** (student co-authors underlined)

Bondi, S., Williams-Klotz, D., Gansemer-Topf, A., & Rumann, C. (2019). Engaging military-connected students inside and outside the classroom. In S. Quaye, S. Harper, & S. Pendakur (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York, NY: Routledge. <https://doi.org/10.4324/9780203810163>

Bondi, S. (2018). Finding Robocop in place of my humanity and how I'm getting it back. *National Teaching and Learning Forum*, 28(1), 6-8. doi: 10.1002/ntlf

Bondi, S., Daher, T., Holland, A., Smith, A., & Dam, S. (2016). Learning through personal connections shaped by cogenerative dialogues in synchronous virtual

- spaces. *Teaching in Higher Education*, 21 (3), 301 – 311.  
doi:10.1080/13562517.2016.1141288
- Patton, L. D., & Bondi, S. (2015). Nice white men or social justice allies?: Using critical race theory to examine how white male faculty and administrators engage in ally work. *Race Ethnicity and Education*, 18(4), 488–514.  
doi:10.1080/13613324.2014.1000289
- Rumann, C., & Bondi, S. (2014). Using validation to engage student veterans inside and outside the classroom. In S. Quaye & S. Harper & (Eds.), *Student engagement in higher education: Theoretical Perspectives and Practical Approaches for Diverse Populations* (2nd ed).
- \*Bondi, S. (2013). Using cogenerative dialogues to improve teaching and learning. *About Campus*, 18 (3), 2-6.
- Bondi, S. (2013). Book review essay: Professor mommy. *Feminist Formations*, 25(2), 230-235. doi: 10.1353/ff.2013.0019
- Bondi, S. (2012). Students and institutions protecting whiteness as property: A CRT analysis of student affairs preparation. *Journal of Student Affairs Research and Practice*, 49(4), 397-414. doi:10.1515/jsarp-2012-6381
- Minnis, S., Bondi, S., & Rumann, C. (2012). Focused learning environments for student veterans. In F. Hamrick & C. Rumann (Eds.), *Called to serve: A handbook on student veterans and higher education* (pp. 201-218). San Francisco, CA: Jossey-Bass.
- Bondi, S. (2011). Complicity with the neocolonial project: A deconstruction of student affairs preparation practice. *Graduate Theses and Dissertations*. Paper 10460. Retrieved from: <http://lib.dr.iastate.edu/etd/10460>
- Bondi, S., Heasley, C., Kolko, V., & Young, S. (2003). White students' attitudes and behaviors towards students of color. *Indiana University Student Personnel Association Journal*.

## PUBLICATIONS IN PROCESS

- Bondi, S., Tran-Parsons, U., & Kanagala, V. (book proposal accepted). *Fostering Equity and Inclusion in Graduate and Professional Education: Key Strategies and Perspectives*. Routledge.
- Bondi, Combs, Abrica, & Holman (manuscript in revision). Active approaches for equitable hiring for diversity. In S. Bondi, U. Tran-Parsons, V. Kanagala (Eds.) *Fostering Equity and Inclusion in Graduate and Professional Education: Key Strategies and Perspectives*. Routledge.
- Yellow-Robe, C. & Bondi, S. (manuscript in development). In S. Bondi, U. Tran-Parsons, V. Kanagala (Eds.) *Fostering Equity and Inclusion in Graduate and Professional Education: Key Strategies and Perspectives*. Routledge.

## THESIS AND DISSERTATION COMMITTEES

- Nguyen, T. *International Students Transition into Graduate School* (proposed in 2023). [Thesis committee member. ]
- Saha, P. *Graduate experiences of international married women students from South Asia*. (proposed in 2023). [Thesis advisor.]
- Funnah, J. (2023). *Understanding the participation gap at predominantly white institutions: examining institutional practices that prevent black students from studying abroad*. [Thesis committee member. ]
- Rahl, C. (2023). *Gendered experiences of female RAs*. [Thesis advisor].
- Phillips, B. (2023). *Undergraduate pandemic related mental health & student engagement*. [Dissertation committee reader.]
- Bruce, R. (2022). *Synergistic leadership in the experience of a transgender school principal*. [Dissertation committee reader.]
- Boswell, E. (2022). *A dissertation proposal examining African transnational students' experiences of anti-Black racism at predominantly white institutions*. [Dissertation committee member.]
- Padilla, M. (2022). *Reconceptualizing the college transition process for rural Latin\* students*. [Dissertation committee reader.]
- Kamm, J. (2021). *College choice and the influence of mothers*. [Proposal reader in 2021]

- Cribbs, M. (2021). *Undecided students and the decision dilemma among community college students*. [Dissertation committee reader.]
- Altstadt, A.-M. (2021). *Spaces and societal interactions: Foundations of the critical disabled cultural lens of a child of disabled adults*. [Thesis advisor].
- Sloup, K. (2021). *Honorable firsts: The experience of first-generation students in honors programs*. [Thesis advisor].
- Kalhoff, S. (2021). *Deliberate indifference: An exploration of the student survivor activism group movement*. [Thesis committee member. ]
- Nelson, M. (2020). *The role of undergraduate student affairs coursework in aspiring student affairs professionals' career development*. [Dissertation committee reader.]
- Grant, B. (2020). *Perceptions of stress and coping in traditionally aged first-year college students*. [Thesis committee member.]
- Swift, A. (2020). *Learning from multicultural centers how the office of fraternity and sorority life can support Black students in National Panhellenic Council organizations*. [Thesis advisor].
- Saunders, K. (2020). *Experiences of first generation college students in the financial aid process*. [Thesis advisor].
- Gulley, D. (2020). *The program model of campus nightlife at University of Nebraska-Lincoln: A case study of how elements work together for student learning and organizational success*. [Thesis advisor].
- Hughes, M. (2020). *Keeping the faith: An organizational saga of Anderson university*. [Dissertation committee reader.]
- Briscoe, K. (2020). *Perspectives of Black students regarding university presidents' responses to incidents of racial bias*. Anticipated, February 2020 [Dissertation committee reader.]
- Faraj, R. (2019). *A case study of undergraduate Muslim American students' sense of belonging at a historically Christian university in southern California*. [Dissertation reader and committee member].
- Rodriguez, N., (2019). *Latinidad in the college union: Perspectives of Latinx staff members*. [Thesis advisor].
- Smith, K. (2019). *Responding to the college completion crisis in New Mexico: A case study of the University of New Mexico*. (Dissertation, University of Nebraska-Lincoln). [Dissertation reader and committee member].

- Maxwell, M. (2019). *Using emotional intelligence to achieve enrollment objectives: perceptions from enrollment managers*. (Dissertation, University of Nebraska-Lincoln). [Dissertation reader and committee member].
- Benavides, M. (2019). *Intercultural leadership development of undergraduate students using the transformative intercultural learning model*. (Master's thesis, University of Nebraska-Lincoln). [Thesis advisor].
- Palmer, Z. (2018). *Examining the lived experiences of Native American students at predominantly white institutions*. (Master thesis, University of Nebraska-Lincoln). [Committee person].
- Kelba, L. (2018). *Women's gender identities and NCAA policy*. (Master thesis, University of Nebraska-Lincoln). [Committee person].
- Lara, H. (2017). *Latinx students in STEM education research: A CRT and Latcrit analysis of NSF funded projects*. (Master thesis, University of Nebraska-Lincoln). [Thesis Advisor].
- Williamson, A. (2017). *Unknown identities: How transracial international adoptees racially and culturally identify in college*. (Master thesis, University of Nebraska-Lincoln). [Thesis Advisor].
- Crichton, D. (2017). *Low socioeconomic status men persisting in college: A phenomenological study*. (Doctoral dissertation, University of Nebraska-Lincoln). [Dissertation reader].
- Martens, S. (2016). *Sense of belonging in Greek lettered organizations, is it different for first-generation students?* (Master thesis, University of Nebraska-Lincoln). [Committee person].
- Allison, D. (2016). *We matter, we're relevant and we are Black women in sororities: An exploration of the experiences of Black sorority members at a predominately White institution*. (Master thesis, University of Nebraska-Lincoln). [Thesis Advisor].
- Tejada III, E. (2016). *Transgressing gender normativity through gender identity development: Exploring transgender, non-conforming, and non-binary identities of college students*. (Master thesis, University of Nebraska-Lincoln). [Thesis Advisor].
- Geyer, M. (2016). *Recognizing earned credit: Student motivations for reverse transfer programs and concurrently earning two post-secondary degrees*. (Master thesis, University of Nebraska-Lincoln). [Thesis Advisor].
- Meyer, E. (2015). *Review and analysis of current themes for the dismissal of tenures faculty as reflected in the U.S. common law*. (Doctoral dissertation, University of Nebraska-Lincoln). [Dissertation reader].

- Gordon, C. (2015). *Addressing security risks for mobile devices: What higher education leaders should know*. (Doctoral dissertation, University of Nebraska-Lincoln). [Dissertation reader].
- Donahue, B. (2015). *Impact of being a resident assistant on student's academic success*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].
- Rezny, B. (2015). *Rural Nebraska elementary students' aspirations to attend institutions of higher education*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].
- Schumacher, K. (2015). *Sorority chapter presidents: The experience of being a leader in the Greek community*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].
- Martinez, P. (2015). *Making the difference: Exploring the perceptions of student affairs administrators and their mentoring relationships*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].
- Ford, S. (2015). *Getting to the heart of our students: First-year students and their wellness*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].
- Beyer, A. (2015). *An investigation into title ix sexual assault policy compliance at land grant institutions*. (Master thesis, University of Nebraska-Lincoln). [Thesis advisor].
- McVay, C. (2015). *Everything changed: Experiences of international students affected by a home country crisis*. (Master thesis, University of Nebraska-Lincoln). [Thesis advisor].
- Caldwell, P. (2015). *Overlooked and overshadowed: Exploring the multiple dimensions of identity in traditionally-aged undergraduate student-parents*. (Master thesis, University of Nebraska-Lincoln). [Thesis advisor].
- Lemmons, T. (2014). A phenomenological study of the lived experience of work productivity among non-tenure track agriculture-based extension faculty at a research-intensive land-grant university. (Doctoral dissertation, University of Nebraska-Lincoln). [Dissertation reader].
- Cho, J. (2014). *Design and implementation of a knowledge-based wage rate prediction system*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].
- Smith, A. (2014). *Making their own way: The experiences of gay male students in STEM fields*. (Master thesis, University of Nebraska-Lincoln). [Thesis advisor].
- Holland, A. (2014). *Identities of Previously Labeled Gifted Students Not Accepted into Honors Program in College*. (Master thesis, University of Nebraska-Lincoln). [Thesis advisor].



Stone, A. (2014). *Experiences of the NASPA IV-W New Professional's Institute*. (Master thesis, University of Nebraska-Lincoln). [Thesis advisor].

Dominguez, A. (2014). *Always in the back of your mind: experiences of latina/o u.s. citizens from mixed-immigration status households in higher education*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].

Hunt, B. (2014). *Managing microaggressions: A study on the effect of microaggressions on multiracial college students*. (Master thesis, University of Nebraska-Lincoln). [Thesis reader].

Clark, T. (2014). *The Impact of Urbanicity on Student Engagement at Small, Residential, Liberal Arts Colleges*. (Doctoral dissertation, University of Nebraska-Lincoln). [Dissertation reader].

### **REFEREED CONFERENCE PRESENTATIONS (\*Invited)**

Bondi, S. & Manga, P. (Accepted 2024). *Effective response to reports of bias*. ACPA College Student Educators International.

Bondi, S. & Manga, P. (2023). *Re-imagining student affairs through effectively responding to bias incidents*. UNL Academic Advising Conference.

Bondi, S. & Manga, P. (2022). *Shaping student affairs practice through effectively responding to bias incidents*. NASPA Student Affairs Administrators Joint Region IV-WE Conference. Chicago, IL.

Bondi, S. & Manga, P. (2022). *Connections through responding to bias reports*. Women in Educational Leadership Conference. Lincoln, NE.

Bondi, S. (2022, May 25). *Connections through responding to bias reports*. Presentation at the UNL Staff Conference.

Bondi, S. (2021, November 11). *Understanding norms of whiteness to be part of systemic change*. NASPA IV-W Conference. Virtual.

Bondi, S. (2020, March 8). *Do expectations and reflection lead to a sense of belonging?* A poster presentation at ACPA College Student Educators International convention, Nashville, TN.

\*Bondi, S. (2019, Oct 14). *Inclusive teaching strategies*. Women in Educational Leadership Conference. Lincoln, NE.

\*Bondi, S. (2018, Oct 9). *Connecting with compassion to work towards equity*. Women in Educational Leadership Conference. Lincoln, NE.

- Bondi, S., Tran-Parson, U., Edwards, K. T., Elliott, C. (2018, March 12). *Towards social justice through student affairs preparation*. A presentation at ACPA College Student Educators International convention, Houston, TX.
- Bondi, S. (2017, Nov 8). *Resources for exploring whiteness and talking with whites about racism*. NASPA IV-W Regional Conference. Lincoln, NE.
- \*Bondi, S. (2017, Oct 10). *Resources for exploring whiteness and talking with whites about racism*. Women in Educational Leadership Conference. Lincoln, NE.
- Bondi, S., Tran-Parsons, U., Edwards, K.T., Kanagala, V., Robbins, C. & Elliott, C. (2017, March). Hope and reality in solidarity and oppositional spaces. Presentation at the ACPA: College Student Educators International convention, Columbus, OH.
- Bondi, S. (2016, October). Resisting and using standards in student affairs practice. Presentation at the ACPA: College Student Educators International Midwest conference, Kansas City, MO.
- Bondi, S., Tran-Parsons, U., Edwards, K.T., Kanagala, V., Robbins, C. (2016, March). Social justice pedagogy and practice: The self as instrument. Presentation at the ACPA: College Student Educators International convention, Montreal, Quebec.
- Robbins, C., Johnson, N. A., Elliott, C, Accapadi, M., martinez, b., & Bondi, S. (2015, March). Building capacity for inclusive practices in student affairs graduate programs. Presentation at the ACPA: College Student Educators International convention, Tampa, FL.
- \*Bondi, S. (2014). Engaging students in the learning process: How college students used cogenerative dialogues to improve teaching and learning. Invited presentation at the Women in Educational Leadership Conference in Lincoln, NE.
- Bondi, S. (2013). Deconstructing common teaching and learning practices in higher education. Paper presentation at Pedagogy of Privilege Conference in Denver, CO, August 2013.
- Patton, L., Harper, S., Deal, K., Linder, C., McGuire, K., Haynes, C. , & Bondi, S. (2012). Critical perspectives on preparation of student affairs professionals. Symposium at the Association for Studies in Higher Education in Las Vegas, November, 2012.
- \*Bondi, S. (2012). Breaking into a sensing/thinking pedagogy: Sentipensante. Presentation at the Women in Educational Leadership Conference in Lincoln, NE, November, 2012.
- Bondi, S., Eng, M., Anderson, C., Smith, A., DeVita, J., & Cohen, T. (2012). *Using cogenerative dialogues to improve the teaching and learning process*.

- Presentation at the ACPA: College Student Educators International, Louisville, KY, March 2012.
- Bondi, S. (2010). *Property rights in whiteness: A CRT analysis of whiteness in student affairs and higher education*. Paper presented at the annual ASHE conference in Indianapolis, IN, November 2010.
- Bondi, S., Conner, A., Evans, N., Geers, E., & Hunt, M. (2010). *The role of the social justice advocate*. Panel presentation at the Iowa Student Personnel Association conference, Des Moines, IA, October 2010.
- Bondi, S. (2010). *White students' experiences with race and racism*. Presentation at the annual ACPA convention in Washington, DC, March 2010.
- Bondi, S. (2010). *The white box theory: The hidden processes of whiteness*. Presentation at the ACPA annual convention in Washington, DC, March 2010.
- \*Bondi, S. (2010). *Protect my rights: White students' experiences with race and racism*. Invited presentation at the Iowa State University Conference on Race and Ethnicity, Ames, IA, March 2010.
- Patton, L. & Bondi, S. (2009). *Nice White Men or Social Justice Allies?: An Examination of the Complex Realities*. Paper presented at the annual ASHE conference in Vancouver, November 2009.
- Bondi, S. (2005). *The pink elephant we're not talking about: Privilege*. Presentation at the NASPA IV-E annual conference, November 2005.

### **OTHER PRESENTATIONS, PUBLICATIONS & \*INVITED CONTRIBUTIONS**

- \*Bondi, S. (2023). Applying social justice in advising. Presentation to College of Arts and Sciences Academic Success Team. University of Nebraska – Lincoln.
- Pannirselvam, M. Bondi, S. & Tay, Y. X. (2023, March). A faculty member and graduate student collaboration for social justice. *ACPA Developments*.
- Bondi, S. (2021, March). *Learning motivations: A culturally relevant approach*. Teaching symposium at University of Nebraska – Lincoln.
- Bondi, S (2020, November 13). *Making good on the promise: Reflection & planning*. Presentation as part of UNL AFIRE Educational Series.
- Bondi, S (2020, October 23). *Movie screening and discussion: Small Foot*. [Movie Produced by Warner Animation Group]. Presentation as part of UNL AFIRE Educational Series.

- Bondi, S (2020, October 8). *Common phrases with unintended negative impact*. Presentation as part of UNL AFIRE Educational Series.
- Bondi, S (2020, September 18). *Navigating difficult situations*. Presentation as part of UNL AFIRE Educational Series.
- Bondi, S (2020, August 28). *Understanding norms of Whiteness to be part of systemic change*. Presentation as part of UNL AFIRE Educational Series.
- Bondi, S (2020, August 21). *Admissions, hiring, awards: equitable selection processes*. Presentation as part of UNL AFIRE Educational Series.
- \* Bondi, S., Morales, A., Le, A., Yellow Robe, C., & Combs, G. (2020, August 10). *Incorporating diversity and inclusive excellence into your courses*. A workshop for faculty as part of the AFIRE workshop series. University of Nebraska – Lincoln.
- \*Bondi, S. (2019, October 25). *Inclusive teaching strategies*. UNL Teaching and Learning Symposium. Lincoln, NE.
- \*Bondi, S. (2019, May 15). *Planning for and collecting meaningful data to make your life easier and your teaching better*. Practicing Pedagogies Conference by University of Nebraska Libraries. Lincoln, NE.
- \*Bondi, S & Kassebaum, K. (2019, April 17). *Feeling it in your bones: Teaching social justice*. Robert J. Kutak Ethics Center Brown Bag Luncheon Series. Lincoln, NE.
- Bondi, S. & Rodriguez, N. (2018, January 11). A conversation on wholeness in higher education. *Commission for Social Justice Educators Blog*.
- Bondi, S. (2017, Oct 30). *Common phrases with unintended negative impact*. Presentation to College of Education and Human Sciences faculty, staff, and students. University of Nebraska –Lincoln.
- \*Bondi, S. (2016, June 17). *Responses, nonresponses and lingering questions*. *InsideHigherEd*. Retrieved from: <https://www.insidehighered.com/views/2016/06/17/how-respond-after-tragedy-orlando-essay>
- \*Gasser, H. S., Brigham, E., Wright, L., Elliott, C., Pettitt, J., Alimo, C., & Bondi, S. (2016, September 14). Unintended impact: How White people need to respond when we mess up. Invited presentation on *HigherEdLive*. [webcast]. Retrieved from: <http://higherlive.com/student-affairs-live/>

- \*Gasser, H. S., Ahmed, A., Accapadi, M., Love, C., Martin, C., & Bondi, S. (2016, June, 29). A dialogue on Orlando. Invited presentation on *HigherEdLive* [webcast]. Retrieved from: <http://higheredlive.com/student-affairs-live/>
- \*Bondi, S., Major, L. & Mullen, D. (2016). *Witnessing whiteness*. Presentation at the UNL Empowerment Forum in Lincoln, NE.
- \*Bondi, S. (2014). Welcome. Invited presentation at Institution on Social Justice in Seattle, WA.
- Bondi, S. (2014). What should we do? [Blog post]. In *Commission for Social Justice Educators blog*. Washington, DC: ACPA College Student Educators – International. Retrieved from: <http://acpacsje.wordpress.com/2014/10/07/what-should-we-do-by-stephanie-bondi/>
- Bondi, S. (2012). The limits of production in social justice education. *Voices: A Publication of the Commission for Social Justice Educators*. Washington, DC: ACPA College Student Educators International.
- \*Bondi, S. (2014). *Working on equity and inclusion in higher education*. Invited presentation at UNL Student Involvement training in Lincoln, NE.
- Bondi, S. (2014). *Learning in synchronous virtual spaces*. Poster presentation at College of Education and Human Sciences research conference at UNL in Lincoln, Nebraska.
- \*Ariminio, J., Torres, V., & Pope, R. (2012). *Why aren't we there yet? Taking personal responsibility for creating an inclusive campus*. Invited contributor. Sterling, VA: Stylus.
- Bondi, S. (2009). What are we doing? Social service or social change? *Voices: A Publication of the Commission for Social Justice Educators*. Washington DC: ACPA College Student Educators International.
- \*Invited presentation, publication, or contribution.

## **PROFESSIONAL ACCOMPLISHMENTS AND RECOGNITIONS**

LGBTQA+ Advocate Appreciation Award, UNL, 2016, 2021, 2023  
 Faculty Mentoring Award, UNL CEHS Award, Nominated 2023  
 Women of Courage, Character, and Commitment Award from University of Nebraska – Lincoln Women's Center, Selected 2022 & Nominated 2017  
 Diversity Scholars Network scholar at the National Center for Institutional Diversity at the University of Michigan, 2022  
 Faculty Diversity Leadership Award, UNL, 2021  
 Outstanding Teaching Award Nomination, CEHS UNL, 2019, 2020, 2021

Excellent Contribution to Strategic Priorities awarded to the ACPA Commission for Social Justice Educators (while I was chair), 2015  
Contribution to the Commission Award, ACPA Commission for Social Justice Educators, 2011  
Apple Award for outstanding support of students, Butler Student Government, 2006  
Nominated for NASPA New Professional Award, 2005

## **GRANT FUNDING**

### **Humanities Nebraska Major Grant \$10,000 [Awarded \$6,625 to Stand in For Nebraska non-profit, May 23]**

Roots to Rise is an Indigenous informed and facilitated summer camp for BIPOC youth ages 12-15 lead by BIPOC elders, leaders and supported by peer mentors.

### **Humanities Nebraska Major Grant \$5,800 [Awarded to Stand in For Nebraska, April 22]**

Roots to Rise is an Indigenous informed and facilitated summer camp for BIPOC youth ages 12-15 lead by BIPOC elders, leaders and supported by peer mentors.

### **UNL CEHS Technology Grant \$7,500 [Awarded/ Not funded due to staff turnover and contracting issue with provider June 2022]**

Grant submitted with John Raible to pay for Mursion simulation so that students can practice responding to bias incidents.

### **Faculty Senate Convocation Grant \$1,000 [Awarded 2021]**

Grant awarded to bring Ms. Renee Sans Souci, Indigenous history, culture, and education scholar to lecture on campus and speak with classes.

### **Inclusive excellence development grant \$3,000 [Awarded 2019]**

Grant awarded to support faculty and staff development of diversity and inclusive excellence awareness and knowledge through AFIRE pledge program. Awarded by the University of Nebraska System Diversity Office.

### **Diversity Council Grant \$1,000**

Grant for UNL Women's Coalition employee resource group events. Awarded by the Chancellors' Diversity Council.

### **Faculty Senate Convocation Grant \$750**

Grant to support bringing Aerial and Kyle Ashlee, authors and experts on social justice, to talk with students, faculty, and staff about their VITAL methods for telling stories to engage people around diversity related issues. Grant awarded by UNL faculty senate.

### **Faculty Senate Convocation Grant \$750**

Grant to support bringing Dr. Lori Patton Davis, expert on college student development and culture centers to talk with students, faculty, and staff. Grant awarded by UNL faculty senate.

## **SERVICE**

### **UNL Faculty Senate Academic Rights and Responsibilities Panel (2022- 2025)**

#### **UNL Diversity Ambassadors, 2021-2023**

- Selected as campus DEI resource for search committees
- Train faculty and staff on UNL's equitable hiring guidelines
- Review plans, consult, serve on search committees
- Review position descriptions and give feedback to reduce barriers, increase diversity of qualified applications, minimize opportunities for bias.
- Professional development Keeping Our Faculty 2-day conference attended and shared learning with the ambassadors
- 2 Search Committees, Advertising/PR and Sports Communication, UNL. 1 Assistant Professor and 1 Professor of Practice position. Served on committee as diversity advocate, 2022. 40 hours
- Search Committee, Department of Management, UNL. Professor of Practice position. Served on committee as diversity advocate, 2022. 20 hours
- Search Committee, Center for Youth, Family, and the Law. Research professors positions, 2023. 20 hours.

#### **UNL Women's Coalition 2016-2020**

- Lead 4-person committee to plan 2-3 events each semester to support women-identified people who are in their first five years at the university.
- Plan networking opportunities, facilitate discussion, coordinate speakers, and arrange necessary logistics for events.
- Awarded grant to fund activities
- Created structure to sustain our work and empower committee members to plan and facilitate events.

#### **UNL Executive Vice Chancellor's Faculty Fellows for Diversity & Inclusion 2018-2020** (and later a faculty + staff committee revising the guidelines)

- Collaborated with faculty from across campus and the EVC office
- Developed BRIDGE guidelines for campus
- Gathered resources to be used with the guide
- Developed training for faculty to use the guide
- Expanded faculty guide to include staff

#### **UNL College of Education and Human Sciences, Advocating for Inclusion, Respect, and Equity (AFIRE) 2016-2023**

- Nominated for system-wide President's Inclusive Excellence Collaboration Award in 2022 by CEHS and EDAD
- Strategized using literature about organizational change
- Partnered with campus resources to provide workshops
- Developed, secured grant funding, and launched the AFIRE Pledge Program to engage and educate members

- Increased positive energy and involvement in the college.
- Consulted for the dean about college plans.
- Advocate for equity and inclusive excellence in the college.

### **EDAD Department Equity Commitments Review 2015-2018**

- Initiated and promoted equity conversations and training.
- Drafted a proposal for policy and practice changes to reflect department commitments.
- Raise awareness of equity issues and increase dialogue about current practices.
- Coordinated training that resulted from conversations.
- Planned and led teaching across cultural strengths series of discussions

### **EDAD Revisions to Annual Review Process and Rubric Committee, 2021-2022**

#### **EDAD Peer Review Committee 2021-2023**

Interim Chair, Spring 2022.

Chair, Spring 2023 – Coordinated review timeline, led consensus making on approach, proposed templates for letters, reviewed all letters. Coordinated two review meetings and worked with the chair to identify which awards to approach faculty to apply for.

#### **EDAD Promotion and Tenure Committee**

Chair, Spring 2023

Provided example materials to faculty members seeking promotion and tenure to facilitate ease of updating materials. Met with faculty members close to mid-point review and discussed preparing materials.

Social Justice Meetups 2014-2016

*Facilitated a space for people with an interest in social justice to connect, share experiences, and consider collaborations and being a support network.*

MLK Week Committee 2014-2016

*I served on the planning committee for the week-long celebration of Martin Luther King Jr.*

### **Iowa State University**

Editorial Board, Educational Policy and Practice Perspectives (EP<sup>3</sup>), 2008-2010

*I served on the editorial board for this publication. I was responsible for reviewing and providing feedback on manuscripts.*

Social Justice Summit Committee, 2008-2011

*This is a two-day experience for 50 students focusing on social justice issues and concerns. I served as co-chair in 2010.*

Social Justice Meet-ups, 2009-2011

*Initiated by ACPAs Commission for Social Justice Educators, meet-ups are a way for educators across regional areas to come together around social justice for education and community. I coordinated three meet-ups in Iowa and worked to sustain the practice by creating a listserv and inviting others to host them.*



## Butler University

Student Affairs Assessment Committee, 2005-2006  
 Staff Assembly Executive Board, 2005-2006  
 Council on Racial and Ethnic Diversity, 2004-2006

## PROFESSIONAL SERVICE

Invited reviewer of manuscript for *College Student Affairs Journal*, 2023  
 Review of promotion materials and writing one external letter for promotion, 2022  
 Review of promotion materials and writing one external letter for promotion, 2021  
 Review of Ally Instrument in development, 2021  
 I was invited, based on my scholarship, to review items that would be part of an instrument to measure allyship behaviors.

### International

ACPA Commission on Professional Preparation Directorate 2019-2022  
 Elections Co-Coordinator  
*Elected to serve on the directorate of the group within ACPA, which discusses, supports, and offers resources for people teaching in student affairs preparation programs. Diversified board through revising the recruitment and election process.*

ACPA Commission for Social Justice Educators, chair, & past-chair, 2012-2016

- Led 15 elected professionals and faculty members who work in student affairs.
- Created an intern program to mentor new professionals into leadership roles and increase diversity of the directorate
- Won the Excellent Contribution to Strategic Priorities award from the association.
- Developed curriculum for the association's *Strategic Imperative for Racial Justice and Decolonization*.

Invited Reviewer by *SN Social Sciences*, published by Springer Nature for manuscript on the topic of allyship. 2020

White Allied Behavior Training and Community 2017-2018  
*Initiated a group for student affairs preparation faculty who identify as white to complete training together and discuss how we implement the training to better live our professional values for social justice and develop students who have competence in social justice.*

Social Justice Faculty Listserv and Dialogue Group 2015-2020  
*Created a listserv for educators interested in social justice in student affairs preparation. Facilitated dialogue and content meetings for faculty to connect, explore, and strategize. Disseminated resources.*

Association for Studies in Higher Education (ASHE) research proposal reviewer 2018  
 ACPA Strategic Imperative for Racial Justice and Decolonization Curriculum Committee & subgroup co-lead, 2017-2018

ACPA Commission for Professional Preparation Research Grants Reviewer, 2019-2020  
Planned and conducted a 3-part webinar series for ACPA, *Cultivating and sharing knowledge: A workshop for entity groups*, 2013-2014.

ACPA Strategic Planning Workgroup Co-chair regarding Equity and Inclusion in Scholarship, 2013-15

ACPA/NASPA Competency Areas in Student Affairs revisions made to Equity and Inclusion rubric, 2013

ACPA *Developments* Copy Editor, 2011- 2012

ACPA Convention proposal reviewer, 2006-2020

ACPA Commission for Social Justice Educators, chair, 2012-2014

ACPA Commission for Social Justice Educators, directorate body, 2008-2012

NASPA annual conference programs committee, 2011

Iowa Educational Research and Evaluation Association, proposal reviewer, 2010

ACPA Convention Placement Service Team, volunteer, 2005, 2007, 2008

NASPA 4-E Undergraduate Conference Coordinating Team and Table Leader, 2005-06

### **OTHER PROFESSIONAL WORK**

Certified Public Accountant, Ernst and Young LLC                      September 1997 – March 2001

- Managed staff teams up to 12 professionals
- Performed financial audits of hospitals and real estate management companies
- Planned, organized, and managed daily operations of 100 simultaneous audits
- Trained, supervised, and evaluated staff

### **CURRENT PROFESSIONAL AFFILIATIONS**

ACPA College Student Educators International (ACPA)

NASPA Student Affairs Administrators in Higher Education (NASPA)

Student Affairs Assessment Leaders (SAAL)