

JENNIFER M. JOHNSON
 Associate Dean of Student Success
 Associate Professor, Higher Education
 Policy, Organizational, and Leadership Studies
 College of Education and Human Development
 Temple University
jmjohnson@temple.edu

EDUCATION

University of Maryland, PhD, Higher Education, Student Affairs, and International Education Policy
University of Pennsylvania, MEd, Higher Education Management
Chestnut Hill College, MEd, Elementary Education
Syracuse University, BS, Biology and Psychology

SELECT PROFESSIONAL EXPERIENCES

2024-	Associate Dean of Student Success, College of Education and Human Development
2023-	Associate Professor, Higher Education Temple University, College of Education and Human Development, Philadelphia, PA
2019-2023	Assistant Professor, Higher Education Temple University, College of Education and Human Development, Philadelphia, PA
2017-2019	Assistant Professor (Teaching/Instructional), Higher Education Temple University, College of Education, Philadelphia, PA
2014-2017	Assistant Professor & Program Coordinator; Elementary Education Bowie State University, College of Education, Bowie, MD
2012-2014	Retention Coordinator Bowie State University, College of Education, Bowie, MD
2009-2012	Research Fellowship, <i>Sharon Fries-Britt, PhD</i> University of Maryland, Department of Counseling, Higher Education, and Special Education, College Park, MD
2009-2012	Retention Initiatives Graduate Assistant University of Maryland, Academic Achievement Programs, College Park, MD
2007-2009	Counselor TRIO Upward Bound Program, University of Pennsylvania, Philadelphia, PA
2004-2006	Teacher, 7 th Grade School District of Philadelphia: Pennsylvania Instructional I Certificate; Elementary (K-6); Middle Level Science (7-9)

SCHOLARLY AGENDA<https://www.jmjohnsonphd.com>

To promote the college access and persistence of traditionally underrepresented populations (i.e., first-generation college students, students from lower-income backgrounds, and students from racially minoritized populations) through the examination of the experiences and outcomes of students across diverse institutional contexts in post-secondary education.

PUBLICATIONS<https://orcid.org/0000-0002-0593-2945>

Google scholar citations =

h-index = 14

i10-index = 18

= 795 (as of September 1, 2024)

A co-author underlined is a graduate student or mentee**Peer-Reviewed Journal Articles**

1. **Johnson, J. M.**, & Jackson, E. R. (2024). The HBCU advantage: Reimagining social capital among students attending Black colleges. *Frontiers in Education*, 9(1344073). <https://doi.org/10.3389/educ.2024.1344073>
2. **Johnson, J. M.**, Paris, J. H., Curci, J. D., & Horchos, S. (2024). Beyond college access: An exploration of the short-term impact of a dual enrollment program. *Journal of College Student Retention: Research, Theory & Practice*, 26(1), 41-63. <https://doi.org/10.1177/15210251211056319>
3. Curci, J. D., **Johnson, J. M.**, Gabbadon, A. T., & Wetzel-Ulrich, E. (2023). Expanding the pipeline to teach: Recruiting future urban teachers of color through a dual enrollment program. *The Urban Review*, 55, 224-243. <https://doi.org/10.1007/s11256-022-00646-1>
4. Hardaway, A. T., Scott, S. & **Johnson, J. M.** (2023). Beyond bothered: Exploring identity, stressors, and challenges of Black women Ivy collegians. *Journal of African American Girls and Women in Education*, 2(2), 101-115. <https://doi.org/10.21423/jaawge-v2i2a114>
5. **Johnson, J. M.**, & Winfield, J. (2022). Institutionalizing success: Systems and practices of HBCUs that promote student development and degree attainment. *Journal of Higher Education*, 93(7), 989-1011 <https://doi.org/10.1080/00221546.2022.2082759>
6. Scott, S., & **Johnson, J. M.** (2022). Black and ABD: Investigating the “All But Dissertation” stage of the doctoral program among Black graduate students. *Journal of Negro Education*, 91(1), 35-49. <https://www.muse.jhu.edu/article/862071>
7. **Johnson, J. M.**, Scott, S., Phillips, T. A., & Rush, A. A. (2022). Ivy issues: An exploration of Black students’ racialized interactions on Ivy League campuses. *Journal of Diversity in Higher Education*. Advanced Online Publication. <https://doi.org/10.1037/dhe0000406>
8. **Johnson, J. M.**, Paris, J. H., & Curci, J. D. (2022). Structured pathways, reinforced plans: Exploring the impact of a dual enrollment program on the college choice and career interest of future teachers of color. *Journal of College Access*, 7(1), 55-71. <https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1147&context=jca>
9. Mobley, S. D., **Johnson, J. M.**, & Drezner, N. (2022). “Why aren’t all the White kids sitting together in the cafeteria?”: An exploration of the campus experiences of White students at a

- public HBCU. *Journal of Diversity in Higher Education*, 15(3), 300-313.
<https://doi.org/10.1037/dhe0000298>
10. **Scott, S., Johnson, J. M., Hardaway, A. T., & Galloway, T.** (2021). Investigating ivy: Black undergraduate students at select Ivy League universities. *Journal of Postsecondary Student Success*, 1(2), 72-90. https://doi.org/10.33009/fsop_jps128468
 11. Mobley, S., D., **Johnson, R. W.**, Sewell, C. J. P., **Johnson, J. M.**, & **Neely, A. J.** (2021). “We are not victims”: Un-masking Queer and Trans* student activism at HBCUs. *About Campus: Enriching the Student Learning Experience*, 26(3), 24-28.
<https://doi.org/10.1177/1086482220953221>
 12. George Mwangi, C. A., **Johnson, J. M.**, & **Brown, V. M.** (2021). Family & community engagement among college students in science, technology, engineering, and mathematics. *Journal of Women and Minorities in Science and Engineering*, 27(4), 35-57.
<https://doi.org/10.1615/JWomenMinorScienEng.2021032901>
 13. **Scott, S.**, & **Johnson, J. M.** (2021). Racial realities: Exploring the experiences of Black male doctoral students in the “All But Dissertation” status. *International Journal of Doctoral Studies*, 16, 171-187. <https://doi.org/10.28945/4701>
 14. **Johnson, J. M.**, & **Scott, S.** (2020). Nuanced navigation: Narratives of the experiences of Black “All But Dissertation” (ABD) Women in the Academy. *International Journal of Qualitative Studies in Education*. Advanced online publication.
<https://doi.org/10.1080/09518398.2020.1852485>
 15. **Johnson, J. M.** (2019). Pride or prejudice? Motivations for choosing a Black college. *Journal of Student Affairs Research and Practice*, 56(4), 409-422.
<https://doi.org/10.1080/19496591.2019.1614936>
 16. Williams, M. S., & **Johnson, J. M.** (2019). Predicting the quality of Black women collegian’s relationships with faculty at a public historically Black university. *Journal of Diversity in Higher Education*, 12(2), 115-125. <https://doi.org/10.1037/dhe0000077>
 17. Mobley, S. D., & **Johnson, J. M.** (2019). “No pumps allowed”: The “Problem” with gender expression and the Morehouse College “Appropriate Attire Policy,” *Journal of Homosexuality*, 66(7), 867-895. <https://doi.org/10.1080/00918369.2018.1486063>
****2019 Article of the Year Award – Queer Studies Special Interest Group of the American Educational Research Association****
 18. **Johnson, J. M.**, Boss, G., George Mwangi, C. A., & Garcia, G. (2018). Resisting, rejecting, and redefining normative pathways to the professoriate: Faculty of Color in higher education. *The Urban Review*, 50(4), 630-647. <https://doi.org/10.1007/s11256-018-0459-8>
 19. **Johnson, J. M.**, & McGowan, B. L. (2017). Untold stories: The gendered experiences of high-achieving African American alumni of Historically Black Colleges and Universities. *Journal of African American Males in Education*, 8(1), 23-44.
<https://jaamejournal.scholasticahq.com/article/18484-untold-stories-the-gendered->

[experiences-of-high-achieving-african-american-male-alumni-of-historically-black-colleges-and-universities](#)

20. **Johnson, J. M.** (2017). Social norms, gender imbalance, perception of risk, and the sexual behaviors of African American women at Historically Black Colleges and Universities. *Journal of African American Studies*, 21(2), 203-215. <https://doi.org/10.1007/s12111-017-9354-8>
21. **Johnson, J. M.** (2016). Managing transitions, building bridges: An evaluation of a summer pre-college program for African American scientists and engineers. *Journal for Multicultural Education*, 10(2), 206-216. <http://dx.doi.org/10.1108/JME-01-2016-0010>
22. Mobley, S. D., & **Johnson, J. M.** (2015). The role of HBCUS in addressing the unique needs of LGBT students. *New Directions for Higher Education* 2015(170), 79-89. <https://doi.org/10.1002/he.20133>

Books

1. Mobley, S. D., Njoku, N., **Johnson, J. M.**, & Patton-Davis, L. (Eds.). (in press/October 2024). *Embracing Queer Students' Diverse Identities at Historically Black Colleges and Universities: A Primer for Presidents, Administrators, and Faculty*. Rutgers University Press. <https://www.rutgersuniversitypress.org/embracing-queer-students-diverse-identities-at-historically-black-colleges-and-universities/9781978816091/>

Book Chapters

1. **Johnson, J. M.**, & Tisdale, S. (2024). Literacy and liberation: Historically Black Colleges and Universities and culturally relevant praxis. In T. J. Davis, P. Sasso, & S. Price-Williams (Eds.), *Institutional Diversity in American Postsecondary Education* (pp. 85-96). Information Age Publishing.
2. Blacknall, T., & **Johnson, J. M.** (2024). Selective HBCUs: A competitive option. In T. L. Strayhorn, M. S. Williams, & R. M. Johnson (Eds.), *Creating new possibilities for the future of HBCUs through empirical research* (pp. 15-32). Information Age Publishing.
3. Robinson, T., Commodore, F., & **Johnson, J. M.** (2022). We all we got: Contemporary digital mentoring relationships and community building among Black women academics. In S. Fries-Britt & B. T. Kelly (Eds.), *Building mentorship networks to support Black women: A guide to succeeding in the academy* (pp. 84-99). Routledge.
4. **Johnson, J. M.** (2021). "Pursuing the futures we want": An examination of the college transition of academically talented Black collegians from working-class communities. In G. L. Martin & S. Ardoin (Eds.), *Social class supports: Examples of programs and practices to serve poor and working-class students in higher education* (pp. 250-261). Stylus Publishing, LLC.
5. **Johnson, J. M.**, & Henderson, Z. (2017). Social work education and cultural competence: The role of Historically Black Colleges and Universities. In T. F. Boykin, A. A. Hilton, & R. T. Palmer (Eds.), *Professional education at Historically Black Colleges and Universities: Past trends, future outcomes* (pp. 91-102). Routledge.

6. **Johnson, J. M.** (2017). Choosing HBCUs: Why African Americans continue to choose HBCUs in the 21st century. In M. C. Brown & T. E. Dancy (Eds.), *Black Colleges Across the Diaspora: Global Perspectives on Race and Stratification in Postsecondary Education* (pp. 151-169). Emerald Publishing Limited.
7. **Johnson, J. M.** (2017). Choosing Elites: Experiences of working-class Black undergraduate women at an Ivy League university. In L. D. Patton Davis & N. Croom (Eds.), *Critical Perspectives on Black Women and College Success* (pp. 158-169). Routledge.
8. Hairston, K., Crawford, Y., & **Johnson, J. M.** (2018). A historically black college's approach to integrating culturally diverse teaching and learning in an online classroom platform. In K. Milheim (Ed.), *Cultivating Diverse Online Classrooms through Effective Instructional Design*. IGI Global.
9. **Johnson, J. M.** (2016). Navigating the #PhDGrind with the support of social media. In D. Y. Ford, S. M. Trotman, R. Goings, T. Wingfield & M. Henfield (Eds), *RACE Mentoring through social media: Black and Hispanic scholars share their journey in the academy* (pp. 205-211). Information Age Publishing, Inc.
10. **Johnson, J. M.** (2016). From smarty pants to scholar: A personal journey of self-acceptance. In D. Y. Ford, J. L. Davis, Y. Ruiz-Sealey, & S. Trotman (Eds), *Gumbo for the Soul: Liberating Stories to Inspire Females of Color* (pp. 185-188). Information Age Publishing, Inc.
11. **Johnson, J. M.**, Robinson, T. N., Staples, C. L., & Daoud, N. (2016). Preparing to lead: The socialization of Black women for faculty and administrative careers through graduate school. In B. L. H. Marina & S. Ross (Eds.), *Beyond Retention: Cultivating spaces of equity, justice, and fairness for women of color in U.S. higher education* (pp. 103-124). Information Age Publishing, Inc.
12. **Johnson, J. M.**, & Snider, J. C. (2015). PhorwarD progress: Experiences of academic, professional, and personal mentorship in the academy. In B. L. H. Marina, (Ed.), *Mentoring Away the Glass Ceiling in Academia: A Cultured Critique* (pp. 3-16). International Mentoring Association.
13. Fries-Britt, S. V., **Johnson, J. M.**, & Burt, B. (2013). Black students in physics. The intersection of academic ability, race, gender, and class. In T. L. Strayhorn (Ed.), *Living at the Intersections: Social identities and Black collegians* (pp. 21-39). Information Age Publishing, Inc.

RESEARCH PROJECTS

<https://www.imjohnsonphd.com>

Historically Black Colleges and Universities (HBCU) – Temple University

2014-Present: Principal Investigator. Launched Phase III of the National HBCU Alumni Study, a qualitative exploration of college choice processes and early career outcomes of HBCU alumni from a diverse array of institutions.

Temple Education Scholars – Temple University

2019-Present: Co-PI with Juliet Curci, PhD. Engaged in the ongoing research-based evaluation of the “Temple Education Scholars” (TES) Dual Enrollment Program, an initiative to support college access and enrollment into teacher education programs among culturally and linguistically diverse Philadelphia high school students. The project aims gain a robust perspective on the activities associated with TES Program and the outcomes of program participants.

GRANT ACTIVITY (Temple University)**FUNDED****Collaborative Research: Advancing Collaborations for Equity in Marine and Climate Sciences (ACE-MCS) (NSF # 2314918)***Principal Investigator*

September 2023 Funded by NSF Racial Equity in STEM Education: \$2,308,567.49
 Lead PI: Chrystal George Mwangi, George Mason University
 Temple PI: Jennifer M. Johnson, \$399,997
 (9/15/2023 – 8/31/2026)

Expanding Efforts to Recruit and Retain Teachers for Pennsylvania*Co-Principal Investigator*

September 2023 Funded by the Pennsylvania Department of Education: \$1,400,000
 (9/1/2023 - 9/30/2024)

NSF Planning Grant: Bringing Together Allies in Diversifying Climate and Marine Science Careers (BRAID–CMC) Alliance Workshop (NSF #2312360)*Co-Principal Investigator*

April 2023 Funded by the NSF Directorate for Geosciences: \$141,142
 PI: Lauren S. Mullineaux, Woods Hole Oceanographic Institution
 Subaward: Temple University - \$6,798.00
 (4/1/2023 – 3/31/2025)

Addressing Non-Tuition Barriers to Advance Community College STEM Success: An NSF S-STEM-NET Hub (NSF # 2137824)*Co-Principal Investigator*

October 2022 Funded by the National Science Foundation: \$3,000,000
 (4/1/2022 – 3/31/2027)

Temple University TRIO Upward Bound Math and Science Program (P047M220439)*Co-Principal Investigator*

August 2022 Funded by the US Department of Education: \$1,488,005
 (9/1/2022 – 8/31/2027)

Temple University TRIO Upward Bound Program (P047A221215)*Co-Principal Investigator*

May 2022 Funded by the US Department of Education: \$2,464,135
 (8/1/2022 – 7/31/2027)

GRANT ACTIVITY (Bowie State University)**FUNDED****College and Career Readiness Program @ Bowie State University***Principal Investigator*

June 2016

Funded by the Maryland Higher Education Commission: \$85,000
(8/1/2016-7/31/2017)**SPONSORED PROJECTS (External/Independent)****FUNDED**

2024-2026

National Science Foundation (S-STEM), “Collaborative Research: Planning: S-STEM: MAstering Science to Entering Research in STEM (MASTER-STEM).” PI: Isabel Lloyd, University of Maryland (\$200,000). Consultant (Independent). Lead evaluation and social science research efforts. Submitted March 2024.

2024-2027

National Science Foundation, GP-IN: Accelerating Climate and Environmental Science Careers through a Postbaccalaureate Fellowship in Woods Hole (ACES Woods Hole) PI: Onjale Scott-Price, SEA Education Association, Inc., Woods Hole Oceanographic Institution (\$781,741). Social Scientist/Evaluator (Independent). Evaluation team member.

2024

United Negro College Fund, Inc. Consultant (Independent). Independent consultant on academic and industry systemic literature review.

2023-2025

William Penn Foundation, Temple Education Scholars Dual Enrollment Program (College of Education and Human Development, Temple University). Senior Personnel and Instructor (Stipend waived). Support the evaluation and assessment efforts of the TES program.

2023

Marcella Niehoff School of Nursing, Loyola University Chicago. HBCU Nursing Program Pipeline Research Support; Consultant (Independent). Commissioned literature review

2021-2023

Alfred P. Sloan Foundation, Creating Equitable Pathways to STEM Graduate Education (CEPath) Planning Grant (University of Maryland, University of Maryland Eastern Shore, Bowie State University.) Senior Personnel/Evaluator (Independent). Designed research design, engaged in data analysis, completed executive report.

2020

National Math + Science Initiative, HBCU STEM Teacher Pipeline Research Support; Consultant (Independent). Commissioned literature review

2016-2021

Institute for Education Sciences, Project RISE: Research Institute for Scholars in Education (Bowie State University, University of Maryland) Program Coordinator. Project designed to prepare undergraduate students from traditionally underrepresented populations for doctoral study in language and literacy. *Project involvement ended upon transition to Temple University, 2017*

- 2017-2019 **Maryland Higher Education Commission** (Morgan State University) Teaching STEM through the use of Literature Circles: Collaboration, Inquiry, and Discussion *Project involvement ended upon transition to Temple University, 2017*
- 2016-2018 **National Science Foundation** (University of Maryland) Evaluation of LSAMP Bridge to the Doctorate Program (Independent) Evaluation of the effectiveness and outcomes associated with pipeline program focused on increasing the number of minority students pursuing doctorate degrees in STEM.
- 2015-2016 **The National Aeronautics and Space Administration**, The NASA/Maryland HBCU Partnership Project (Independent). Served as methods expert for Bowie State University team to design a curriculum model for enhance the STEM preparation of pre-service teachers in Maryland Public Schools.
- 2015-2020 **Institute for Education Sciences**, Early Childhood Engagement Center (ECEC) (Bowie State University) Mentor, \$4,100/yr. Served as academic mentor to participants in the ECEC program (45 students); a project designed to recruit, educate, fully fund and retain special educators highly qualified to work and serve young culturally and linguistically diverse students with disabilities. *Project involvement ended after transition to Temple University, 2018*
- 2012-2013 **Office of Minority Students in Engineering, University of Maryland** Evaluator, LSAMP Summer Bridget Program.
- 2009-2010 **Office of Minority Students in Engineering, University of Maryland** Student Evaluator, LSAMP Bridge to the Doctorate Program.

Curriculum Development

1. Temple University, Provost Teaching Academy. \$2,000
2. The National Aeronautics and Space Administration (NASA). *Climate Change Integration Module: STEM Integration Tool for Teacher Education Curricula (2016)*. A NASA/Maryland HBCU Pre-Service Teacher Network Collaboration. \$3,000
3. Bowie State University. Center for Excellence in Teaching & Learning. \$1,000
4. Bowie State University. *BSU Academic Transformation Grant/Office of the Provost*. \$6,000

Commissioned Institutional Reports & Policy Briefs

1. **Johnson, J. M.** (2014; 2016; 2018). *Bridge to the Doctorate: Louis Stokes Alliance for Minority Participation (LSAMP)*. Prepared for the Louis Stokes Alliance for Minority Participation, University System of Maryland.
2. **Johnson, J. M.** (2012). *Louis Stokes Alliance for Minority Participation (LSAMP) Program: 2012 Summer Bridge Program for Scientists and Engineers*. Prepared for the A. James Clark School of Engineering at the University of Maryland, College Park.
3. Warwick, C., & **Johnson, J. M.** (2011). *Louisiana College Access Inventory*. Prepared for the Louisiana Office of Student Financial Assistance, Baton Rouge, LA.

4. Calderone, S., **Johnson, J. M.**, & Hare, K. (2010). *Research to Practice Brief: The Role of Cost Perceptions on Low-Income Students' Postsecondary Enrollment Decisions*. Prepared for the Pathways to College Network and National College Access Network, Washington, DC.
5. McNair, T. B., Warwick, C., & **Johnson, J. M.** (2010). *Tennessee College Access Inventory*. Prepared for the Tennessee Higher Education Commission, Nashville, TN.

CONFERENCE ACTIVITY (a co-presenter underlined is a graduate student or mentee)

Presidential Sessions

1. *We the People Presidential Symposium: HBCU Presidents and Senior Leaders* (2017). Annual Meeting of the Association for the Study of Higher Education (ASHE), Houston, TX.

Refereed Research Paper Presentations

1. George-Mwangi, C., Kanagla, V., Yao, C., **Johnson, J. M.** & Scott, O. P. (2024, November). Towards a critical race onto-epistemological consciousness: An R3 approach for racial equity-driven STEM collaborations. Scholarly paper to be presented at the annual meeting of the Association for the Study of Higher Education, ASHE, Minneapolis, MN.
2. **Johnson, J. M.**, Priniski, S., J., Davis, L., Hodge, M. G., & Payton, J. (2024, November). "They Made it As Hard as Possible": Investigating Non-Tuition Needs Among Community College STEM Students. Research paper to be presented at the annual meeting of the Association for the Study of Higher Education, ASHE, Minneapolis, MN.
3. Kimmel, S., Nelson, S., Rhea, E., Curci, J., & **Johnson, J. M.** (2024, April). But did they graduate? Exploring the long-term outcomes of dual enrollment program participants. Roundtable presentation for the annual meeting of American Educational Research Association (AERA). Philadelphia, PA.
4. Henderson, L. R., & **Johnson, J. M.** (2024, April). Marching to college: Exploring military veteran's college access experiences navigating pre-college activities. Roundtable presentation for the annual meeting of AERA. Philadelphia, PA.
5. **Johnson, J. M.** (2023, November). Black women: (Re)discovering identity within the context of HBCUs. Research Paper presented at the Association for the Study of Higher Education (ASHE). Minneapolis, MN.
6. **Johnson, J. M.**, Scott, S., & Sevon, M. A. (2023, November). Aggravated attrition: The over-extension of Black women faculty in Higher Education. Research Paper to be presented at the Association for the Study of Higher Education (ASHE). Minneapolis, MN. (Virtual)
7. **Johnson, J. M.** & Scott, S. (2023, March). The invisibility and overextension of Black women faculty. Research Paper presentation for the American Association of Blacks in Higher Education (AABHE). San Diego, CA.

8. Scott, S., & **Johnson, J. M.** (2023, February). Practices for Preserving Anti-Racist Scholarship in the Academy. Research Paper presentation for Drexel University's Critical Conversations in Urban Education 2023 Social Justice Leadership Summit.
9. Hardaway, A. T., Scott, S., & **Johnson, J. M.** (2022, April). *Beyond bothered: Stressors and Challenges of Black Undergraduate Women at Ivy League Institutions*. Research Paper presented at the annual meeting of American Educational Research Association (AERA). San Diego, CA.
10. Curci, J., **Johnson, J. M.**, Gabbadon, A. T., & Wetzel-Ulrich, E. (2022, April). *Expanding the pipeline to teach: Recruiting future teachers of color through a dual enrollment program*. Research Paper presented at the annual meeting of AERA. San Diego, CA.
11. Scott, S., **Johnson, J. M.**, Phillips, T., & Rush, A.A. (2022, April). *Interrupting Ivy: Students' sense of belonging on Ivy League campuses*. Research Paper presented at the annual meeting of AERA. San Diego, CA.
12. **Johnson, J. M.**, Paris, J. H., Curci, J. D., & Horchos, S. (2021, April). *Beyond college access: An exploration of the short-term impact of a dual enrollment program*. Research Paper presented at the annual meeting AERA. (Virtual)
13. Scott, S., **Johnson, J. M.**, & Hardaway, A. T. (2021, April). *Investigating Ivy: Exploring campus experiences of Black undergraduate students at selective universities*. Research Paper presented at the annual meeting of AERA. (Virtual)
14. Scott, S., **Johnson, J. M.**, & Norris, M. S. (2021, March). *Crystalizing the "All But Dissertation" crisis in higher education*. Paper presentation for the American Association of Blacks in Higher Education (AABHE). (Virtual)
15. **Johnson, J. M.** (2020, November). *Historically Black Colleges and Universities – A critical investigation of student outcomes among HBCU alumni*. Self-Designed Paper Session scheduled for the Association for the Study of Higher Education (ASHE), New Orleans, Louisiana*(virtual).
16. Scott, S., & **Johnson, J. M.** (2019, October). *Black and ABD: Investigating the "All But Dissertation" Stage of the Doctoral Program among Black Graduate Students*. Paper presented at the annual Black Doctoral Network Conference, Newark, NJ.
17. **Johnson, J. M.** (2019, April). *Black Women, Black colleges: An Application of the Culturally Engaging Campus Environments Model*. Research Paper presented at the annual meeting of AERA, Toronto, ON.
18. Mwangi, C. G., **Johnson, J. M.**, & Brown, V. K. M. (2019, April). *Family & community engagement among college students in Science, Technology, Engineering, and Mathematics*. Research Paper presented at the annual meeting AERA, Toronto, ON.
19. **Johnson, J. M.** (2018, November). *Still a man's world? An exploration of the Cultural Environments of Historically Black Colleges and Universities as experienced by Black women*. Research Paper presented at the annual meeting of the ASHE, Tampa, FL.

20. **Johnson, J. M.** (2017, November). *The promise delivered: Experiences and outcomes of Historically Black College and University alumni*. Research Paper presented at the annual meeting of ASHE, Houston, TX.
21. **Johnson, J. M.** (2017, April). *High-Achieving African American males, masculinity, and Historically Black Colleges and Universities*. Research Paper presented at the annual meeting of AERA, San Antonio, TX.
22. **Johnson, J. M.**, Jones, G., Garcia, G., Mwangi, C. G., & Dache-Gerbino, A. (2017, April). *Resisting, rejecting, and redefining normative pathways to the professoriate: Higher education faculty of color*. Research Paper presented at the annual meeting of AERA, San Antonio, TX.
23. **Johnson, J. M.** (2016, November). *Making a way out of no way: Stories of resilience and success among HBCU graduates*. Research Paper presented at the annual meeting ASHE, Columbus, OH.
24. Williams, M. S., & **Johnson, J. M.** (2016, November). *Predicting the quality of Black Women collegians' relationships with faculty at an HBCU*. Research Paper presented at the annual meeting of ASHE, Columbus, OH.
25. **Johnson, J. M.** (2016, November). *Never far from home: Afro-Centric residence halls as spaces of community*. Research Paper presented at the International Conference on Urban Education (ICUE), San Juan, Puerto Rico.
26. **Johnson, J. M.** (2016, February). *Money (still) matters: How financial resources influence the decision to attend an Ivy League university for high achieving African American students*. Research Paper presented at the National Association of African American Studies (NAAAS) & Affiliate's 24th National Conference, Baton Rouge, LA.
27. **Johnson, J. M.** (2015, April). *Doing just fine: Black women in college and the model minority myth*. Paper presented at the annual meeting of AERA, Chicago, IL.
28. **Johnson, J. M.** (2015, April). *Thriving and striving: Experiences of Black Women at an Ivy League University*. Paper presented at the annual meeting of AERA, Chicago, IL.
29. **Johnson, J. M.** (2015, April). *Pride or prejudice? Motivations for choosing Black Colleges*. Research Paper presented at the annual meeting of AERA, Chicago, IL.
30. **Johnson, J. M.** (2014, November). *Choosing Elites: An exploration of the college-choice process of Black students at a selective university*. Research Paper presented at ICUE, Montego Bay, Jamaica.
31. Bullock, D., Jackson, T., **Johnson, J. M.**, Mason, N., & McKinney, C. (2014, June). *Retention Coordinators: Unifying academic and student affairs to improve student outcomes*. Session presented at the annual meeting of the NASPA Assessment and Evaluation Conference, San Antonio, TX.

32. **Johnson, J. M.** (2014, April). *Smart Black girls: An exploration of the intersections of race, gender, class, and academic sense of self amongst Black women at a selective university.* Research Paper presented at the annual meeting of AERA, Philadelphia, PA.
33. **Johnson, J. M.** (2014, March). *Choosing HBCUs: Why African Americans choose HBCUs in the 21st century.* Session presented at the HBCU Summit on Retention, Ocean City, MD.
34. **Johnson, J. M.** (2013, April). *Finding where I belong: How Black students navigate the social spaces at a selective predominantly White institution.* Research paper presented at the Graduate Research Interaction Day, College of Education, University of Maryland, College Park, MD. **Awarded \$450 in recognition of scholarship.**
35. **Johnson, J. M.** (2013, April). *Making it on their own: An exploration of the academic experiences of African American, first-generation college students at an elite university.* Research paper presented at the Graduate Research Day, College of Education, University of Maryland, College Park, MD.
36. Byrd, T., **Johnson, J. M.**, & Daniel, K. (2013, January). *Guaranteed 4.0 Project.* Research paper presented at the Research-In-Progress Conference, Bowie State University.
37. Fries-Britt, S., **Johnson, J. M.**, Holmes, K., & Snider, J. (2011, November). *Perceptions of minority graduate students in STEM of faculty teaching, support, and commitment to their success.* Roundtable session presented at the annual meeting of ASHE, Charlotte, NC.
38. Mobley, S. D., & **Johnson, J. M.** (2011, November). *Is it “appropriate” to be Black and Gay at an HBCU? An examination of the “Appropriate Attire Policy” at Morehouse College.* Scholarly paper presented at the annual meeting of ASHE, Charlotte, NC.
39. **Johnson, J. M.** (2010, November). *Social norms, gender imbalance, perception of risk, and the sexual behaviors of African American women at Historically Black Colleges and Universities.* Scholarly paper presented at the annual meeting of ASHE, Indianapolis, IN.
40. **Johnson, J. M.** (2010, March). *Transforming opportunity into success: Learning from the experiences of TRIO Upward Bound Program participants.* Scholarly Paper presented at the annual meeting of AERA, Denver, CO.

Refereed Symposia

1. Jin, Y., Parker, R., Smith, J., Lloyd, I., **Johnson, J. M.**, & Koroma, A. (2024, February). *Envisioning Equitable Pathways to STEM Graduate Education: Creating a Coalition including University of Maryland Eastern Shore, Bowie State University, and University of Maryland College Park to Make It Happen*”. Presentation accepted for the 6th Annual Collaborative Network for Engineering and Computing Diversity (CoNECD) Conference, Crystal City, VA.
2. Sevon, M., Jackson, E. R., & **Johnson, J. M.** (2020, August). *An examination of the experiences of Black girls and women navigating the educational pipeline.* Roundtable Discussion facilitated during the 2020 Convention of the American Psychological Association, Washington, DC* (virtual).

3. **Johnson, J. M., Sevon, M., & Jackson, E. R.** (2020, February). *Mentoring: An Intervention to Produce & Retain Black Women in the Academy*. Roundtable Discussion for the 37th Annual Teachers College Winter Roundtable, New York, NY.
4. Brooms, D., Parler, B., **Johnson, J. M.**, Johnson, R., Means, D., & Mobley, S. D. (2019, November). *Re-Imagining Research on Black Higher Education*. Interactive Symposium for the annual meeting of ASHE, Portland, OR.
5. Goings, R., Walker, L., & **Johnson, J. M.** (2016, April). *African American student success at Historically Black Colleges and Universities*. Panel presented at the annual meeting of AERA, Washington, DC.
6. Njoku, N., Bivens, G., **Johnson, J. M.**, & Howard-Hamilton, M. (2015, November). *Exploring and challenging our approach to African American women through Black feminist and critical frameworks*. Interactive symposia facilitated at the annual meeting of ASHE, Denver, CO.
7. Patton-Davis, L., Croom, N., Porter, C., **Johnson, J. M.**, Griffin, K., Patterson, S., Mwangi, C. G., Harris, J., Winkle-Wagner, R., Luedke, C., & McCallum, C. (2015, November). *Black undergraduate women and the politics of Invisibility: Emergent research perspectives and building a collaborative research agenda*. Interactive symposia facilitated at the annual meeting ASHE, Denver, CO.
8. Marina, B. L. H., **Johnson, J. M.**, McWilliams, A., Ben, L., & Bertrand-Jones, T. (2015, October). *Mentoring away the glass ceiling in academia: A reflective analysis*. Panel presentation for the University of New Mexico Mentoring Institute, Albuquerque, NM.
9. Strayhorn, T., Winkle-Wagner, R., McGowan, B., & **Johnson, J. M.** (2015, May). *Intersectionality, Research, & Race (IRR): Learning from the Field*. Major Workshop facilitated at the annual National Conference for Race & Ethnicity in American Higher Education (NCORE), Washington, DC.
10. Strayhorn, T. L., Williams, M. S., Tillman-Kelly, D. L., Palmer, R. T., **Johnson, J. M.**, Lee, J. M., Carter, J., Wagner, D., Johnson, N., & Hines, R. (2014, March). *HBCUs reinvented: Exploration through research and careers in student affairs*. Extended session presented at the annual meeting of the American College Personnel Association (ACPA), Indianapolis, IN.
11. Fries-Britt, S., Turner-Kelly, B., Villarreal, R., **Johnson, J. M.**, Holmes, K., & Mwangi, C. G. (2012, November). *Creating authentic spaces in the academy for mentoring*. Workshop presented at the annual meeting of ASHE, Las Vegas, NV.

Refereed Research Poster Presentations

1. Bridgelal, I., **Johnson, J. M.**, Gates, A. & Kaplan, A. (2020, August). Rethinking role models as identity resources: Insights from HBCU alumni. Poster presented at the annual meeting of the American Psychological Association (APA), Washington, DC.

Refereed Professional Development Sessions/Workshops

1. Curci, J., **Johnson, J. M.**, Paris, J., & Torsney, B. (2020, March). Temple Education Scholars: A model of dual enrollment to promote postsecondary access and completion and a pathway into teaching. Presentation for the National Association of Multicultural Education – Pennsylvania Chapter, Radnor, PA.
2. **Johnson, J. M.**, & Curci, J. (2019, March). Growing our own: Utilizing dual enrollment to recruit young people of color into teaching. Presentation for the National Association of Multicultural Education – Pennsylvania Chapter, Kutztown, PA.
3. Curci, J., **Johnson, J. M.**, & Horch, S. (2018, December). Growing our own: A K-12/Higher Education collaboration to prepare the next generation of educators through a dual enrollment program pathway. Presentation for the SAS Institute/PA Department of Education, Hershey, PA.
4. Curci, J., **Johnson, J. M.**, & Maddrey, L. (2018, October). Illuminating the pathway: Recruiting and Engaging high school students for a dual enrollment program in education. Presentation for the National Black Male Educators Conference, Philadelphia, PA.

Invited Professional Development Sessions/Workshops

1. **Johnson, J. M.** (2018, July). *Qualitative research methods: Framing your research study, design, and analyses*. Holmes Dissertation Retreat & Research Symposium. 2-Day Seminar sponsored by American Association of Colleges for Teacher Education (AACTE)/Rowan University.
2. **Johnson, J. M.** (2017, April). *Self-Care and Thriving in Academia*. Professional Development Workshop panelist for American Educational Research Association (AERA): Division J Emerging Scholars, San Antonio, TX.
3. **Johnson, J. M.** (2017, March). Invited roundtable session for the American Association of Colleges for Teacher Education (AACTE) annual meeting, Tampa, FL.
4. **Johnson, J. M.** (2016, April). *Strategic Job Search: Applying for Jobs and Understanding Career Demands of Different Institution Types*. Professional Development Workshop for American Educational Research Association (AERA): Division J Emerging Scholars, Washington, DC.
5. **Johnson, J. M.** (2013, January). *Qualitative software packages: Computer-Assisted Qualitative Data Analysis Software*. Workshop facilitated at the Research-In-Progress Conference, Bowie State University, Bowie, MD.

CAMPUS & COMMUNITY ENGAGEMENT**Media**

1. Temple course answers the question: Why care about college? (2021, September 24). *Temple Now*. <https://news.temple.edu/2021-09-24/temple-course-answers-question-why-care-about-college>
2. Ready to Fly Program Prepares First-Gen Students for Success (2021, July 19). *College of Education and Human Development, Temple University*.

<https://education.temple.edu/news/2021/07/ready-fly-program-prepares-first-gen-students-success>

3. Faculty Feature: Dr. Jennifer Johnson (2021, March 30). *College of Education and Human Development, Temple University*. <https://education.temple.edu/news/2021/03/faculty-feature-dr-jennifer-johnson>
4. STEM faculty: Teach herstory in courses. (2021, March 16). *The Temple News*. <https://temple-news.com/stem-faculty-teach-herstory-in-courses/>

Invited Lectures/Speaking Engagements

1. Graduation Speaker. *John P. Chesick Scholars Program for First-Generation/Low-Income Students*. (2024, May). Haverford College.
2. Workshop Presenter. *Systemic and Financial Barriers to Higher Education* (2024, May). Temple University Alumni Association Diversity Equity and Inclusion [\(DEI\) Series](#).
3. Invited Panelist. [Roundtable on Systemic Change in Undergraduate STEM Education](#). (2023, July). The National Academies of Sciences, Engineering, and Medicine (NASEM).
4. Invited Presenter. *First to Fly: A Conversation about First Generation Student Success* (2022, November). Center for the Advancement of Teaching, Temple University.
5. Invited Presenter. *First Generation Student Success* (2022, August). *Philadelphia College Prep Roundtable Annual Meeting*. LaSalle University.
6. Invited Presenter. “*Structured pathways, reinforced plans: Exploring the impact of a dual enrollment program on the college and career interests of future teachers of color*” (2022, June 9). #EquityBasedCareerDevelopment Webinar Series, Career and College Now, Center for Equity and Postsecondary Attainment, San Diego State University
7. Facilitator. *Light Reading: First Generation Students and Faculty*. (2021, November). Center for the Advancement of Teaching, Temple University.
8. Facilitator. *A Roundtable on First Generation Students at Temple, featuring Jennifer Johnson and Juliet Curci*. (2021, October). Center for the Advancement of Teaching, Temple University.
9. Invited Panelist. *Black/African American Research* (2021, October 23). Invited panelist. Association for the Study of Higher Education, Council for Ethnic Participation, Mentor-Protégée Program
10. Graduation Speaker. *Sankofa Commencement Recognition Ceremony*. (2021, May 1). <https://fb.watch/72GPeScKoL/>
11. Invited panelist. *Critical Conversations: Black Scholarship in a White Academy*. (2020, December 17). *Journal of African American Males in Education* webinar series.

12. Invited Panelist. *Rising to the Challenge* (2015, December). Achieve, Inc., Annual Meeting for State Leaders and National Partners: Arlington, VA.
13. Guest Lecturer. *(Re)Defining the role of "Community" in College Student Development*. (2021, February 8). "Student Development Theory" course. Center for the Study of Higher Education, University of Arizona.
14. Guest Lecturer. *Historically Black Colleges and Universities: Past, Present, Future*. (2021, January 25). "Black Brilliance Matters: Examining the Role, Experience, Scholarship, and Representation of Blacks in Higher Education" Course. University of California, Riverside.
15. Guest Lecturer. *Narrative inquiry: Engaging in critical qualitative methods*. (2020, July 29). "Critical Qualitative Inquiry" course. Department of Educational Leadership, Mississippi State University.
16. Guest Lecturer. *College Access and Equity*. (2019, September 24). "Foundations of Higher Education" course. Center for the Study of Higher Education, The Pennsylvania State University.

Invited Workshops/Presentations

1. Kohli, K., Anderson, C., & **Johnson, J. M.** (2017, June). NASA Minority University Research and Education Project (MUREP) Minority Educators Institute. 5-Day Seminar sponsored by NASA-Goddard/Texas State University.
2. **Johnson, J. M.**, Chacon, F., & Reddy, S. (2017, 2016). *Learning Online, Teaching with Technology Online (LOTTO) I Training – Blackboard Basics*. 3-Day Workshop Series facilitated via the Center for Excellence in Teaching and Learning, Bowie State University, Bowie, MD.
3. Radhakrishnan, V., & **Johnson, J. M.** (2016, January). *Learning Online, Teaching with Technology Online (LOTTO) I Training – Blackboard Basics*. 3-Day Workshop Series facilitated via the Center for Excellence in Teaching and Learning, Bowie State University, Bowie, MD.
4. *From High School to College: Creating Classroom Experiences to Promote Active Learning* (2015, July). Professional Development Workshop for Academic Achievement Programs, University of Maryland, College Park, MD.
5. *College Student Retention: Strategies for Success* (2014, October). Professional Development Workshop for Higher Education concentration, University of Maryland, College Park, MD.
6. *McNair Scholars Program: Graduating Seniors Workshop*. (2014, May). Professional Development Workshop for McNair Scholars Program, University of Maryland, College Park, MD.
7. *First Generation College Students in Higher Education* (2013, October). Invited presentation for Research and Development Speaker Series, Counseling Center, University of Maryland, College Park, MD.

8. *What's Your Locus of Control? Motivation Strategies to Enhance Student Learning* (2013, January). Invited Professional Development Workshop for Academic Achievement Programs, University of Maryland, College Park, MD.
9. *"Pursuing the Futures We Want": An Examination of the College Transition of Academically Talented Black Collegians from Low-Income Communities.* (2012, April). Invited presentation for Dialogue on Diversity, Student Affairs and Higher Education Preview Program, University of Maryland, College Park, MD.

TEACHING

Temple University

HIED 8101: Advanced Seminar on Higher Education Administration
 HIED 8103: Equity in Higher Education Policy and Practice
 HIED 9995: Master's Capstone in Higher Education
 HIED 5804: The Community College
 HIED 5103: Access and Equity in Higher Education
 EDAD 0855/0955: Why Care About College? Higher Education in American Life

Bowie State University

EDUC 863: Seminar in Elementary Education
 EDUC 545: Reading in the Content Area (hybrid course)
 EDUC 538: Elementary School Science (online course)
 EDUC 536: Advanced Teaching of Mathematics in Elementary Schools (online course)
 EDUC 220: Test Criterion for (Teaching) Certification (hybrid course)
 ELED 314: Methods of Teaching Mathematics for Elementary School Teachers
 FRSE 101: Freshman Seminar

Loyola University, Maryland

ED 611: History of Education (Adjunct Professor)

University of Maryland, College Park

EDHI 660: Retention Theories and the Impact of College (Adjunct Professor)
 EDHI 665: College Access and Choice (Adjunct Professor)
 EDHI 664: College Experience (Teaching Assistant, Dr. Alberto Cabrera)
 EDCI 288D: Dev. Heuristics; Study Skills, and Critical Thinking I (Lead Instructor)
 EDCP 217: Introduction to Student Leadership (Co-Instructor)
 EDCP 108G: College and Career Advancement for Transfer Students (Co-Instructor)
 EDCP 108M: Math Study Skills and Building Confidence (Lead Instructor)

DISSERTATION ADVISORY COMMITTEES

Total Number of Active Committees	<i>as of September 1, 2024</i>
Dissertation Chairperson	7
Committee Member	9
Completed Dissertations	46 (10 of 36 as Chair) Total: 63 committees

SELECT SERVICE & LEADERSHIP ACTIVITIES

Temple University – Curriculum

2023-2024 Program Coordinator, Higher Education
 2023-2024 Faculty Senate, University Honors Program Oversight Committee
 2022-2023 PhD Committee, College of Education and Human Development
 2019-2022 Faculty Senate, General Education Executive Committee (GEEC)

Temple University – Student Success

2023-Present NASPA First Scholars Network, Faculty Representative
 2022-Present PHENND First Generation Network Task-Force: Undergraduate Studies
 2019-Present College Access Community of Practice
 2018-2024 Faculty Advisor, “Queen in You” Undergraduate Student Organization
 2019-2020 National Panhellenic Council Expansion Committee, Fraternity & Sorority Life
 2022 Dual Enrollment Committee (Task-Force: Undergraduate Studies)
 2018-2019 Awards Committee, College of Education

Temple University – Search Committees

Spring 2023 Dean’s Search Advisory Committee (Education), Temple University
 Spring 2023 Vice Provost for Institutional Research Search Committee, Temple University
 Spring 2023 Tenure-Line Faculty, POLS Department, Search Committee
 Fall 2022 Director of General Education, Search Committee

International Professional Associations/Service

2023, 2024 Member at Large (Elected), Association for the Study of Higher Education (AERA)
 2021-2023 Chair (Elected), Multicultural/Multiethnic Education: Theory, Research, and Practice
 Special Interest Group, American Educational Research Association (AERA)
 2020-2021 Program Chair (Elected), Research Focus on Black Education Special Interest Group,
 AERA
 2019, 2020 Secretary (Elected), Multicultural/Multiethnic Special Interest Group, AERA
 2018-2020 Co-Chairperson, Early Career Faculty Success Workshop, Research Focus on Black
 Education Special Interest Group, AERA
 2019 Program Committee, Association for the Study of Higher Education (ASHE)
 2018 Conference Co-Chairperson, Council for Ethnic Participation, ASHE
 2017-Present Reviewer, National Association of Student Affairs Professionals (NASAP)
 2016-Present Reviewer, NASPA: Student Affairs Administrators in Higher Education
 2009-Present Discussant, Reviewer, ASHE
 2013-Present Discussant, Reviewer, AERA
 2013-Present Committee Member/Mentor, Mentor-Protégé Program, ASHE

Editorial Boards

2024-Present Associate Editor, Frontiers in Education (Higher Education)
 2023-2024 Assistant Specialty Chief Editor, Frontiers in Education (Higher Education)
 2024-Present Assistant Editor, Journal of African American Girls and Women in Education
 2023-2024 Copy Editor, Journal of African American Girls and Women in Education
 2023-2026 Editorial Board, Journal of Higher Education
 2024-2026 Editorial Board, Journal of Diversity in Higher Education
 2020-2025 Editorial Board, Journal of African American Males in Education
 2016-2018 Copy Editor, Journal of African American Males in Education

2017-2020 Associate Editor, Academic Perspectives in Higher Education (APHE)
 2017-2019 Review Board Member, NASPA Journal About Women in Higher Education

Review Boards

2015-Present Reviewer, Review of Higher Education
 2018-Present Reviewer, Journal of College Student Development
 2015-Present Reviewer, Research to Practice Brief (Journal of College Student Development)
 2015-Present Reviewer, International Journal of Qualitative Studies in Education
 2018-Present Reviewer, Journal of Higher Education
 2018-Present Reviewer, Journal of Diversity in Higher Education
 2013-Present Reviewer, Journal of Negro Education
 2016 Reviewer, Educational Policy
 2016 Panel Chairperson, U.S. Department of Health and Human Services
 2022 Panel Reviewer, National Science Foundation

Regional Service

2019 Co-Regional Coordinator, Educator Diversity Roundtable (PDE)
 2015-2017 NASA/Maryland HBCU Collaborative

Community Engagement

2020-Present [Minds Matter Philadelphia](#), Board Member
 2019-Present Bernard C. Watson Research Advisory Board Member
 2001-Present Alpha Kappa Alpha Sorority, Inc. (Omega Mu Omega [Philadelphia]; 2018-Present)

AWARDS & RECOGNITION

1. Faculty Advising and Mentoring Award; College of Education and Human Development, Temple University, 2021
2. 2019 Article of the Year Award – Queer Studies Special Interest Group of the American Educational Research Association
 - a. Mobley, S. D., & **Johnson, J. M.** (2019). “No pumps allowed”: The “Problem” with gender expression and the Morehouse College “Appropriate Attire Policy,” *Journal of Homosexuality*, 66(7), 867-895.
3. Provost Teaching Academy, Center for the Advancement of Teaching, Temple University, 2022
4. Faculty Merit Award, Temple University, 2018; 2019; 2020; 2021; 2022
5. Faculty Excellence in Research Award; Bowie State University, 2017
6. Grant Award; Bowie State University, 2016
7. Faculty Excellence in Research Award; Bowie State University, 2015
8. Commitment to Customer Service Excellence Award; Bowie State University, 2013
9. EDHI Department Fellowship; University of Maryland, 2009, 2012
10. Toby Milton Award and Scholarship; University of Maryland, 2009-2010
11. William B. Castetter Alumni Award of Merit, University of Pennsylvania, 2009