

**Danielle J. Thomas, PhD**  
*Curriculum Vitae—2025*

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**EDUCATION**

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- 2016:       **Ph.D., Sociology (December 2016)**  
              **Graduate Minor in Women's and Gender Studies**  
Louisiana State University, Baton Rouge, LA
- 2010:       **B.A., Sociology and Humanities (May 2010)**  
              **Undergraduate Minor in French**  
Milligan University, Milligan College, TN
- 2009:       **Uganda Christian University (Spring Semester)**  
Study Abroad, Mukono Town Homestay Student  
Mukono Town, Uganda
- 2008:       **Jaques Lefevre Institute (Summer Semester)**  
Study Abroad, French Immersion  
Merville Franceville, France

**EMPLOYMENT**

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- 2024-present       **The College of Humanities and Social Sciences, Louisiana State University, Baton Rouge, LA**  
Rector of the Humanities and Social Sciences Residential College (HSSRC)
- Lead in partnership with a team that includes administrators, advisors, faculty, and residential life staff; together we support the success, social and intellectual development of 200+ first year students
  - Maintain 10-15 office hours in the HSSRC each week in an office that is intentionally designed to be a comfortable and inviting space for students; connect students with campus resources that match their academic and social needs
  - Establish service-learning as part of the core culture of the HSSRC via certifying HSS 1000 and other HSSRC courses as service-learning optional and connecting students to service opportunities beginning their first semester at LSU
  - Teach several HSS 1000 (College Success/Introduction to Research) and HSS 1001 (Introduction to Career) sections each semester for residential college students
- 2021-present       **Department of Sociology, Louisiana State University, Baton Rouge, LA**  
Instructor of Sociology
- Manage up to 300-400 students across courses each semester, including in-classroom instruction, in-office advising, email interactions, and giving feedback on graded work
  - Facilitate engaging classroom sessions; vary teaching strategies and technology use depending on course content, objectives, and needs of the students
  - Engage students in specialized communication and service-learning activities in courses certified with the Center for Community Engagement, Learning, & Leadership and Communication across the Curriculum offices at LSU
- 2017-2021       **Department of Sociology, Louisiana State University, Baton Rouge, LA**  
Adjunct Instructor of Sociology
- Taught 2-3 courses per semester ranging from 30-300 students
  - Connected students with opportunities to pursue service-learning in the community
- 2012-2019       **SportQuest Ministries, Baton Rouge, LA**  
Baton Rouge Project Coordinator
- Designed and implemented weekly mentorship programs for underserved middle and high school students in the Gardere neighborhood (2017-2019)

- Built and trained a team of mentors to connect with and support underserved middle and high school students in the Gardere neighborhood (2017-2019)
- Partnered with numerous local nonprofits to provide services, educational, and athletic programs for youth in the Gardere neighborhood (2012-2019)
- Planned and directed a 10-day summer sports camp for 200 youth; raised resources, recruited volunteers, trained high school and college coaches, and managed community partnerships (2012-2019)

2012-2016

**Department of Sociology, Louisiana State University, Baton Rouge, LA**  
Graduate Teaching Assistance

- Planned and led SPSS lab sessions for undergraduate students in SOCL 2211 (Research Methods in Sociology) during my second and third years of graduate school
- Served as the Instructor of Record for 1-2 courses each semester from my fourth year of graduate school through the completion of my PhD

**TEACHING**

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Scores in parentheses after each course are my most recent evaluation scores, out of a possible 5 points.

<b>Core Courses</b>	SOCL 2001 Introduction to Sociology SLO (4.5) SOCL 2002 Introduction to Sociology Honors SLO (4.7) SOCL 2211 Research Methods in Sociology SLO (5)
<b>Electives</b>	SOCL 2501 Contemporary Social Problems SLO (5) SOCL 2255 Sociology of Sport SLO / C-I (4.7)
<b>Upper Level</b>	SOCL 4521 Sociology of Gender SLO / C-I (4.9)
<b>Other:</b>	HSS 1000 Introduction to Research SLO / C-I (4.8) HSS 1001 Introduction to Career SLO / C-I (4.5)

SLO = certified as Service-Learning Optional with the Center for Community Engagement, Learning & Leadership  
C-I = certified as Communication-Intensive with Communication across the Curriculum

**SERVICE-LEARNING COURSE PARTNERSHIPS**

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**La Mesa English as a Second Language Program (2024-present)**

- LSU students serve as assistant teachers in a local ESL program that offers 4 levels of English classes for adults who have immigrated from Spanish-speaking countries; some facilitate weeks of class; some engage in a language-exchange course for advanced English and Spanish learners in which each group teaches the other their native language

**Gardere Youth Alliance Soccer Program (2015-present)**

- LSU students serve as assistant coaches in a local youth soccer program for children ages 5-18; planning and leading activities at practices, assisting during games, working on a Bilingual (Spanish/English) coaching team that serves predominantly Hispanic youth from immigrant families; some also serve as head coaches of teams

**Gardere Initiative After-School Program (2013-present)**

- LSU students assist local elementary and middle school students with homework and recreation activities after school; students may also contribute to the organization by helping operate social media accounts, raise money, lead events, etc.

**Gardere Youth Alliance Football Program (2013-2023)**

- LSU students served as assistant coaches in a local youth football program for children ages 6-13; planned and lead activities at practices, assisted during games, worked on a coaching staff of men from the local neighborhood

**MetroMorphosis (2018-2022)**

- LSU students contributed to data collection and research reporting for community events and activities hosted by MetroMorphosis; for example, some assisted with notetaking for conversations during community listening sessions with Black people living in different neighborhoods in Baton Rouge in 2021

Each partner serves under-resourced and marginalized people in the Baton Rouge community. Students are mentored by local leaders from a variety of cultural and social backgrounds; they emphasize asset-based approaches to community development in which change is initiated and led by insiders and sustained by local resources.

**COMMUNITY ENGAGEMENT & SERVANT-LEADERSHIP**

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**Co-leader and Founder of La Mesa (a Spanish and English Language Learning Program), 2022-present**

- Teach English classes and recruit and organize volunteers, including the establishment of a service-learning partnership between LSU and La Mesa in which 15+ LSU students serve in the program each semester. Plan bilingual cultural activities throughout the year to foster positive relationships amongst ESL students and other residents in Baton Rouge

### **Co-leader, Head Administrator and Coach with Gardere Youth Alliance (GYA), 2015-present**

- Coordinate registration for a soccer program with 6 teams for 75+ youth ages 5-18 years old; connect the city soccer league and Gardere Youth Alliance teams, organize LSU student service-learners, and coach multiple teams each season

### **SCHOLARSHIP**

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- Recent IRB Approval to collect data from volunteers and former participants in the Gardere Youth Alliance programs as a follow-up to my dissertation; will submit a book proposal to the Rowman & Littlefield Book Series, Social Justice and Equity in Contemporary Sport
- Beginning in 2025-2026, plan to engage in participatory action research with Humanities and Social Science Residential College students (in HSS 1000 courses) as co-researchers to collect data on the first-year experience for LSU students, including the impact of service-learning and residential college programs
- Thomas, Danielle, Lathan, Derrick, Maryland, Ashley and Lori Latrice Martin. 2016. "Chapter 3: The Educational Plight of Black Men and Boys in Baton Rouge: A Critical Demography Perspective," in *Race, Population Studies, and America's Public Schools*, edited by Lori L. Martin, Kenneth Fasching-Varner, and Hayward Derrick Horton. Lanham, MA: Rowman & Littlefield.
- Thomas, Danielle. 2017. "48-Hour Report." Report for the Urban Congress commissioned by MetroMorphosis.
- Thomas, Danielle. 2016. "Comprehensive Report." Report for the Urban Congress commissioned by MetroMorphosis.
- Thomas, Danielle. 2016. "Speaking Out: Black Men Speak to the State of Black Boys and Men in Baton Rouge." Report for the Urban Congress commissioned by MetroMorphosis.

### **AWARDS**

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- LSU Center for Community Engagement, Learning & Leadership Happy Award for Service-Learning (2024)
- Baton Rouge Honorary ESPY Award for Service Through Sports (2021)
- Baton Rouge Big Buddy Program College Mentorship Award (2018)
- Tom Dutton Award for Leadership and Community Service at LSU (2014)