

Maureen A. Flint

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1. ACADEMIC HISTORY

1. Maureen A. Flint
2. Assistant Professor
3. 40% Research; 40% Teaching; 20% Service
4. Tenure track
5. Graduate Faculty

6. **Degrees:**
 - a. May 2019: Doctor of Philosophy, Educational Research, The University of Alabama, Tuscaloosa, AL.
 - b. May 2014: Master of Arts, Higher Education Administration, The University of Alabama, Tuscaloosa, AL.
 - c. May 2011: Bachelor of Fine Arts, Fashion Design, Pratt Institute, Brooklyn, NY.

7. **Academic Positions:**
 - a. August 2019 – present: Assistant Professor, Qualitative Research Program, Department of Lifelong Education, Administration, and Policy, University of Georgia, Athens, GA.
 - b. August 2017 – May 2019: Graduate Research Assistant, Department of Educational Studies in Psychology, Research Methods, and Counseling, The University of Alabama, Tuscaloosa, AL.
 - c. May 2018 – August 2018: Summer Graduate Research Assistant, Crossroads Community Engagement Center, The University of Alabama, Tuscaloosa, AL.
 - d. May 2018 – August 2018: Summer Graduate Research Assistant, Alliance for Physics Excellence (APEX) National Science Foundation Grant, The University of Alabama, Tuscaloosa, AL.

8. **Other Professional Employment:**
 - a. August 2016 – August 2017: Assistant Director, Ferguson Student Center, The University of Alabama, Tuscaloosa, AL.
 - b. June 2014 – August 2016: Coordinator of Training and Professional Development, Housing and Residential Communities, The University of Alabama, Tuscaloosa, AL.
 - c. August 2012 – May 2014: Community Director, Housing and Residential Communities, The University of Alabama, Tuscaloosa, AL.
 - d. August 2010 – June 2011: Resident Director, Office of Residence Life, Pratt Institute, Brooklyn, NY.

2. INSTRUCTION

1. COURSES TAUGHT

a. University of Georgia

Semester	Course
Summer 2021	QUAL 9800: Special Topics in Qualitative Methodologies: Visual Inquiry

Spring 2021	FYOS: How to be an Explorer of the World: Engaging with Artful and Experimental Research Methods
	QUAL 8410: Designing Qualitative Research
	QUAL 8420: Analyzing Qualitative Research
Fall 2020	QUAL 9000: Doctoral Research
	QUAL 8410: Designing Qualitative Research
	QUAL 8420: Analyzing Qualitative Research
Spring 2020	QUAL 8400: Traditions in Qualitative Research
	QUAL 8410: Designing Qualitative Research
Fall 2019	QUAL 8410: Designing Qualitative Research

b. University of Alabama

Semester	Course
Spring 2019	BER 631: Qualitative Research I
	UH 405: Civic Engagement Dialogues <i>Co-taught with Dr. Lane McLelland and Paige Bolden</i>
Fall 2018	BER 632: Qualitative Research II <i>Teaching Assistant for Dr. Stephanie Shelton</i>
	AHE 521: Student Affairs <i>Teaching Assistant for Dr. Cindy Ann Kilgo</i>
	UH 405: Political Dialogues <i>Co-taught with Dr. Lane McLelland and Paige Bolden</i>
Spring 2018	BER 631: Qualitative Research I <i>Teaching Assistant for Dr. Kelly W. Guyotte</i>
Fall 2016	BCE 101: First Year Seminar
Fall 2015	BCE 101: First Year Seminar
Fall 2014	BCE 101: First Year Seminar

2. GRADUATE STUDENT ADVISORY COMMITTEE MEMBERSHIP

- a. Brauer, Judith (2020 – present)
- b. Copple, Janie (2020 – present)
- c. Kelly, Amber (2021 – present)
- d. Park, Jiyea (2020 – present)
- e. Perry, Shannon (2020 – present)
- f. Silver, Heather (2020 – present)

3. RECOGNITIONS AND OUTSTANDING ACHIEVEMENTS

- a. Teaching Academy Fellows Program (2020 – 2021)
- b. Office of instruction: Faculty receive student praise (February 10, 2021).
https://ovpi.uga.edu/news/faculty-receive-student-praise/?fbclid=IwAR2pk2OBCTI7AOdPn_fcMMNOXJsAANJvPrmVxsE7tbh18DwvaB6p2BD9OUE

4. SCHOLARLY ACTIVITIES/CREATIVE WORK

RESEARCH INTERESTS:

- The theory, pedagogy, and practice of qualitative inquiry.
 - questions of equity and (in)justice in higher education contexts;
 - creative, artful, and multimodal methodologies;
 - feminist, critical material, critical spatial, anti-racist, and decolonial theories and methodologies.

a. PUBLICATIONS

i. Chapters in books⁺

*^oFlint, M. & Cannon, S. O. (accepted). Becoming feminist swarm: Inquiring mentorship methodologically together. In K.W. Guyotte & J. Wolgemuth (Eds.), *Philosophical mentoring in qualitative research: Collaborating and inquiring together*. Routledge.

Flint, M. (2020). Things that are good: Tracing entanglements of hope. In S. A. Shelton & N. Sieben (Eds.), *Narratives of Hope and Grief in Higher Education* (pp. 51-67). Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-42556-2>

Flint, M., Shelton, S.A., & Guyotte, K.W. (2020). Feminist intersectional focus groups: Culturally responsive approaches for qualitative inquiry. In J. Hall, *Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation*. Meyers Education Press.

Flint, M. (2018). Building a compass: Leaving, loss, and daughterhood in academia. In S. Shelton, J. Flynn, & T. Grosland (Eds.) *Feminism and Intersectionality in Academia: Women's Narratives and Experiences in Higher Education*. (pp. 25-36). Palgrave Macmillan.

ii. Journal Articles[^]

^oFlint, M. (in press). More-than-human methodologies in qualitative research: Listening to the Leafblower. *Qualitative Research*.

^oFlint, M. (2021, online first). Sounded histor-futurit-ies: Imagining posthuman possibilities of race and place in qualitative research. *International Journal of Qualitative Studies in Education*.
<https://doi.org/10.1080/09518398.2021.1885071>

⁺ All chapters published in peer-reviewed volumes.

* Indicates invited submission.

^o indicates publication has a conference presentation counterpart.

- ° **Flint, M.** (2021, online first). Racialized retellings: (Un)ma(r)king space and place on college campuses. *Critical Studies in Education*.
<https://doi.org/10.1080/17508487.2021.1877756>
- ° Cannon, S. O., & **Flint, M.** (2021). Measuring monsters, academic subjectivities, and counting practices. *Matter: Journal of New Materialist Research*. 2(1) 76-98.
<https://doi.org/10.1344/jnmr.v2i1.33375>
- ° Cannon, S. O. & **Flint, M.** (2021). Drift and desire: Defamiliarizing Academic Subjectivities. *Inscriptions*. 4(1), 89.
<https://www.tankebanen.no/inscriptions/index.php/inscriptions/article/view/89>
- ° Guyotte, K.W., **Flint, M.**, & Shelton, S.A. (2021). Giving up as willful feminist practice. *Gender and Education*. 32(2), 202-216.
<https://doi.org/10.1080/09540253.2020.1743821>
- ° Guyotte, K.W. & **Flint, M.** (2020, online first). Pedagogical impasses: Posthuman inquiry in exhaustive times. *Qualitative Inquiry*.
<https://doi.org/10.1177/1077800420948167>
- Flint, M.** (2020). Fingerprints and pulp: Nomadic ethics in research practice. *Art/Research International*. 5(1), 1-15.
<https://journals.library.ualberta.ca/ari/index.php/ari/article/view/29485/21965>
- ° Guyotte, K. W., **Flint, M.**, Gilbert, B., Potts, C., Irwin, A., & Bennett, L. (2020). Meanwhile: Intra-actions with/in a post-qualitative readings class. *Qualitative Inquiry*, 26(1), 109-121. <https://doi.org/10.1177/1077800419868497>
- ° Shelton, S. A., & **Flint, M.** (2020). Dichotomies of method and practice: A review of literature on transcription. *Qualitative Research Journal*.
<https://doi.org/10.1108/QRJ-05-2020-0046>
- ° Guyotte, K.W., **Flint, M.**, & Latopolski, K. (2019, online first). Cartographies of belonging: Mapping nomadic narratives of first-year students. *Critical Studies in Education*. <https://doi.org/10.1080/17508487.2019.16571600>
- Flint, M.** (2019). Hawks, robots, and chalkings: Object encounters during walking interviews on a college campus. *Educational Research for Social Change*, 8(1), 120-137. <http://dx.doi.org/10.17159/2221-4070/2018/v8i1a8>
- ° **Flint, M.** (2019). Healing a divided nation: Transforming spaces through Sustained Dialogue. *Review of Higher Education*, 42(5), 337–361.
<https://doi.org/10.1353/rhe.2019.0055>
- ° **Flint, M.** (2019). Ruptures and reproductions: A walking encounter with a campus tour and a Confederate monument. *Cultural Studies ⇔ Critical Methodologies*, 6(14), 91-104. <https://doi.org/10.1177/1532708618809136>
- ° **Flint, M.**, & Guyotte, K.W. (2019). Pedagogies of the minor gesture: Artful mentorship in college teaching. *Visual Inquiry*, 8(1), 63-75.
https://doi.org/10.1386/vi.8.1.63_1

- °**Flint, M.**, Kilgo, C.A., & Bennett, L.A. (2019). The right to space in higher education: Non-binary and agender students' navigation of campus. *Journal of College Student Development*, 60(4), 437-454. <https://doi.org/10.1353/csd.2019.0039>
- °Guyotte, K. W., & **Flint, M.** (2019). "Build the wall": Encountering and analyzing political chalkings on higher education campuses. *Philosophy and Theory in Higher Education*, 1(1), 145-166.
- °Shelton, S.A., & **Flint, M.** (2019). The spacetimemattering and Frankenstein-esque nature of interview transcriptions. *Qualitative Research Journal*. <https://doi.org/10.1108/QRJ-03-2019-104>
- °Shelton, S.A., & **Flint, M.** (2019). The value of transcription in encouraging researcher reflexivity. *SAGE Research Methods Case Studies*. Retrieved from <http://dx.doi.org/10.4135/9781526477705>
- Shelton, S.A., Guyotte, K.W., & **Flint, M.** (2019). Patchedworked (wo)monstrosities: Woman doctoral students cutting together/apart. *Reconceptualizing Educational Research Methodology*. 10(2-3), 112-146. <https://doi.org/10.7577/term.3673>
- °Shelton, S.A., Barnes, M., & **Flint, M.** (2019). "You stick up for all kids": (De)Politicizing the enactment of LGBTQ+ teacher ally work. *Teaching and Teacher Education*, 82, 14-23. <https://doi.org/10.1016/j.tate.2019.03.001>
- Flint, M.** (2018). Cartographies of memory and affect: Nomadic subjectivities. *Art/Research International: A Transdisciplinary Journal*, 3(2), 6-19. <https://doi.org/10.18432/ari29359>
- °**Flint, M.** (2018). Co-implicated disruptions: Narratives of belonging in higher education. *International Review of Qualitative Research*, 11(2), 210-230. <https://doi.org/10.1525/irqr.2018.11.2.210>
- °**Flint, M.**, & Tilley, J. (2018). Everyday assessment for new professionals. *Developments*, 16(1/2). Retrieved from: <http://developments.myacpa.org/volume-16-issues1-2-series-views-of-assessment-part-ii/>
- Garvey, J.C., **Flint, M.**, & Sanders, L. (2018). Perceptions of campus climate among LGBTQ alumnx. *Philanthropy & Education*, 2(1), 97-124. <https://doi.org/10.2979/phileduc.2.1.05>
- °Garvey, J.C., Guyotte, K., Latopolski, K., Sanders, L., & **Flint, M.** (2018). Belongingness in residence halls: Examining spaces and contexts for first-year students across race and gender. *Journal of the First Year Experience & Students in Transition*, 30(2), 9-25.
- °Garvey, J. C., Sanders, L. A., & **Flint, M.** (2017). Generational perceptions of campus climate among LGBTQ undergraduates, *Journal of College Student Development*, 58(6), 795-817. <https://doi.org/10.1353/csd.2017.0065>

iii. Special Issue Guest Editing

Sweet, J., **Flint, M.**, Cannon, S. O., & Carlson, D. L. (accepted, in progress).

Thought in motion: Erin Manning's imperatives and qualitative inquiry. *Reconceptualizing Educational Research Methodology*. Special issue guest editors.

<https://journals.hioa.no/index.php/erm/announcement/view/59?fbclid=IwAR3ZLIPfTaIo-nuyRzttlGkG6u33OGiUhbt3kIi2tHrLaQeLhKRj7aJhJBs>

iv. Works submitted but not yet accepted

*Flint, M. & Toledo, W.¹ (revise and resubmit, under review). Making good trouble: Seeking just relations through critical inquiry, becoming with. *International Review of Qualitative Research*.

Flint, M., Kilgo, C.A., Emslie, K., & Bennett, L.A. (revise and resubmit, under review). The nexus of trans collegians' pronouns and name practices navigating campus space(s): Beyond the binary. *Journal of Diversity in Higher Education*.

Flint, M. & Toledo, W. (revise and resubmit). Beyond the visual: Arts-based approaches in higher education. *Review of Higher Education*.

Flint, M. & Coogler, C.H. (under review). 'Damn Deleuze': Unexpected artefacts of reading together. *Taboo: The Journal of Culture and Education*.

Flint, M., Shiver, M., & Whyte, R. (abstract accepted). Composing place: Creating participatory sound portraits and compilations. In S. Woodland & W. Vachon (Eds.). *Sonic engagement: The ethics and aesthetics of community engaged audio practice*. Routledge.

*Guyotte, K.W., Shelton, S.A., & **Flint, M.** (invited submission). Feminist Pedagogies: Careful(l) Ethics in Teaching Qualitative Research Methods. In Melanie Nind (Eds.), *Handbook of Teaching and Learning Social Research Methods*. Edward Elgar Publishing.

v. Popular Articles and Blogs

Flint, M. (2019, February). Learning to love the process: Finding joy in academic writing. *ASHE Grads Blog*. Retrieved from:

<https://ashegrads.wordpress.com/2019/02/01/learning-to-love-the-process-finding-joy-in-academic-writing/>

Flint, M. (2016, August). *Reprint*: I want to see you be brave, written by Maureen Flint. *Oregon Women in Higher Education Blog*. Retrieved from:

<https://www.owhe.org/owhe-blog/2016/08/i-want-see-you-be-brave-written-maureen-flint>

¹ Underlined names indicate student co-authors

°**Flint, M.** (2016, April). I want to see you be brave. *NASPA Women in Student Affairs Blog*. Retrieved from: <https://www.naspa.org/constituent-groups/posts/i-want-to-see-you-be-brave>

°Koch, V., & **Flint, M.** (2014). Integration to inclusion: Tools for student staff skill development. *SEAHO Report: Fall 2014*. 15-16.

Flint, M., & McDonald, E. (2014). Gender identity development. In J. Garvey (Eds.) *Theory to practice: Case studies from the University of Alabama* (pp. 5-9). Tuscaloosa, AL: The University of Alabama Press.

vi. **Media coverage of research**

Wolgemuth, J. & **Flint, M.** (2020, November). Episode 19: Dr. Maureen Flint. *Qualitative Conversations* [Podcast]
https://www.podomatic.com/podcasts/aeraqrsig/episodes/2020-11-21T21_27_03-08_00

QR SIG (2020, April). Spotlight on a new text: (Wo)monstrous suturings: Woman doctoral students cutting together/apart. *Qualitative Research SIG Newsletter*.
<https://www.aera.net/Portals/38/docs/SIG082/Spring%20Newsletter%202020.pdf?ver=2020-07-05-234256-173>

Sustained Dialogue Institute. (2019, October). Lessons in dialogue from Maureen Flint. *News and Happenings at Sustained Dialogue, Fall 2019 Newsletter*. Retrieved from: <https://sustaineddialogue.org/get-involved/newsletter/>

Goodman, N. (2019, March). Methods, news, and notes: An interview with Dr. Stephanie Shelton on ‘The value of transcription in encouraging researcher reflexivity.’ *Qualitative Research SIG Newsletter*.
<https://www.aera.net/Portals/38/images/SIGS/SIG82/spring2019qrsignews.pdf>

University of Alabama Announcement. (2018, April). Creative campus fellows exhibit at UA gallery. *UA News*. Retrieved from: <https://www.ua.edu/news/2018/04/creative-campus-fellows-exhibit-at-ua-gallery/>

Reidel, J. (2017, September). Study showing 70 years of improving campus climate for LGBTQ students raises concerns about federal policies. *UVM Today*. Retrieved from: <https://www.uvm.edu/uvmnews/news/study-showing-70-years-improving-campus-climate-lgbtq-students-raises-concerns>

b. **CREATIVE CONTRIBUTIONS**

Flint, M. (2019, November). *Nomadic thresholds: Engaging in the liminal spaces of belonging, race, and place* [Video Installation.] Association for the Study of Higher Education Conference, Portland, OR.

Flint, M. (2019, March). Methodological orientations: A dissertation installation. [Multimedia Installations: *Asymmetrical Starting Locations; Perceptions and Slippages; Forgetting to Forget; Nomadic Shifts.*] The University of Alabama, Tuscaloosa AL.

Flint, M. (2018, May). Un(wrapt): New arts research from Creative Campus. Installation: *C(art)ographic Conjunctions*. Dinah Washington Cultural Arts Center, Tuscaloosa AL.

Flint, M. (2016, December). Becoming wide-awake: Living inquiries in arts-based research. (2016). Installation: *Mapping Contradictions*. The University of Alabama, Tuscaloosa, AL.

c. GRANTS

Flint, M., McLelland, L., & Peacock, C. (2020). *Changed by What You Learn: Fostering Civic Learning and Democratic Engagement Through Dialogue*. \$50,000. (Not Funded). Spencer Foundation. Role: *Principle Investigator*.

Lee, C.K. et al., (Principal Investigator). (2019). *Documenting the History of Slavery at UGA, 1785-1865*. \$100,000. University of Georgia Office of Research, The University of Georgia. (Funded). Role: *Research Team Member*

Flint, M. (2019). *Safe Zone Learning, Research, and Programming Grant*. \$1700. Awarded by the Safe Zone Resource Center Judy L. Bonner Fund, The University of Alabama. (Funded). Role: *Principal Investigator*

Garvey, J., Sanders, L., Guyotte, K. W., **Flint, M.**, Latopolski, K. (2016). *Identity intersections: Sense of belonging and its influence on academic success for residential students across racial and gender identities*. \$5000. Paul F. Fidler Research Grant, National Resource Center for the First Year Experience & Students in Transition. (Funded). Role: *Co-Principal Investigator*

Thornton, M., & **Flint, M.** (2016). *Capstone Academy Program*. \$1000. SEAHO Educational Grant, Southeastern Housing Officers Association. (Funded). Role: *Co-Principal Investigator*

Flint, M., & Brackett, H. (2015). *The Residence Hall as Experiential Learning*. \$500. Learning in Action Grant, The University of Alabama Quality Enhancement Plan. (Funded). Role: *Co-Principal Investigator*

d. RECOGNITIONS AND OUTSTANDING ACHIEVEMENTS

Illinois Qualitative Dissertation Award, Experimental Category, ICQI, (2020).

Outstanding Dissertation Award, AERA QR-SIG, (2020, \$1000).

Outstanding Graduate Student in Qualitative Research, College of Education, The University of Alabama, (2019).

Student Distinguished Achievement Award, The University of Alabama's Council on Community Based Partnerships, (2019).

ESPRMC Graduate Research Symposium Outstanding Paper Presentation Award, The Graduate School, The University of Alabama, (2019, \$600).

Outstanding Research by a Doctoral Student, College of Education, The University of Alabama, (2019).

Jim L. McLean Graduate Student Dissertation Award, The Department of Educational Studies, The University of Alabama, (2019, \$500).

ASHE Graduate Student Travel Scholarship, Awarded by ASHE Graduate Student Committee, (2018, \$400).

Emerging Engagement Scholar, Engagement Scholarship Consortium, (2018, \$375).

Outstanding Graduate Student in Qualitative Research, College of Education, The University of Alabama, (2018).

Sarah L. Healy Scholarship, The College of Education, The University of Alabama, (2018, \$1100).

International Travel Scholarship, Capstone International Center, The University of Alabama, (2018, \$350).

New Member Spotlight, AERA Qualitative Research SIG, (2018).

Graduate Council Fellow, Graduate School, The University of Alabama, (2017-2018, \$15,000).

Creative Campus Fellow, College of Arts and Sciences, The University of Alabama, (2017-2018, \$2,420).

John L. "Jack" Baier Award for Meritorious Service, Division of Student Life, The University of Alabama, (2016).

Learning in Action Fellow, The University of Alabama, (2015).

Rising Star Award, Alabama-NASPA, (2015).

Outstanding Graduate Student, Division of Student Affairs, The University of Alabama, (2014).

Outstanding Master's Student in Higher Education, The University of Alabama, (2014).

Outstanding Service to the Residential Life Community, Pratt Institute, (2011).

e. **CONVENTION PAPERS/PROCEEDINGS**

i. **International**

Flint, M. (2021, May). *Ma(r)king maps: Methodological modulations of theoretical and material mapping in qualitative interviews*. Paper to be presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Melchior, S., Flint, M., Guyotte, K.W., & Shelton, S.A. (2021, May). *Spinning Futures: Interrogating feminist pedagogy and methodology with science fiction*. Paper to be presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Copple, J. & Flint, M. (2021, May). *The joys of paperwork: Thinking with paper in qualitative inquiry*. Paper to be presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

- Toledo, W. & **Flint, M.** (2021, May). *(Re)turning to the breakdown: Examining interactions in a dialogue group through multiple analytic strategies*. Paper to be presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL
- Flint, M.** (2020, May – cancelled due to COVID-19). *Ma(r)king maps: Methodological modulations of theoretical and material mapping in qualitative interviews*. Paper accepted to the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.** & Toledo, W. (2020, May – cancelled due to COVID-19). *Making good trouble: Seeking just relations through critical inquiry, becomingwith*. Invited paper for the Coalition of Critical Qualitative Inquiry at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.** & Cannon, S.O. (2020, May – cancelled due to COVID-19). *Algorithmic sirens: Impact factors, desire, and academic subjectivity*. Paper accepted to the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °Guyotte, K.W. & **Flint, M.** (2020, May– cancelled due to COVID-19). *Pedagogical impasses: Posthuman inquiry in exhaustive times*. Paper accepted to the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.** (2019, May). *Seeking methodological resonance: Sounded analyses and representations in critical materialist inquiry*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.,** & Guyotte, K.W. (2019, May). *Pedagogies of the minor gesture: Artful mentorship in college teaching*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °Guyotte, K.W., Shelton, S.A., & **Flint, M.** (2019, May). *Giving up as a methodological and ethical movement in feminist focus group research*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.** (2018, June). *Artful and rhizomatic belongings: A digital assemblage exploring students' belonging in higher education*. Paper presented at the International Conference on the Arts in Society, Vancouver, BC.
- °**Flint, M.** (2018, May). *C(art)ographic conjunctions: A nomadology of belonging, place, and higher education*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.,** & Shelton, S. (2018, May). *Dichotomies of transcription method and practice: A review of the literature*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

° indicates a related manuscript counterpart.

- °Guyotte, K., **Flint, M.**, & Latopolski, K. (2018, May). *Cartographies of belonging: Mapping nomadic narratives of first-year students*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °Guyotte, K., **Flint, M.**, Bennett, L., Irwin, A., Potts, C., & Gilbert, B. (2018, May). *Meanwhile: Intra-active theory/pedagogy in a post-qualitative readings class*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- °**Flint, M.** (2017, May). *Entangled segmentarity: Sense of belonging at The University of Alabama*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana IL.
- Flint, M.**, & Merrem, A. (2017, May). *Becoming artist/researcher*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- Flint, M.** (2017, March). *Transforming relationships and creating concrete community change through Sustained Dialogue (SD): A training for college and university faculty, staff, administrators and students*. International Conference on Conflict Resolution Education, Columbus, OH.
- Wuerz, E., **Flint, M.**, Chung, B. (2016, June). *Toward a healthier campus community through sustained dialogue: Pre-conference workshop*. International Conference on Conflict Resolution Education, Columbus, OH.

ii. **National**

- °**Flint, M.**, & Toledo, W. (2021, April). *Making good trouble: Becoming with critical inquiry*. Paper to be presented at the American Educational Research Association Annual Meeting, Orlando, FL.
- °**Flint, M.**, & Cannon, S.O. (2021, April). *Drift and desire: Defamiliarizing academic subjectivities*. Paper to be presented at the American Educational Research Association Annual Meeting, Orlando, FL.
- Guyotte, K.W., **Flint, M.**, Carlson, C.H. (2021, April). *"I am with you": What do (k)not pedagogies produce?* Paper to be presented at the American Educational Research Association Annual Meeting, Orlando, FL.
- Flint, M.** (2020, November). *Developing a pedagogy of wonder in the qualitative inquiry classroom*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. [virtual]
- Flint, M.**, Toledo, W., McLelland, L., Harris, A.J., & Peacock, C. (2020, November). *Changed by what you learn: Fostering democratic engagement through a Sustained Dialogue course*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. [virtual]
- Flint, M.** (2020, April – cancelled due to COVID-19). *Un/faithful methodology*. Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/ubvh6tq>

- Flint, M.**, Guyotte, K. W. & Shelton, S. (2020, April– cancelled due to COVID-19). *"You Can't Be a Half-Assed Feminist": (Re)Constructing the T-Shirt and Living a Feminist Pedagogy*. Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/v5wexdn>
- °Cannon, S., & **Flint, M.** (2020, April– cancelled due to COVID-19). *Measuring monsters, academic subjectivities, and counting practices*. Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/qtyls2b>
- Shelton, S.A., **Flint, M.**, & Guyotte, K.W. (2020, April– cancelled due to COVID-19). *"I didn't wanna participate; I don't know these people": Relationships and entanglements in qualitative research*. Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/tayo7gv>
- Shelton, S.A., **Flint, M.**, Keles, U., & Mansouri, B. (2020, April– cancelled due to COVID-19). *Transcription as a pedagogical tool*. Paper accepted to the American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/sc5oczi>
- °**Flint, M.** (2019, April). *"I love my university but...": Multimodal navigations of race on campus*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- °**Flint, M.**, Kilgo, C.A., & Bennett, L.A. (2019, April). *"In the Middle": Non-binary and agender collegians' navigations of campus*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- °Shelton, S.A. & **Flint, M.** (2019, April). *The spacetimemattering and Frankenstein-eque nature of interview transcription*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- °Shelton, S.A., Barnes, M., & **Flint, M.** (2019, April). *The neutrality of "all"--The politics of being a LGBTQ+ teacher ally*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- Alleman, N., Allen, C., & **Flint, M.** (2019, March). *Understanding student identities and campus spaces through the alternative walking tour*. Presentation facilitated at the Student Affairs Administrators in Higher Education (NASPA) Annual Conference, Los Angeles, CA. [virtual presenter]
- °Kilgo, C.A., Bennett, L.A., **Flint, M.**, & Emslie, K. (2018, November). *Beyond the binary: The nexus of trans collegians' pronouns and navigating campus space(s)*. Paper presented at the Association for the Study of Higher Education Conference, Tampa, FL.
- McLelland, L., Bolden, P., & **Flint, M.** (2018, October). *Political dialogues: Engagement strategies for bridging divides*. Presentation at the Engagement Scholarship Consortium Conference, Minneapolis, MN.

- °Guyotte, K., & **Flint, M.** (2018, April). *“Build the wall”: A critical posthuman analysis of political chalkings on higher education campuses*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Flint, M.** (2018, April). *Becoming-post, becoming-undone: A methodological inquiry on belonging*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Flint, M.** (2018, April). *Methodological quandaries in qualitative and post-qualitative research*. Presentation at the American Educational Research Association Annual Meeting, New York, NY.
- McLelland, L., Bolden, P., & **Flint, M.** (2018, March). *Making time for PIE: Practicing inclusive engagement in higher education*. Presentation at the AAC&U Diversity, Equity, and Inclusive Democracy Conference, San Diego, CA.
- °Garvey, J.C., Guyotte, K., **Flint, M.**, Latopolski, K., & Sanders, L. (2017, October). *Belongingness and academic success across racial and gender identities*. Paper presented at the National Conference on Students in Transition, Costa Mesa, CA. [non-presenting author]
- McLelland, L., Bolden, P., & **Flint, M.** (2017, September). *Inclusive ways of engaging: Learning communities for discussions of diversity and inclusion*. Presentation for the Learning Communities Institute, Birmingham, AL.
- Wever, S., McLelland, L., Bolden, P., Beck, D., & **Flint, M.** (2017, March). *It’s time for P.I.E! Practicing inclusive excellence on your campus*. Presentation at College Student Educators International (ACPA) Annual Convention, Columbus, OH. [non-presenting author]
- Flint, M.**, McLelland, L., Bolden, P., Beck, D., & Harper, B. (2015, December). *The one-hour challenge: Social justice workshops with limited time and diverse agendas*. Presentation at the Student Affairs Administrators in Higher Education (NASPA) Multicultural Institute, Miami, FL.
- °Garvey, J. C., **Flint, M.**, & Sanders, L. (2015, April). *Perceptions of campus climate among LGBTQ alumni*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL. [non-presenting author]
- Brackett, H., Paschvoss, N., Tipton, E., & **Flint, M.** (2015, March). *Creating your roadmap to courageously navigate the process of hiring, training, and professionally developing student staff members*. Presentation at the Student Affairs Administrators in Higher Education (NASPA) Annual Conference, New Orleans, LA.

°**Flint, M.**, Moore, G., Taylor, K., & Ashton, J. (2015, March). *I wanna see you be brave: Women's narratives of authenticity*. Presentation at the Student Affairs Administrators in Higher Education (NASPA) Annual Conference, New Orleans, LA.

Flint, M., & Vess, S. (2015, March). *Without God: Exploring identity through narratives of secular students*. Presentation at the Student Affairs Administrators in Higher Education (NASPA) Annual Conference, New Orleans, LA.

Flint, M., & Thomas, P. (2014, November). *I gotta' get drunk: Facilitating reflective dialogue on student alcohol use*. Presentation at the Student Affairs Administrators in Higher Education (NASPA) General Assembly and BACCHUS Annual Conference, Orlando, FL.

Flint, M. (2014, October). *Using True Colors to navigate your leadership style*. Presentation at the Student Affairs Administrators in Higher Education (NASPA) General Assembly and BACCHUS Annual Conference, Orlando, FL.

iii. **Regional**

Coogler, C.H. & **Flint, M.** (2021, February). *Daily Deleuze: Passageways in Theory and Artmaking*. Paper to be presented at the Southeastern Philosophy of Education Society Conference. [virtual].

°**Flint, M.** & Coogler, C.H. (2020, February). *Reading Deleuze, becoming Britney Spears: A collection of wonderings*. Paper presented at the Southeastern Philosophy of Education Society Conference, Athens, GA.

°**Flint, M.** (2019, February). *Reconfiguring the rock: Spacetimematterings of a Confederate monument*. Paper presented at the Southeastern Philosophy of Education Society Conference, Decatur, GA.

Flint, M. (2018, February). *Creating docile bodies: Surveillance and supervision in student affairs*. Paper presented at the Southeastern Philosophy of Education Society Conference, Chattanooga, TN.

Flint, M., Mallory, L., & Banning, H. (2016, February). *I'm so excited about in-service: Changing the narrative of on-going student staff development*. Presentation at the Southeastern Housing Officers Conference, Raleigh, NC.

°**Flint, M.**, & Tilley, J. (2016, February). *Everyday assessment*. Presentation at the Southeastern Housing Officers Conference, Raleigh, NC.

Flint, M., & Hester, A. (2015, February). *360 degrees of assessment: Evaluating reslife training programs*. Presentation at the Southeastern Housing Officers Conference, Mobile, AL.

°Koch, V., **Flint, M.**, & Green, R. (2015, February). *From rivalry to rapport: Sustained Dialogue at The University of Alabama and Auburn University*. Presentation at the Southeastern Housing Officers Conference, Mobile, AL.

iv. University

Flint, M. (2019, April). *“You don't want to sound like you're from Alabama”*: Exploring belonging through college student narratives of the South. Paper presented at the Educational Studies in Psychology, Research Methods, and Counseling Annual Graduate Symposium, Tuscaloosa, AL.

°**Flint, M.** (2017, April). *Dialogue, space, and justice: A spatial turn to social justice through dialogue*. Paper presented at the Educational Studies in Psychology, Research Methods, and Counseling Annual Graduate Symposium, Tuscaloosa, AL.

f. PRESENTATIONS

i. Invited Seminars/Lectures

Flint, M. (2020, September 9). *Diversity and Culture in Higher Education*. Invited guest lecture for HIED 5367: Diversity & Culture in Higher Education, Sam Houston State University, Huntsville, TX. [virtual, 1-hour interview]

Flint, M. (2020, April 2). *Multimodal inquiry*. Invited guest lecture for LLED 8045: Multilingualism and Multimodality, The University of Georgia, Athens, GA. [virtual, 1-hour presentation].

Flint, M. (2020, April 1). *Visual inquiry and arts-based research*. Invited guest lecture for BER 695: Arts-Based Research in Education, The University of Alabama, Tuscaloosa, AL. [virtual, 1-hour asynchronous presentation].

Flint, M. (2020, February 10). *Wonder and inquiry (with P. Eaton)*. Invited guest lecture for HIED 757/857: Learning Environment Design and Assessment, Old Dominion University, Virginia Beach, VA. [virtual, 1-hour presentation].

Flint, M. (2019, October 23). *Virtual job workshop (with C. Byrne, & A. Pickup)*. Panel for Qualitative Research Program, The University of Alabama, Tuscaloosa, AL. [virtual, 1-hour presentation].

Flint, M. (2019, September 24). *Guest panel on transitioning from student to scholar (with D. Jones, K. deMarrais, & A. Stich)*. Panel for QUAL 9400: Interdisciplinary Qualitative Studies Capstone Course, The University of Georgia, Athens, GA. [1-hour panel].

Flint, M. (2018, September 24). *Writing (good) research questions*. Presentation for BER 631: Qualitative Research I, The University of Alabama, Tuscaloosa, AL. [1-hour presentation].

McLelland, L., Bolden, P., & **Flint, M.** (2018, August 5). *Inclusive practices for nursing faculty and staff*. Georgia Baptist College of Nursing, Mercer University, Atlanta, GA. [6-hour workshop].

Bolden, P., & **Flint, M.** (2018, July 18). *Practicing inclusive engagement for English Language Learners*. English Language Institute, The University of Alabama, Tuscaloosa AL. [1-hour workshop].

Flint, M., & McLelland, L. (2018, July 10). *Practicing inclusive engagement for social work majors*. SW 411: Social Work Practice with Groups. The University of Alabama, Tuscaloosa, AL. [2-hour workshop].

McLelland, L., & **Flint, M.** (2018, June 12). *Practices for inclusive engagement for the accounting career awareness program*. Culverhouse College of Commerce. The University of Alabama, Tuscaloosa, AL. [2-hour workshop].

Flint, M. (2016, December 12). *Safe Zone training*. Department of Communication and Information Services, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].

Flint, M., & Brackett, H. (2016, April 28). *Safe Zone training*. Department of Human Resources, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].

Walters, K.D., & **Flint, M.** (2016, February 15). *Safe Zone training*. Capstone College of Nursing, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].

Garvey, J., & **Flint, M.** (2014, February). *We are all imposters: Creating affirming spaces through shared narratives*. Women's Resource Center brown bag lunch series, The University of Alabama, Tuscaloosa, AL. [1-hour presentation].

ii. Poster Presentations

Flint, M. (2018, March). *Sonic belongings: Creating a digital assemblage of college student's intra-actions with place*. Poster presented at the Educational Studies in Psychology, Research Methods, and Counseling Annual Graduate Symposium, Tuscaloosa, AL.

5. PUBLIC SERVICE

a. Governmental and nongovernmental agencies

Flint, M. (2021, February 10). *Sustained Dialogue moderated conversation*, undisclosed group. [virtual, 5-hour workshop].

Flint, M. (2019, October 26-27). *Sustained Dialogue moderator workshop*, Emory & Henry College, Emory, VA. [16-hour workshop].

Flint, M. (2019, April 27-28). *Sustained Dialogue moderator workshop*, Emory & Henry College, Emory, VA. [16-hour workshop].

Wagner, L., & **Flint, M.** (2019, January 19-20). *Sustained Dialogue moderator workshop*, University of Virginia, Charlottesville, VA. [12-hour workshop].

Flint, M. (2019, January 11). *Sustained Dialogue conflict resolution for resident advisors*. The College of Wooster, Wooster, OH. [8-hour workshop].

Flint, M. (2018, September 28-29). *Sustained Dialogue moderator workshop*, University of Nebraska, Omaha, NE. [16-hour workshop].

Flint, M. (2018, August 28). *Sustained Dialogue for resident advisors*, Lawrence University, Appleton, WI. [4-hour workshop].

Flint, M. (2018, August 9). *Sustained Dialogue conflict resolution for resident advisors*, Appalachian State University, Boone, NC. [6-hour workshop].

McLelland, L., Bolden, P., & **Flint, M.** (2018, July 26). *IMPACT Alabama leadership retreat*. Americorp IMPACT – Alabama, Birmingham, AL. [4-hour workshop].

- Flint, M.** (2018, April 18). *Safe Zone information session*. Canterbury Episcopal Church Youth Group, Tuscaloosa, AL. [1-hour presentation]
- Flint, M.** (2017, November 5). *Healing the heart of democracy: Faith and politics dialogues*, The University of Alabama, Tuscaloosa, AL. [6-hour workshop].
- Flint, M., & Houston, M.** (2017, October 20-21). *Sustained Dialogue moderator training*, University of California, Davis, CA. [16-hour workshop]
- Flint, M.** (2017, October 13). *Sustained Dialogue inclusive leadership introduction*, Miami University Regionals, Oxford, OH. [8-hour workshop].
- Walker, L., **Flint, M., & An, J.** (2017, April 28-29). *Sustained Dialogue inclusive leadership workshop*, Centre College, Lexington, KY. [16-hour workshop].
- Flint, M.** (2017, January 21-22). *Sustained Dialogue moderator workshop*, Lawrence University, Appleton, WI. [16-hour workshop].
- Flint, M., & Walker, L.** (2016, August 26-28). *Sustained Dialogue inclusive leadership workshop*, Auburn University, Auburn, AL. [16-hour workshop].
- Fitzgerald, R., & **Flint, M.** (2015, September 26-28). *Sustained Dialogue inclusive leadership workshop*. Auburn University, Auburn, AL. [16-hour workshop].
- Flint, M., & Frampton, C.** (2015, March 3). *Safe Zone information session*. City of Tuscaloosa Domestic Violence Task Force, Tuscaloosa, AL. [1-hour presentation].
- Flint, M.** (2015, February 13). *Safe Zone training*. YouthBuild Hale County, Greensboro, AL. [3-hour presentation].

6. PROFESSIONAL SERVICE

a. Professional societies, governmental organizations, or non-governmental agencies

- President-Elect*, Southeastern Philosophy of Education Society, (2021 – 2022).
- Program Coordinator*, Southeastern Philosophy of Education Society, (2020 - 2021).
- Mentor*, AERA QR-SIG Office Hours, AERA Annual Meeting 2020.
- Committee Member*, AERA Qualitative Research SIG Mentoring Committee, (2019-2021).
- Communications Officer*, Southeastern Philosophy of Education Society, (2019-2021).
- Committee Member*, AERA Graduate Student Seminar Committee, Division D, (2018 - 2019).
- Proposal Reviewer*, AERA Annual Meeting, Division D, Section 3, (2018).
- Proposal Reviewer*, AERA Annual Meeting, QR SIG, (2017-2018).
- Proposal Reviewer*, ASHE Annual Conference, (2018 – 2019).
- Alabama State Representative*, Southeastern Association of Housing Officers, (2015-2016).
- Proposal Reviewer*, NASPA Annual Conference, (2014 - 2016).

Conference Registration Chair, Alabama Association of Housing Officers, (2012).

b. Editorship or editorial board memberships

Journal of College Student Development Editorial Board Member (7) (2020 - 2023).

c. Ad hoc manuscript reviewer

2021

Reviewer, Alternation (1)

2020

Reviewer, Journal of Homosexuality (1)

Reviewer, Professional Development in Education (1)

Reviewer, Space and Culture (1)

Reviewer, Educational Research for Social Change (2)

Reviewer, Art/Research International (2)

Reviewer, Reconceptualizing Educational Research Methodology (1)

2019

Reviewer, International Journal of Qualitative Studies in Education (1)

Reviewer, SAGE Open (2)

2018

Reviewer, Philosophy and Theory in Higher Education (1)

Reviewer, Qualitative Inquiry (1)

d. Service on departmental, college, or university committees

i. University Committees

1. University of Alabama

Trans Inclusive Task Force, The University of Alabama, 2017-2018.

Safe Zone Advisory Board, The University of Alabama, 2017-2018.

Sexual Health and Healthy Relationships Strategic Planning Team, The University of Alabama, 2015-2017.

Safe Zone Training Committee, The University of Alabama, 2014-2017.

ii. Departmental Committees

1. University of Georgia

Diversity, Equity, and Inclusion Task Force, Department of Lifelong Education Administration and Policy, The University of Georgia, 2020 – present.

Reviewer, Interdisciplinary Qualitative Certificate, The University of Georgia, 2019-present, (2)

Social Media Coordinator, Qualitative Research Program, The University of Georgia, 2019-present

2. University of Alabama

Search Committee: Coordinator for Intercultural Engagement, Crossroads Community Center, 2019.

Search Committee: Director of Community Engagement Research and Publications, Center for Community-Based Partnerships, 2018.

Search Committee: Events Coordinator, The Ferguson Student Center, 2017.

Student Life Professional Development Committee, 2015-2017.

Residential Curriculum Assessment Team, Housing and Residential Communities, 2015-2017.

Search Committee: Coordinator of Outdoor Recreation, University Recreation, 2016.

Search Committee: Assessment Coordinator, Housing and Residential Communities, 2016.

Training and Professional Development Committee Chair, Housing and Residential Communities, 2014-2016.

Networking and Professional Development Committee, Higher Education Administration Program, The University of Alabama, 2014-2015.

Staff Roles and Selection Committee, Housing and Residential Communities, 2012-2014.

Search Committee: Coordinator of Professional Development, Housing and Residential Communities, 2013.

e. Service to student groups and organizations

Flint, M. (2020, September 5). *Guest panel on transitioning from student to scholar (with R. Blissett, D. Jones, & M. Freeman).* Panel for LEAP-GSN Fall Retreat, The University of Georgia, Athens, GA. [1-hour virtual panel].

Freeman, M. & **Flint, M.** (2019, September 7). *Journey from student to scholar.* Presentation for LEAP-GSN Fall Retreat, The University of Georgia, Athens, GA. [1.5-hour workshop].

Flint, M. (2018, September 16). *Inclusive engagement for Tri Delta new members.* Two-hour workshop for Delta Mu Chapter, Delta Delta Delta Sorority, The University of Alabama, Tuscaloosa, AL. [2-hour workshop]

Flint, M. (2018, August 31). *Open Safe Zone training.* The University of Alabama, Tuscaloosa, AL. [3-hour workshop].

Bolden, P., & **Flint, M.** (2018, August 15). *Inclusive engagement for IFC (Interfraternity Conference) house directors.* Fraternity and Sorority Life, The University of Alabama, Tuscaloosa, AL. [1-hour workshop].

- Flint, M.** (2018, August 14). *Practicing inclusive engagement for resident advisors*. Housing and Residential Communities, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].
- McLelland, L., Bolden, P., & **Flint, M.** (2018, July 31). *Practicing inclusive engagement for graduate community directors*. Housing and Residential Communities, The University of Alabama, Tuscaloosa, AL. [2-hour workshop].
- Flint, M.,** & Bush, M. (2018, March 20). *Practices for inclusive engagement for judicial board members and Rho Chis*. Alabama Panhellenic Association (APA) Recruitment Team, The University of Alabama, Tuscaloosa, AL. [2-hour workshop].
- Flint, M.** (2017, August 27). *Inclusive language for peer health educators*. Project Health and Gamma Student Staff Training, The University of Alabama, Tuscaloosa, AL. [1-hour workshop].
- Flint M.** (2017, August 15). *Practices for inclusive engagement for resident advisors*. Housing and Residential Communities, The University of Alabama, Tuscaloosa, AL. [2-hour workshop].
- Flint, M.,** & Brooks, A. (2016, September 18). *Safe Zone training*. Gamma Phi Beta Sorority, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].
- Flint, M.** (2016, August 9). *Safe Zone training*. Housing and Residential Communities Student Staff, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].
- Flint M.** (2016 August 3). *Practices for inclusive engagement for resident advisors*. Housing and Residential Communities, The University of Alabama, Tuscaloosa, AL. [4-hour workshop].
- Flint, M.** (2015, August 3). *Safe Zone training*. Housing and Residential Communities Student Staff, The University of Alabama, Tuscaloosa, AL. [3-hour workshop].
- Flint M.,** & Paul, T., (2015, August 5). *Inclusive leadership for resident advisors*. Housing and Residential Communities Student Staff Training, The University of Alabama, Tuscaloosa, AL. [4-hour workshop].