Christopher L. Giroir, Ph.d.

Title Department Educational Foundations & Leadership Office Number Picard Center, 260 Extension 2-1067 Email Address Cgiroir@louisiana.edu Education Ph.D., Higher Education Administration, The University Southern Mississippi MA, Student Personnel Services, Northwestern State Univ BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career futilize a variety of resources and assessments in each of m courses to try and meet the learning styles of my students clear expectations and hold students accountable for their	
Office Number Extension Email Address Education Ph.D., Higher Education Administration, The University Southern Mississippi MA, Student Personnel Services, Northwestern State Univ BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career futilize a variety of resources and assessments in each of m courses to try and meet the learning styles of my students. clear expectations and hold students accountable for their	
Extension Email Address Education Ph.D., Higher Education Administration, The University Southern Mississippi MA, Student Personnel Services, Northwestern State Univ BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career futilize a variety of resources and assessments in each of m courses to try and meet the learning styles of my students. clear expectations and hold students accountable for their	
Email Address Education Ph.D., Higher Education Administration, The University Southern Mississippi MA, Student Personnel Services, Northwestern State University BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career for utilize a variety of resources and assessments in each of machine courses to try and meet the learning styles of my students. Clear expectations and hold students accountable for their	
Education Ph.D., Higher Education Administration, The University Southern Mississippi MA, Student Personnel Services, Northwestern State University BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career futilize a variety of resources and assessments in each of macourses to try and meet the learning styles of my students clear expectations and hold students accountable for their	
Southern Mississippi MA, Student Personnel Services, Northwestern State Univ BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career for utilize a variety of resources and assessments in each of machine courses to try and meet the learning styles of my students accountable for their	of
MA, Student Personnel Services, Northwestern State Univ BA, History, McNeese State University Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career futilize a variety of resources and assessments in each of macourses to try and meet the learning styles of my students. Clear expectations and hold students accountable for their	01
BA, History, McNeese State University I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career for utilize a variety of resources and assessments in each of more courses to try and meet the learning styles of my students clear expectations and hold students accountable for their	· amaitr
Teaching Philosophy I believe in a student-centered approach to teaching. My provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career for utilize a variety of resources and assessments in each of m courses to try and meet the learning styles of my students clear expectations and hold students accountable for their	versity
provide knowledge, skills, competencies, and mentorship students so they can be successful in their chosen career futilize a variety of resources and assessments in each of n courses to try and meet the learning styles of my students clear expectations and hold students accountable for their	1. !
students so they can be successful in their chosen career frutilize a variety of resources and assessments in each of mocourses to try and meet the learning styles of my students. clear expectations and hold students accountable for their	
utilize a variety of resources and assessments in each of m courses to try and meet the learning styles of my students clear expectations and hold students accountable for their	
courses to try and meet the learning styles of my students clear expectations and hold students accountable for their	
clear expectations and hold students accountable for their	
Mix alongon and analogue in most because and attract to d	
My classes are engaging, in part because each student is d	
and always has something they can contribute to our class	
discussions. I am a scholar-practitioner who brings into the	
classroom real-word experiences and I challenge my stude	ents to
think creatively about how they would respond to these	_
experiences. I am an educator that believes in the power of	
encouragement and helping students find the grit and tena	
need to achieve their chosen goal. I give structure to my	
but know that there are times when I need to be adjustable	
flexible. I provide and seek feedback from my students be	
there is always room for growth and improvement. My u	
goal for every class is for my students to leave saying the	learned
something new.	
Bio Dr. Giroir is an experienced educator with a demonstrated	history
of working in the field of higher education at both public	and
private institutions. Dr. Giroir began his career in higher	
education by working in student affairs, in particular resid	lence
life and housing. After working for several years with resi	dence
life, he decided to transition into other areas on the univer	sity
campus to include campus activities, intramurals/recreation	
campus welcome center, Greek Life, student leadership, a	
orientation/FYE.	
Dr. Giroir brings his years of practical work experience in	to the
classroom as he enjoys working to prepare the next general	
university administrators. He has served in graduate facul	
at both The University of Southern Mississippi and Arkan	-
Tech University. In addition to faculty roles held, he also	
administrative duties in higher education that included ser	
graduate program coordinator, department head, and an as	
dean for a graduate college.	sociale
dean for a graduate conege.	

	Dr. Giroir is married to Dr. Beth Giroir, who serves as the
	Executive Director for Student Success at UL, and they have 2
	children, Lilly and Sam.
Courses Taught	EDLD 850—Leadership Theory & Practice in Higher Ed
	EDLD 852—Student Affairs in Higher Education
	EDLD 860—Strategic Planning & Human Resource in Higher
	Education EDLD 861—History and Philosophy of Higher Education
	EDLD 880—Research Practicum in Ed Leadership
Research Interests	Co-Curricular Experiences and their impact on overall student
	success (undergraduate & graduate students), graduate student
	success initiatives, and today's college students and their parents.
Teaching Experience	*Interim Associate Dean, Graduate College, Arkansas Tech
	University (2015-18) *Dual Assignment
	*Department Head & Associate Professor, College Student
	Personnel (CSP), Arkansas Tech University (2012-17)
	Assistant Professor, CSP, Arkansas Tech University (2012-2008)
	Graduate Program Coordinator & Assistant Professor of Practice,
D 11:	CSP, The University of Southern Mississippi (2008-2007
Publications	Giroir, C. (in press). Ethical decision making case study: Lady
	luck. In Benjamin, M, and Jessup-Anger, J. (Eds). Maybe I should Case studies on ethics for student
	affairs professionals, (2 nd ed.). Lanham, MD: Lexington
	Books.
	Dooks.
	Giroir, C. & Austin, C. (2019). Role of a graduate student honor
	society in encouraging professional identity development.
	ACPA Developments, 17 (TBA).
	Fossey P. & Circir C. (2010) Doe y George Weshington
	Fossey, R. & Giroir, C. (2019). Doe v. George Washington University: A university breached its contract with
	student by denying him an opportunity to appeal a
	disciplinary panel ruling finding him responsible for
	sexual assault, case commentary. School Law Reporter,
	<i>61</i> (2), 15-16.
	Giroir, C. & Austin, C. (2015). Keeping student affairs relevant
	in a virtual world. ACPA Developments, 13 (4).
	Giroir, C. (2013). Ethical decision-making case study: Holiday
	dilemma. In McCoy, B., and Vaccaro, A. (Eds.)
	Decisions matter: Using A Decision-Making Framework
	with Contemporary Student Affairs Case Studies.
	Washington, DC: National Association of Student Affairs Professionals.
	Giroir, C. (2012). A virtual dilemma: Case study for SACSA
	graduate students and new professionals. SACSA regional
	conference in Memphis, TN.

- Giroir, C. & Giroir, E. (2010). Look out: Here comes generation x parents. *Transitions*, 5(3), 4-6.
- Giroir, C. & Giroir, E. (2010). Survivor meets the job search. *NASPA*, *Region IV-West Newsletter, Summer Edition*, 9.
- Underwood, S., Austin, C., & Giroir, C. (2010, Winter). Squeezing the virtual turnip: Introducing student affairs professionals to open source. *Journal of Technology in Student Affairs*.

Presentations

International/National Level:

- Holt, A. & Giroir, C. (2018, November). Sustaining student leadership: Developing a lifeline between student affairs and academic affairs. Paper presented at NASPA (Student Affairs Professionals in Higher Education) IV—West annual conference.
- Giroir, B. & Giroir, C. (2016, November). Sunglasses, contacts, bifocals, and readers: Looking at parents through different lenses. Paper presented at NASPA IV—West and East annual conference.
- Giroir, C. & Giroir, B. (2015, November). *The synergistic graduate student*. Paper presented at NASPA IV-West conference.
- Schwehm, J. & Giroir, C. (2014, November). Our students stories: Leveraging adult learners past experiences to build resiliency through academic advising. Paper presented at the American Association of Adult & Continuing Education national conference, Charleston, SC.
- Giroir, C., Austin, C., & Giroir, B. (2013, March). *Inspiring inclusion: Integrating student services for the online community*. Paper presented at the American College Personnel Association's annual conference, Las Vegas, NV.
- Giroir, C. & Giroir, B. (2013, November). Avoiding manic workdays: Transforming leadership skills in student affairs. Paper presented at National Association of Student Affairs Professionals (NASPA) IV-W annual conference, Hot Springs, AR.
- Austin, C., Giroir, C., & Underwood, S. (2011, March). Engaging students; informing the future: Technology in grad prep. Paper presented at The National Association of Student Affairs Professionals, Philadelphia, PA.

- Giroir, C. & Rexroat, B. (2010, November). *Changing of the guard: A new frontier of parents*. Paper presented at the National Association of Student Affairs Professionals, IV-West annual conference, Omaha, NB.
- Giroir, C. (2010, March). *The homeland generation: A new revolution for student affairs professionals.* Paper presented at The American College Personnel Association, Boston, MA.

Regional Level:

- Holt, A. & Giroir, C. (2016, November). Connecting to the cocurricular experience: Fostering academic partnerships.
 Paper presented at the regional Southern Association of College Student Affairs conference, Jacksonville, FL.
- Giroir, C. & Archibald, J. (2011, November). *Facing incivility head on*. Paper presented at Southern Association of College Student Affairs, Atlanta, GA.

State Level:

- Giroir, C. (2019, October). *Marching off the map: How to work with today's college student*. Lead facilitator for the LACUSPA Common Read round table session at the LACUSPA state conference in Baton Rouge, LA.
- Giroir, C. & Giroir, B. (2017, October). How to navigate the job search process for new professionals in student affairs.

 Pre-conference workshop at the Partners for Student Success state conference, Hot Springs, AR.
- Giroir, B. & Giroir, C. (2016, October). Are you a rhino or a cow? Goal setting and tips for achieving your goals as a new professional in student affairs. Paper presented at the Partners for Student Success state conference, Hot Spring, AR.
- Austin, C., Underwood, S., & Giroir, C. (2010, July). *Connecting to the i-generation*. Paper presented at the UAMS Teaching with Technology Symposium, Little Rock, AR.

OTHER SCHOLARLY ACTIVITIES:

- Invited speaker for ULL Division of Student Affairs Professional Staff Development Workshop on Generation Z students, Lafayette, LA, July, 2019.
- Editorial member for the *Journal of Student Affairs--New York University*, October, 2017-2018.

	Reviewer for the national Crookston Award for graduate student research and writing for the American College Professionals Association (ACPA)—3 graduate research papers reviewed, November, 2017. Chair, College Student Personnel (CSP) graduate program review for Arkansas Department of Higher Education, 2016. Reviewer for the national <i>Nevitt Sanford Award</i> for graduate student research for the American College Professionals Association (ACPA)—10 research proposals submitted for review, November, 2015. Graduate Student Case Study faculty judge for Student Affairs Administrators in Higher Education (NASPA) national competition, New Orleans, LA, March 2015.
Grants	
Conferences Attended	NASPA annual conferences ACPA annual conferences LACUSPA annual conferences
Professional Memberships	NASPA (Student Affairs Administrators in Higher Education) ACPA (American College Personnel Association) LACUSPA (Louisiana Association of College & University Student Personnel Association) SACSA (Southern Association for College Student Affairs)
Awards	(2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.
Additional Skills	
Dissertation	Giroir, C. L. (2006). Exploring the race card: The relationship between first-year residents and their resident assistant (Doctoral dissertation, The University of Southern Mississippi). ProQuest Digital Dissertations database. (Publication No. AAT 3268447). Dr. Wanda Maulding, Chair.
Other Professional Experience	Associate Director of Residence Education, The University of Southern Mississippi (2004-2007) Assistant Director for Staff & Student Development, Residence Life, The University of Southern Mississippi (2001-2004) Area Director, Residence Life, Tulane University (1999-2001) Assistant Director of Student Involvement, Centenary College of LA (1997-1999)
Service	Faculty Representative to the LACUSPA state board (2018-present) Graduate Curriculum Committee Member, (2019-20)