

# College Success Research Collaborative (CSRC)

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## National HBCU Alumni Study

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2. Rush, A. (2022). A new look: HBCU museums as dynamic educational spaces. In A. Bagasara, A. McLetchie, & J. Wesley (Eds.), *Contributions of Historically Black Colleges and Universities in the 21<sup>st</sup> Century*. (pp. 179-200). IGI Global. <https://doi.org/10.4018/978-1-6684-3814-5.ch009>
3. 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>
4. 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>
5. Johnson, J. M. (2017). Choosing HBCUs: Why African Americans continue to choose HBCUs in the 21<sup>st</sup> 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.
6. Blacknall, T., & Johnson, J. M. (In Press). 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*. Information Age Publishing.

## Temple Education Scholars

1. Curci, J. D., Johnson, J. M., Gabbadon, A. T., & Wetzel-Ulrich, E. (2022). Expanding the pipeline to teach: Recruiting future urban teachers of color through a dual enrollment program. *The Urban Review*. Advanced Publication. <https://doi.org/10.1007/s11256-022-00646-1>
2. 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>
3. Johnson, J. M., Paris, J. H., Curci, J. D., & Horchos, S. (2021). Beyond college access: An exploration of the short-term impact of a dual enrollment program. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.1177/15210251211056319>

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**Investigating Ivy**

1. Hardaway, A. T., Scott, S. & Johnson, J. M. (2022). 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>
2. 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>
3. 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\\_jpss128468](https://doi.org/10.33009/fsop_jpss128468)

**Black and ABD**

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3. 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 Publication. <https://doi.org/10.1080/09518398.2020.1852485>