

Melissa L. Johnson, Ph.D.

Dear Dr. Knudson and Search Committee Members,

For the past 18 years, I have held administrative faculty positions of increasing responsibility within the University of Florida Honors Program. I am currently serving as the interim director of the program for the 2022 – 2023 academic year. Due to my extensive background in honors education and at the University of Florida, I am confident in my ability to transition to the next phase of my administrative career – serving as permanent Director of the Honors Program at the University of Florida.

With the recent transitions and changes in our program and at the university, I am excited to spearhead the vision and direction that will maximize the abilities and needs of UF's top student scholars while contributing to and enhancing the university's core values. Through my recent experiences as Interim Director and Senior Associate Director of Honors, as well as national leadership roles connected to undergraduate education, I am uniquely positioned to tackle the responsibilities and duties necessary to succeed as Director of Honors.

Provide energetic and visionary leadership

As the #2 in our Honors Program, I have had specific responsibility for overseeing advising operations, strategic planning, marketing and communications, admissions and transition programs, annual giving, and program requirements and completion. I set many of the program's policies and procedures, with input from impacted parties, and I collect and disseminate the data needed to support those decisions. As interim director, I am currently supervising ten direct reports including our Leadership Team, Advising Team, Recruitment and Transitions, and our Support Staff.

The development of our Advising Team is a prime example of not only providing leadership to establish the vision, but also ensuring the follow-through and success of the vision. Through my leadership and the involvement of the entire advising team, we have developed an advising philosophy, syllabus, a primary advising email inbox, and advising formats with specific foci (i.e., email, express hours, and appointments). We also host regular team meetings and almost-daily Teams messages to discuss current issues and policies that we need to address, gather input from advisors to share up the ladder, and communicate information from other stakeholders.

As all of our advisors and our recruitment and transitions coordinator hold an administrative faculty rank, I ensure that they are aware of promotion criteria (following the university's tenure and promotion process) and are gaining appropriate experiences to meet those criteria. Finally, I am a fierce advocate of professional development and recognition. I regularly nominate my staff for university awards and opportunities, and I wholeheartedly support their involvement in professional associations, doctoral programs, and other related areas of interest.

Opportunities with the UF Honors Program:

- *Participating in the next iteration of the UF strategic plan, anticipated with the arrival of new university leadership*
- *Including internal and external stakeholders in developing the vision and strategic plan of the program*
- *Differentiating the UF Honors Program experience from other academic programs on campus, as well as distinguishing the UF Honors Program from honors programs and colleges at peer and aspirational peer institutions*

- *Conducting a thorough analysis of internal policies, procedures, and staffing to maximize operational efficiency and to ensure that we can follow through on the vision and strategic plan*
- *Maximizing opportunities within the new Honors Village, including developing signature events hosted at the Village, recruiting top achieving students to Honors, and building a stronger, more robust academic and social community among all honors students, faculty, and staff*

Foster a culture of innovation and experimentation

I have infused innovation and experimentation throughout our program, whether it is through the honors courses I have taught or the community-building programs I have created and supported. I have never taught a straight lecture-based course, choosing instead to focus on active learning strategies. In the Summer in the City course I designed for summer admits to the Honors Program, students completed missions and challenges (vs. traditional assignments) that not only took them beyond the boundaries of campus for six weeks, but also introduced them to the local issues, government leaders, and community resources present in their new home. In my Professional Development for Women in STEM course, we used interactive workshops on mock interviewing, negotiating, and networking to help students practice their skills in a low-stakes environment before they would encounter the real thing.

From a community-building perspective, we launched new student organizations such as our a cappella group, an instrumental music ensemble, a student-run magazine, and more recently a baking club. After taking student leaders to an NCHC conference and discussing interesting ideas they had gathered, we created H-Camp, an optional retreat for incoming honors students that is now so popular that it often fills up within a day. Several years ago, we collaborated with Recreational Sports to create an aerial yoga + leadership program for students who wanted to focus on wellness while also reflecting on risk-taking and personal development. And yes, we participated with the students! We continually look for creative and innovative ways to support our students and develop community.

I also support fellow staff members in the development of their ideas. When our pre-health coordinator approached me with a study abroad idea focusing on healthcare in non-western environments, my immediate response was “yes, let’s see how we can make it happen!” Based on the popularity of our course-based Honors Potions Camp focusing on the chemistry of Harry Potter, I have brainstormed with our Recruitment and Transitions Coordinator to develop additional course-based camps to meet the interests and needs of incoming students. I find it extremely important to create an environment where my staff feel safe and supported to test new ideas, and I am happy to participate in that process as needed.

Finally, due to my degree in educational technology, I have served as a resource for honors staff and instructors, departmental representatives, and honors colleagues from other institutions. I served as an early voice in promoting online and blended learning strategies in honors, particularly through my dissertation research and subsequent presentations and publications. We were also one of the first departments on campus to use Canvas to create an online community that was not solely course based. I have collaborated with the Center for Teaching Excellence on campus to facilitate workshops, guest star on their podcast, and participate in their Faculty Learning Community on Honors. I have also served as a faculty member for institutes sponsored by NCHC, NACADA (academic advising), and the National Resource Center on The First-Year Experience and Students in Transition, where I have shared strategies for active learning and teaching / advising with technology.

Opportunities with the UF Honors Program:

- *Serving as a campus laboratory for active learning – e.g., continuing to increase Uncommon Classrooms and course-based early arrival camps that foster curiosity, community, and intellectual growth*

- *Generating and leveraging resources to support innovative and experimental ideas among faculty, staff, and students – e.g., course grants, student think tanks, professional development opportunities*
- *Developing ongoing communication and collaboration with honors instructors – e.g., establishing a permanent faculty learning community, soliciting faculty mentorship and co-curricular opportunities for honors students, and disseminating promising / best practices from honors courses to the broader community*
- *Continuing to build on our emerging alumni network pipeline to foster professional connections between students and alumni, and affinity connections between alumni and the program itself*
- *Encouraging faculty and staff to think big and bold as we design curricular and co-curricular opportunities to advance the vision and strategic plan for the program*

Promote, maintain, and enhance an inclusive and diverse environment

While a member of the NCHC Board of Directors, I repeatedly advocated for the inclusion of honors staff outside of the dean / director role in the association's mission and purpose. Through my persistence, we were able to launch a Professional Staff in Honors track at the annual conference and develop three sold-out summer institutes geared towards the needs of non-directors. These events continue today, several years after my term on the board has ended.

Within the University of Florida Honors Program, I transitioned our quantitative-based admissions process to a holistic application that is open to any incoming student with an interest in honors. At the time, we were one of the first honors programs – especially at a large university – to remove the test score barrier, and it is exciting to see that the national conversation has shifted to a more inclusive admissions process. In fact, the most recent iteration of the NCHC Shared Principles and Practices of Honors Education specifically advocates for this type of admissions process.

After conducting focus groups with honors students who identified as first in their families to attend college, I supported and advised the participants who wanted to create a peer mentoring program, now known as H1G (Honors First Gen). As one of the initial honors programs to contribute to this dialogue, we have fielded inquiries from across the country about how to support the unique needs of high achieving students who identify as first gen. We continue to customize our admissions yield activities and outreach for this student population.

Opportunities with the UF Honors Program:

- *Developing an academic profile of the incoming class and building recruitment / yield strategies around that profile in partnership with the Office of Admissions*
- *Ensuring that the honors curriculum meets the academic needs of majors represented within the program, as well as represents a diverse variety of perspectives and contemporary issues*
- *Leveraging student affinity groups within the Honors Program to promote community building and psychosocial engagement / support*
- *Engaging students, faculty, staff, and alumni in major aspects of the program's planning for the future*

Communicate the mission and importance of Honors

We are seeing increased competition across the board in higher education – competition for students, resources, funding, staffing, priorities. It is essential that we communicate the value of honors to our internal and external stakeholders to stay relevant and competitive. Students (and their families) want to know how being an honors student is different from the non-honors experience or being an honors student at another institution. They want to know if honors will provide an academic and social community, and if honors will help them get to their “next step” after college. Trustees want to know why they should support resource allocation for honors

and what their return on investment might be. Other departments on campus may want to know why honors should even exist – especially on a campus that actively promotes national rankings and academic success.

In my current role, I keep my ear to the ground on behalf of the program – whether I am conducting social listening with students and families, reviewing strategic plans of stakeholders or campus partners, or paying close attention when our trustees are discussing the program. I make sure our team is aware of relevant trends and discussions and provide data, talking points, and contacts to ensure that our voice is included in those conversations. I have also spearheaded curating and authoring our annual report, writing copy for annual giving initiatives, and developing content for our website. In my support of our former Marketing and Communications Specialist, I consulted on our complete branding overhaul – including our logo, signature colors, mission, vision, values, taglines, and writing guide, as well as the organization and content of our redesigned website.

Ultimately, we cannot communicate the importance of honors without data. I developed a survey for incoming students to gather information on everything from short-term academic goals to long-term educational plans and career interests. We find out why students chose UF Honors specifically, their top reasons for choosing the University of Florida as a whole, and factors that did not influence their admissions decisions. Every semester I pull a student report so I know our demographics, college / major distribution, GPAs, and accumulated credits. When students apply to complete the program during their graduating semester, we ask how the program has impacted them and where they are going next (e.g., graduate school, industry). All of this information is vital for annual reporting, communicating our needs and impact with stakeholders, constructing a narrative for fundraising, and strengthening our recruitment and yield efforts with prospective students.

Opportunities with the UF Honors Program:

- *Gathering appropriate data needed to share the program's story by reviewing assessment practices and reporting needs*
- *Developing the desired outcomes of a UF Honors graduate and designing the honors environment to meet those outcomes*
- *Serving as a university-wide model for communicating the impact of the program*
- *Utilizing a variety of media to communicate and disseminate the program's story, and including current students, families, and alumni to help share that story*

Thank you for this opportunity to share my background, interests, and ideas as they relate to the Honors Program at the University of Florida. I am excited about the potential to make my next career step as director and leader of my professional home for the past 18 years, and I welcome the chance to discuss this role further with you.

Sincerely,

Melissa L. Johnson

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Phi Beta Kappa | Fellow of the National Collegiate Honors Council | External Reviewer for Honors Programs & Colleges across the United States | NACADA Academic Advising Consultant and Speakers Service | Institute Faculty Member – NACADA & NCHC | NACADA Research Grant Recipient

Administrative Appointments

University Honors Program, 2005 – present

University of Florida, Gainesville

- *Interim Director*, 2022 – present
- *Senior Associate Director*, 2020 – present
- *Associate Director*, 2014 – 2020
- *Assistant Director and Advisor*, 2005 – 2014

Dean of Students Office – New Student Programs, 2001 – 2005

University of Florida, Gainesville

- *Assistant Director*

Faculty Appointments

- *Senior Associate In*, University Honors Program | University of Florida | 2019
- *Field & Fork Faculty Teaching Fellow*, College of Agricultural & Life Sciences | University of Florida | 2017 – 2018
- *Affiliate Faculty*, Bob Graham Center for Public Service | University of Florida | 2016
- *Professional Lecturer*, Educational Leadership Graduate Program | George Washington University | Fall 2014
- *Associate In*, University Honors Program | University of Florida | 2013
- *Adjunct Lecturer*, Educational Technology Program | University of Florida | 2013 – 2014
- *Adjunct Lecturer*, Student Personnel in Higher Education Graduate Program | University of Florida | Fall 2012
- *Coordinator*, University Scholars Program (university-wide undergraduate research program) | University of Florida | 2007 – 2010
- *Assistant In*, University Honors Program | University of Florida | 2005

Leadership Experience: University of Florida Honors Program

The Honors Program houses ~3100 students from all majors and colleges at the University of Florida, with the largest representation coming from the Colleges of Liberal Arts and Sciences, Engineering, and Business. The 2022 entering class includes ~700 students out of ~9,200 applicants. The middle 50% profile of the admitted cohort is 4.5 – 4.7 (GPA), 1490 – 1550 (SAT), and 33 – 35 (ACT). The program is comprised of two parts – First-Year Honors (FHP) and University Honors (UHP) – with Milestone requirements completed at the end of FHP, the end of 60 credits earned at UF, and by graduation. Through the Honors Program, we strive to cultivate the full intellectual growth of preeminent undergraduates across disciplines on their personal journeys to achievement. Everything we do is rooted in our pillars of opportunity, community, and challenge. Program highlights include holistic academic advising and coaching, focused pre-health assistance, prestigious awards / fellowships advising, ~10 student organizations / groups, 4 retreats for incoming students, Honors Medallion Ceremony, 600-bed residence hall, and ~200 honors courses / sections offered annually.

Interim Director Responsibilities

- Direct an office of 11 full-time faculty and staff members: Facilitate staff, leadership, and individual meetings; Advocate for new hires in areas of strategic emphasis; Appoint new internal working groups on global programming and alumni engagement; Encourage professional and personal development opportunities for staff; Ensure program representation on university committees and task forces and at key university events; Nominate staff for internal and external awards as appropriate; Represent the program with the Office of Undergraduate Affairs, Office of Student Success, Advisory Council for Undergraduate Affairs, Preview Partners Group, Division of Enrollment Management, Housing Planning Team – Honors Village, and other strategic partners on campus; Manage Honors Program website
- Curate relevant, interesting, and unique honors course offerings: Promote Uncommon Reads and Arts proposals to the university community; Actively seek top faculty for interdisciplinary and Signature Seminar courses; Co-present on teaching opportunities in the Honors Program through the Center for Teaching Excellence; Formalize process for faculty to teach Uncommon Classrooms and course-based camps for incoming students; Approve class social funding and professional development stipends for instructors
- Increase community engagement with students: Create monthly “Drop-in with the (Interim) Director” events for honors students to interact with the Honors Office and peers; Initiate “Note for a Tote” promotion for students to provide ideas or suggestions for the Honors Program in exchange for an Honors Program tote bag; Attend student events such as SHO Town Halls, Hume House Cup Champion Dinner, Honors Involvement Conference, Honors Student Leader Summit, and incoming student retreats and camps; Facilitate dialogues with first-year honors students in Honors Professional Development and Honors Warrington Welcome classes; Synthesize feedback from all of the above to identify new opportunities for honors students
- Employ fiscal responsibility and stewardship: Maintain active oversight of the Honors Program budget, including foundation accounts, concessions funds, and other operational expenses; Approve expenditures and employee travel; Meet regularly with Development and Annual Giving liaisons; Optimize spending in foundation accounts, ensuring that gift agreements are met while maximizing opportunities for honors students; Develop new alumni engagement opportunities
- Prepare for the new Honors Village: Meet regularly about design and function of first floor common areas throughout the Village; Provide targeted feedback about the design and function of the new Honors Office space within the Village; Promote living opportunities / Housing contracting options to current honors students; Develop a communications plan with Housing and the Division of Enrollment Management to seamlessly promote the Village to newly admitted students; Facilitate conversations with the Honors Office staff to determine future programmatic opportunities and signature events within the Village

Senior Associate Director Responsibilities (*most duties maintained while Interim Director*)

- Directly supervise Advising Team (general advisors and Pre-Health Coordinator), Recruitment and Transitions Coordinator, and Marketing and Communications Coordinator: Chair search committees for open positions; Advocate for necessary area resources; Encourage professional and personal development opportunities for staff; Ensure program representation on university committees and task forces; Nominate staff for internal and external awards as appropriate
- Oversee advising operations: Set the vision and strategy for honors advising; Communicate and interpret university academic policies for advising staff; Serve as liaison for campus partners in other advising units, Provost’s Office, Academic Technology, and Enrollment Management; Promote honors advising benefits to students
- Coordinate program assessment and other data-driven activities on behalf of the program: Develop and administer the FHP Entering Student Survey and UHP Program Completion Survey; Synthesize university-wide Academic Advising Survey data; Compile Honors Program Annual Report for the Office of Undergraduate Affairs; Provide input on stakeholder requests including from the Board of Trustees and Office of the Provost; Co-lead strategic planning / visioning activities

- Manage program milestones and completion requirements: Oversee and communicate all Milestone requirements from orientation to graduation; Review all documentation submitted for UHP Milestone requirements and completion; Compile reporting of FHP Milestone requirements; Manage appeals process for students who risk program ineligibility; Plan medallion ceremonies for graduating seniors; Coordinate annual Honors Hall of Fame application and review process
- Other responsibilities: Teach honors courses including Pro Dev: Women in STEM FYE course; Manage annual giving campaigns / Gator Nation Giving Day efforts in partnership with Advancement; Serve as faculty advisor for Prism Honors Magazine, Honors Ensemble, and Honor Chords a cappella group; Represent program on university committees, task forces, and advisory boards; Advise incoming honors students during new student orientation; Manage social media in absence of Marketing and Communications Coordinator; Consult on admissions, recruitment, and transition programming strategies; Curate the Honors on Wednesday (HoW) weekly e-news; Co-lead Honors Therapy Dog program

Selected Accomplishments and Initiatives

- Designed, developed, and maintained Honors cohorts in Canvas learning management system – a comprehensive one-stop shop where students can review requirements, submit requirement documentation, and learn about Honors opportunities and activities; Modules include an online orientation, FHP and UHP Milestone requirements, Honors Advising and Coaching, Experiential Opportunities, and Wellness
- Formalized an advising structure that includes a holistic advising philosophy, advising syllabus for students, regular team meetings, differentiated purposes for express advising hours vs. advising appointments, a specific email inbox for advising questions, and a lobby management system through Salesforce that tracks all advising interactions and sends automatic follow-up assessments to students
- Supervised and contributed to a complete redesign of Honors website, including site organization, content editing and creation, and resource support for Marketing and Communications Coordinator who led the project
- Overhauled program completion and Milestone requirements to support changing needs of the program and its students
- Based on focus groups with first generation college students within the Honors Program, helped students create H1G, Honors First Generation Mentoring
- Ensured that low-income and first-generation students in Honors received waivers for Student Honors Organization dues, Phi Beta Kappa induction fees, and other cost-prohibitive opportunities
- Launched H-Camp, the oldest and most popular retreat for incoming honors students
- Spearheaded a complete overhaul of the admissions process, working closely with the Office of Admissions to implement a concurrent application and review process
- Increased student applicant pool through targeted recruitment processes, including outreach to local high schools and campus partners
- Created all social media accounts for the program, serving as an early adopter on campus for several platforms
- Led effort to renovate two honors classrooms, including innovative design focused on active learning, furniture selection, and installation
- Conceptualized FYE course redesign, moving from a standard university transitions course to a professional development course focusing on networking / resume building, academic opportunities (research, internships, etc.), and career development
- Established the Honors Therapy Dog program with two therapy teams certified through the Alliance of Therapy Dogs – held therapy dog office hours in the Honors Office, made appearances at Honors special events, and partnered with other academic units for student wellness events
- Participated in the Honors Faculty Learning Community in partnership with the Center for Teaching Excellence to determine a) What makes a course an honors course? b) What are the outcomes specific to honors courses? and c) What are best practices for honors courses?

Dissertation and Thesis Committees

Dissertation, committee member: Trisha Eardley | 2019 | Ed.D. in Educational Leadership and Innovation | Arizona State University

Undergraduate honors thesis, committee member: Griffin Plattner | 2015 | B.S. in Chemical Engineering | University of Florida

External Consulting

Honors Program / College External Reviews

- Northern Illinois University (virtual), 2023
- University of Oklahoma (virtual), 2020
- Saint Leo University, 2019
- Georgia Southern University, 2019
- James Madison University, 2019
- Portland State University, 2018
- South Dakota State University, 2017
- Georgia College and State University, 2017
- University of Nebraska, 2016

National Resource Center on The First-Year Experience and Students in Transition

- NRC grant from the Advising Success Network, 2020 – 2021

Publications - (*Undergraduate Honors Student Co-Author)

Refereed Journal Articles

Kumar, S., Pollard, R., Johnson, M.L., & Dogan, N. (2021). Online research group supervision: Structure, support, and community. *Innovations in Education and Teaching International*, 58(6), 647-658, doi: 10.1080/14703297.2021.1991430

Johnson, M. L., Walther, C., & Medley, K. (2018). Perceptions of advisors who work with high achieving students. *Journal of the National Collegiate Honors Council*, 19(1), 105-124.

Johnson, M. L. (2018). Including families in the honors experience. *Honors in Practice*, 14, 3-14.

Kumar, S. & Johnson, M. L. (2017). Online mentoring of dissertations: Structure and support. *Studies in Higher Education*. doi: 10.1080/03075079.2017.1337736

Kumar, S. & Johnson, M. L. (2017). Mentoring doctoral students online: Mentor strategies and challenges. *Mentoring & Tutoring: Partnership in Learning*. doi: 10.1080/13611267.2017.1326693

Kumar, S., Johnson, M. L., & Hardemon, T. (2013). Dissertations at a distance: Students' perceptions of online mentoring in an online doctoral program. *Journal of Distance Education*, 27(1).

Johnson, M. L. (2013). Meeting the aims of honors in the online environment. *The Journal of the National Collegiate Honors Council*, 14(1), 83-99.

Johnson, M. L., Podjed, S.*, & Taasan, S*. (2013). Engaging honors students in purposeful planning through a concept mapping assignment. *Honors in Practice*, 9, 73-84.

Johnson, M. L. (2012). Developing a student leadership retreat using instructional design techniques. *Learning and Performance Quarterly*, 1(2), 2-29.

Johnson, M. L., Plattner, A. S.*, & Hundley, L.* (2011). Designing a collaborative blog about student success. *Honors in Practice*, 7, 53-60. Reprinted in *Honors in Practice*, 14, 119-128.

Behar-Horenstein, L. S., Garvan, C.W., Bowman, B., Bulosan, M., Hancock, S., Johnson, M., & Multu, B. (2011). Cognitive and learning styles as predictors of success on the National Board Dental Exam. *Journal of Dental Education*, 75(4), 532-541.

Behar-Horenstein, L. S. & Johnson, M. L. (2010, January / February). Enticing students to enter into undergraduate research: The instrumentality of an undergraduate course. *Journal of College Science Teaching*. 39(3), 62-70.

Johnson, M. L. (2009, Fall). Building community among honors freshmen through a philanthropy competition. *The Journal of College Orientation and Transition*, 17(1), 69-72.

Johnson, M. L. (2009). Building a better honors learning community through technology. *The Journal of the National Collegiate Honors Council*, 10(2), 45-48.

Johnson, M. L. (2009). The role of peer leaders in an honors freshman experience course. *Honors in Practice*, 5, 189-196.

Chapters in Edited Volumes

Kumar, S., Johnson, M. L., Dogan, N., & Coe, C. (2019). A framework for e-mentoring in doctoral education. In Nui, K. (Ed.) *Enhancing the role of ICT in doctoral research processes* (pp. 183-208). Hershey, PA: Information Science Reference.

Johnson, M. L. (2017). Engaging first-year students in advising and academic planning. In Fox, J. and Martin, H. (Eds.) *Academic advising and the first college year* (pp. 151-164). Columbia, SC: National Resource Center for The First-Year Experience and Students in Transition.

Johnson, M. L. & Spear, K. (2017). Developing a learning community of engineers through an honors first-year seminar. In Gray, M. and Thomas, K. (Eds.) *Strategies for increasing diversity in engineering majors and careers* (pp. 88-105). Hershey, PA: Information Science Reference.

Johnson, M. L., McNeill, E.*, Lee, C.*, & Keeter, K.* (2015). The colliding cultures of honors and housing. In Frost, L., Kay, L., and Poe, R. (Eds.) *Housing honors* (pp. 241-246). Lincoln, NE: NCHC Monograph Series.

Kumar, S. & Johnson, M. L. (2014). Research and dissertations: Challenges overcome by online doctoral students. In Lowenthal, P., York, C., and Richardson, J. (Eds.) *Online learning: Common misconceptions, benefits, and challenges* (pp. 115-124). Hauppauge, NY: Nova Science Publishers.

Johnson, M. L. (2014). Conflicting worlds or unique partnerships: When online learning and undergraduate honors education collide. In M. Orleans (Ed.) *Cases on critical and qualitative perspectives in online higher education* (pp. 159-181). Hershey, PA: Information Science Reference.

Johnson, M. L. (2014). Moving from theory to practice: Integrating personal learning networks into a graduate-level student development theory course. In S. Leone (Ed.) *Synergic integration of formal and informal e-learning environments for adult lifelong learners* (pp. 165-177). Hershey, PA: Information Science Reference.

Johnson, M. L. (2013). Using technology with peer advisors. In Koring, H. and Zahorik, D. (Eds.) *Peer advising and mentoring: A guide for advising practitioners* (2nd ed.) (pp. 153- 163). Manhattan, KS: NACADA.

Johnson, M. L., Pasquini, L., & Rodems, M. (2013). Connecting first year students to formal and informal learning experiences. In Yang, H. and Wang, S. (Eds.) *Cases on formal, non- formal, and informal online learning: Opportunities and practices* (pp. 51-67). Hershey, PA: Information Science Reference.

Johnson, M. L. (2012, Spring). Integrating technology into peer leader responsibilities. In J. Keup (Ed.) *New Directions for Higher Education*, 157, 59-71.

Behar-Horenstein, L. S., Dix, A., Roberts, K. & Johnson, M. L. (2009). Undergraduate research experiences in the sciences. In Saleh, I. M. and Kwine, M. S. (Eds.) *Fostering scientific habits of mind: Pedagogical knowledge and best practices in science education* (pp. 265-300). Rotterdam, The Netherlands: Sense Publishers.

Non-Refereed Publications

Johnson, M. L. & Ross, K. (2018, June). Advancing the advisor's toolkit: Improv skills for student success. *Academic Advising Today*, 41(2).

Johnson, M. L., Spear, K., & Hoover, B. (2016, September). High-achieving wellbeing: Partnership opportunities for students and advisors. *Academic Advising Today*, 39(3).

Johnson, M. L. & Morningstar, L. (2014, December). Calling all researchers, writers, and wanna-be researchers and writers. *Official blog of the National Academic Advising Association (NACADA)*.

Johnson, M. L. & Pasquini, L. A. (2014, September). Negotiating the multiple roles of being an advisor and doctoral student. *Academic Advising Today*, 37(3).

Johnson, M. L. (2013). Concept mapping: A tool to visualize plans for undergraduate involvement. *E-Source for College Transitions*. E-newsletter of the National Resource Center for The First-Year Experience and Students in Transition.

Bunson, J., Rowe, D., & Johnson, M. L. (2013, March). Preparing to address student development theories during the job interview. *AFA Essentials*. Newsletter of the Association of Fraternity / Sorority Advisors.

Johnson, M. L. (2012, October). New initiatives within the UF Honors Program. *The UF Advisor*. <http://theufadvisor.blogspot.com/2012/10/new-uf-honors-program-initiatives.html>

Johnson, M. L. (2011, June). Advising about online courses. *Official blog of the National Academic Advising Association (NACADA)*. <http://nacada.wordpress.com/2011/06/29/advising-about-online-courses/>

Johnson, M. L. (2010, Winter). Using wikis in a FYE course: The Gator Adventure Project. *Developments*, 8(4). A quarterly online publication of the American College Personnel Association.

Johnson, M. L. (2010, August). Bringing a United World to Florida: The transitions of undergraduate international student scholars. *Transitions*. Newsletter of the Commission on Admissions, Orientation, and First Year Experience, American College Personnel Association.

Johnson, M. L. (2010, July). Fostering collaborative partnerships: The Student Honors Organization at the University of Florida. *Interchange*, 38(1). Newsletter of the Commission on Student Involvement, American College Personnel Association.

Johnson, M. L. & Flegiel, M.* (2009, July). University of Florida updates first-year seminar for honors students. *E-Source for College Transitions*. E-newsletter of the National Resource Center for The First-Year Experience and Students in Transition.

Editorial and Review Activities

Editorial Boards

- *Academic Advising Today*, 2015 – 2017
- *NACADA Journal*, 2013 – 2020
- *Journal of Student Affairs Research and Practice*, 2013 – 2016
- *Journal of The First-Year Experience and Students in Transition*, 2013 – 2015
- *Honors in Practice*, 2011 – present

Ad Hoc Reviews

- *EDUCAUSE Review Online*
- *Journal of Asynchronous Learning Networks*
- *Journal of Online Learning and Teaching*
- *Journal of Dental Education*
- *Perspectives on Undergraduate Research and Mentoring*
- *Learning and Performance Quarterly*

Grant / Funded Activities

- Award of up to \$1900. Learning Without Borders travel grant to attend the AAC&U Global Learning Conference, Seattle, WA. Fall 2018.
- Award of up to \$1800. Learning Without Borders travel grant to attend the Career Integration Conference, Washington, D.C. Summer 2018
- Award of \$1000. Bob Graham Center for Public Service Civics Challenge. Summer 2013
- Award of \$2000. Exploring the phenomenon of honors advising: Perceptions of advisors who work with high-achieving students. National Academic Advising Association Research Grant. PI: M. Johnson. 2012 - 2013
- Award of \$510. National Academic Advising Association, Regional Conference Travel Grant. Spring 2012
- Award of \$1000 (combined). University of Florida, Graduate Student Council Travel Grant. Spring 2009, Fall 2009, Fall 2010, Fall 2011

Institute Faculty / Facilitator and Keynote Addresses

Institute Coordinator and Facilitator, 2019. NCHC Summer Advising Institute. Orlando, FL.

Invited Plenary Panelist: Trends in Research on Advising, 2018. Advising Highly Talented Undergraduates Conference. South Bend, IN.

Keynote Address, 2018. Ohio Academic Advising Association annual conference. Athens, OH.

Institute Co-coordinator and Facilitator, 2018. NCHC Summer Enrollment Management Institute. Orlando, FL.

Institute Coordinator and Facilitator, 2017. NCHC Summer Advising Institute. Lincoln, NE.

Faculty Member, 2016. NACADA Research Symposium. Manhattan, KS.

Keynote Address, 2016. University of Texas at Arlington Advising Association annual conference. Arlington, TX.

Featured Speaker, 2014. Claflin University Freshman Orientation. Orangeburg, SC.

Faculty Member, 2013. Institute on Effective Teaching and Learning Practices for First-Year Students. National Resource Center on The First-Year Experience and Students in Transition. Columbia, SC.

Cluster Facilitator, 2009. State of Florida LeaderShape Institute. High Springs, FL.

Spring Retreat Coordinator and Facilitator, 2006 – 2016. University of Florida Student Honors Organization.

Online Professional Development

Facilitator, 2018. NACADA eTutorial: *Understanding technology and advising*. National Academic Advising Association.

Guest, 2017. Beyond the Podium Podcast: *Semester start strategies*. University of Florida Center for Teaching Excellence.

Facilitator, 2016, 2017, and 2018 (four sessions). NACADA eTutorial: *Theory and practice*. National Academic Advising Association.

Webinar Moderator, 2015. *Academic advising for high achieving students: Strategies that foster resilience*. National Academic Advising Association.

Webinar Panelist, 2015. *Nontraditional student network online forum on high achieving students*. National Orientation Directors Association.

Selected Conference Presentations and Workshops by Topic

(*Undergraduate Honors Student Co-Presenter)

Leadership in Honors Programs / Colleges

Professional Staff in Honors (PSIH) Panelist: *Involvement in NCHC*. 2018 NCHC Annual Conference.

Developing in Honors Panelist and Chair: *Honors messaging: Getting your story to your stakeholders*. 2017 NCHC Annual Conference.

Not just an administrator: Continued conversations about our roles as the “Number 2” in honors. 2017 NCHC Annual Conference. (w/ A. Dotter)

Leading when you aren’t in charge: A conversation about the “number two” role in honors. 2017 Honors Education at Research Universities (HERU) National Conference.

Know your staff: Finding success in the “number two” role. 2016 NCHC Annual Conference.

Hot Topic: *The role of advising in honors program review*. 2016 NACADA Annual Conference.

Student involvement in the honors admissions process. 2011 NCHC Annual Conference. (w/ S. Aggarwal* & K. Burke*)

Honors Advising and Coaching

Succeeding by saying no. 2018 NCHC Annual Conference. (w/ S. Chapman* & G. San Filippo*)

Making the most of honors and merit scholarship advising. 2018 Advising Highly Talented Undergraduates (AHTU) Annual Conference. (w/ S. Fournier)

Connecting advising assessment and student learning. 2018 AHTU Conference. (w/ S. Aiken-Wisniewski)

Helping students get to know themselves through academic coaching. 2016 NCHC Annual Conference. (w/ B. Ptak* & A. Crowell*)

Students in Honors: *Selling yourself as an honors student.* 2016 NCHC Annual Conference.

Pre-conference workshop: *Harnessing the strengths of high achievers.* 2016 NACADA Annual Conference. (w/ K. Medley)

Students in Honors: *Honors college / program problem solving.* 2015 NCHC Annual Conference. (w/ J. Chamberlain)

Exploring the phenomenon of honors advising. 2015 NCHC Annual Conference. (w/ K. Medley)

High performance - high demand: Do we live up to the expectations of the high achievers? 2015 NACADA International Conference. Melbourne, Australia. (w/ D. Williams)

Advising high achieving students in the age of excess hours. 2013 Florida Academic Advising Association (FLACADA) Annual Conference.

Sponsored Program: *High achieving students' use of mindmap tools to develop plans for undergraduate involvement.* 2012 NACADA Annual Conference.

Sponsored Program: *High on the mountain top: Over- prepared honors students.* 2011 NACADA Annual Conference. (w/ K. Pierotti)

Honors First Year Experience

Best Honors Administrative Practices Panelist: *First-year experiences and honors.* 2015 NCHC Annual Conference.

Building a legacy of peer leadership and involvement. 2014 Annual Conference on The First-Year Experience (FYE). (w/ J. Efstathiades* & E. Lewis*)

Sponsored Program: *Developing academic priorities among high achieving students through an FYE course.* 2011 NACADA Annual Conference. (w/ K. Klann)

Sponsored Program: *Developing technological competencies in first year experience courses.* 2011 American College Personnel Association (ACPA) Annual Conference. (w/ M. Severy)

Developing in Honors Panelist: *Models for honors orientation: Starting off on the right foot.* 2009 NCHC Annual Conference.

Designing a professional development course for first-year students. 2009 ACPA Annual Conference. (w/ M. Taffaro* & B. Mihalik*)

Poster: *Assessing a freshman experience course for honors students.* 2009 Annual Conference on The FYE. (w/ M. Flegiel*)

Promoting undergraduate research to first-year students. 2008 Annual Conference on The FYE.

Giving your students the competitive edge. 2006 Annual Conference on The FYE. (w/ D. Fay*)

Honors Student Identity Development

HEDs UP Session: *True confessions: I was a poor smart kid*. 2019 American Association of Colleges and Universities Annual Meeting.

Emancipatory inquiries: Perspectives of marginalized populations in honors. 2017 NCHC Annual Conference. (w/ D. Mims*)

Respecting the diverse talents of students. 2017 First Year Faculty Teaching Academy. Center for Teaching Excellence. University of Florida.

Supporting high achievers. 2016 Beyond the Podium Discussion Series. Center for Teaching Excellence. University of Florida.

Fostering belonging and countering stereotype threat. 2016 AHTU Conference. (w/ J. Fox)

Panelist: *Graduate school Q&A*. 2015 Gates Millennium Scholars Organization. University of Florida.

Talk nerdy to me. 2015 Interface Faculty Seminar. University of Florida. (Awarded People's Choice Talk) (w/ K. Spear)

Poster: *Understanding high-achieving, first-generation student success*. 2013 NACADA Annual Conference.

Greeks versus geeks? Identity development among honors students in Greek-letter organizations. 2010 NCHC Annual Conference.

Educational Technology in Honors

Developing in Honors Panelist: *Honors for a changing population: Online and hybrid classes*. 2015 NCHC Annual Conference.

Pre-conference workshop: *Building a classroom without walls: A primer for incorporating online pedagogies into first-year courses*. 2014 Annual Conference on The FYE. (w/ Mar. Johnson)

Honors on the line: What's at stake if we go online...or don't? 2013 HERU.

Engaging prospective and incoming honors students via social media. 2013 HERU.

Roundtable: *Preparing honors faculty for online learning*. 2012 Association for the Study of Higher Education Annual Conference.

Promoting STEM majors through a blended first year experience course. 2012 Sloan-C Annual International Conference on Online Learning.

Pre-conference workshop: *Building blocks for learning with technology: Integrating 21st century skills into first year courses*. 2012 Annual Conference on The FYE. (w/ Mar. Johnson)

Developing a student leadership retreat using instructional design techniques. 2011 Association for Educational Communications and Technology (AECT) International Convention.

Including online education in the conversation about teaching and learning in honors. 2011 NCHC Annual Conference.

The place of technology in the honors classroom: Perceptions of honors instructors. 2010 Sloan-C Annual International Conference on Online Learning.

Developing in Honors Extended Session Panelist: *Approaching technology from the honors perspective*. 2010 NCHC Annual Conference.

Demystifying social networks. 2010 National Association of Fellowship Advisors Workshop – High Tech/Low Tech: Strategies for Identifying, Recruiting, and Keeping Track of Fellowship Applicants.

Miscellaneous Honors Topics

Explore opportunities to teach with UF Honors. 2022 Center for Teaching Excellence Workshop (w. K. Spear & T. Forbes)

Including families in your honors community. 2017 NCHC Annual Conference. (w/ B. Ptak*)

Modeling the way to a high (achieving) sense of wellbeing. 2016 FLACADA Annual Conference. (w/ K. Spear & B. Hoover)

Hot Topic: *Developing your research agenda about high achieving students*. 2015 NACADA Annual Conference.

Sponsored Program: *Encouraging a participatory culture of daring high achievers*. 2014 NACADA Annual Conference.

Need interns? Better call Honors! 2014 Gainesville BarCamp Technology Unconference.

Dare greatly, high achievers! 2014 Interface Faculty Seminar. University of Florida.

Sponsored Program: *Identifying student affairs' role in developing prestigious fellowship applicants*. 2011 ACPA Annual Conference. (w/ A. O'Keefe)

Developing in Honors Panelist: *Honors housing: Living-learning communities and creative programming*. 2010 NCHC Annual Conference.

Developing purposeful leadership retreats for honors student organizations. 2009 NCHC Annual Conference.

Academic Advising / Advisor Professional Development

How to customize advising experiences using the College Student Inventory. 2018 University of Mary Teaching Faculty Workshop.

Advancing the advisor's toolkit: Improv skills for student success. 2017 NACADA International Conference. Sheffield, England. (w/ K. Ross)

Pre-conference workshop: *Writing for NACADA: A primer for the scholarly curious*. 2016 FLACADA Annual Conference. (w/ M. Duslak & C. McGill)

Achieving nerd fame in the advising community. Keynote address break-out. 2016 University of Texas at Arlington Advising Association Annual Conference.

Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog. 2014 NACADA, Region 4 Conference. (w/ M. Miller)

Advisor power-up: Using lessons from the start-up world to empower yourself, get noticed, and get ahead. 2014 NACADA, Region 4 Conference.

How to hack your Ph.D.: Being a doctoral student and academic advisor. 2013 NACADA Annual Conference. (w/ S. Craddock, E. Justyna, & L. Pasquini)

Educational Technology

Mentoring and support for online doctoral students during the dissertation process. 2017 AECT International Convention. (w/ S. Kumar, C. Coe, & N. Agacli-Dogan)

Online mentoring in doctoral programs: Strategies and challenges. 2016 Online Learning Consortium Accelerate Conference. (w/ S. Kumar & C. Coe)

Online mentoring: Strategies and challenges. 2016 European Distance and E-Learning Network. Budapest, Hungary. (w/ S. Kumar & C. Coe)

Online mentoring: Strategies for mentoring dissertations at a distance. 2013 Sloan-C Annual International Conference on Online Learning. (w/ S. Kumar)

Let's get digital. 2013 Institute on Effective Teaching & Learning Practices for First-Year Students. Columbia, SC.

Strategies for mentoring online doctoral students through the dissertation process. 2013 American Educational Research Association Annual Conference. (w/ S. Kumar & T. Hardemon)

Miscellaneous Higher Education Topics

New Directions for Peer Leadership in Higher Education. 2012 Annual Conference on The FYE. (w/ J. Keup, T. Kennedy, C. Unite, & J. Seabold)

Connecting first year students to formal and informal learning. E-Learn 2011-World Conference on ELearning in Corporate, Government, Healthcare, and Higher Education. (w/ L. Pasquini & M. Rodems)

Tensions in qualitative research journals. 2010 International Congress of Qualitative Inquiry. (w/ M. Koro-Ljungberg, D. Cavalleri, H. Covert, & T. Bustam)

Panelist: *Undergraduate research symposia across Florida: A panel discussion.* 2008 Florida Statewide Symposium on Engagement in Undergraduate Research.

Professional Leadership, Activities, & Memberships

NACADA Global Community for Academic Advising, 2006 – 2007; 2011 – 2020

- Advising High Achieving Students Advising Community
 - Chair
 - Member, Steering Committee
- Academic Advising Consultant and Speaker Service (AACSS)
- AACSS Advisory Board
 - Application Review Committee
- Research Committee
 - Annual Conference research consultant
 - Chair, Research agenda and registry subcommittee
 - Member, Annual Conference research speaker subcommittee
 - Member, Research awards subcommittee
- Emerging Leaders Program Mentor
- Publications Advisory Board

- Program Proposal Reviewer, Annual Conference

National Collegiate Honors Council (NCHC), 2009 – 2013; 2015 – 2019

- Member, Board of Directors
- Recommended Program Reviewer
- Annual Conference Planning
 - Coordinator, Idea Exchange track
 - Founder and Inaugural Coordinator, Professional Staff in Honors track
 - Participant, Consultants Center
 - Student Poster Session Judge
 - Sam Schuman Award Selection Committee
- Committee Memberships
 - Professional Development, co-chair
 - Research
 - Teaching and Learning
 - Partners in the Parks
- Participant
 - Professional Development Workshop (strategic planning for association)
 - Research Symposium (invited by association president; strategic planning for association)
 - Partners in the Parks – Denali trip

Florida Collegiate Honors Council (FCHC), 2009 – 2012

- Past-President
- President
- Vice President and State Conference Chair

Additional Memberships and Involvement

- APLU Council on Honors Education, 2020 – present
- National Center for Faculty Development and Diversity, 2018 – present
- European Honors Council, 2017 – present
- American Educational Research Association, 2011 – 2013
- ACPA College Student Educators International, 2008 – 2011
- Association for the Study of Higher Education, 2008 – 2009; 2012 – 2013
- NASPA Student Personnel Administrators in Higher Education, 2002 – 2004; 2007 – 2010
- National Resource Center for The First-Year Experience and Students in Transition, 2005 – present

University Service

- Phi Beta Kappa – Beta of Florida Chapter, 2001 – present
 - Past President / Membership Coordinator, 2021 – present (*on hiatus 2022-2023*)
 - President, 2018 – 2021
 - Vice President, 2016 - 2018
- Faculty Senate, 2014 – 2019
 - Senate Steering Committee (member at large), 2016 – 2019
 - Senator, 2014 – 2017
- Committee Involvement
 - Advisory Council for Undergraduate Affairs (Honors liaison), 2022 – present
 - Academic Assessment Committee, 2018 – 2021; Co-chair, 2019 – 2020
 - COMPASS Advisory Board (Campus-wide Modernization Program to Advance Student Services), 2018 – 2019

- College of Liberal Arts & Sciences Undergraduate Coordinators (Honors representative), 2017 – present
- Commencement Committee, 2016 – 2019
- UF Quest Task Force – Experiential Learning, 2016 – 2017
- Infrastructure Council, 2015 – 2018
- Service Learning Advisory Board, 2014 – 2015
- University Libraries Committee, 2013 – 2016; Chair, 2015 – 2016
- Undergraduate Advising Council (Honors representative), 2012 – 2017
- General Education Committee, 2007 – 2013
- Student Mentoring Programs - Mentor
 - Women's Leadership Council Mentoring Program, 2009 – 2010
 - University Multicultural Mentoring Program, 2009 – 2010; 2017 – 2018
 - J. Wayne Reitz Scholars, 2005 – 2006

Recognition

- Fellow, National Collegiate Honors Council, elected 2018
- Runner-up, Best Practice Award for Summer in the City, 2016 Jon C. Dalton Institute on College Student Values
- Recipient, 2015 Professional Advisor of the Year, Undergraduate Affairs / Honors
- Faculty Honoree, College of Liberal Arts & Sciences Anderson Scholars, recognized 6 times
- 2012 NACADA Scholarship, \$1000 one-time award, 1 awarded by association
- Nominee, Outstanding First Year Student Advocate, National Resource Center for The First- Year Experience and Students in Transition
- Inducted as Faculty Member: Omicron Delta Kappa National Leadership Honorary
- 2009 Outstanding UF Service-Learning Faculty of the Year
- Outstanding New Advisor Certificate of Merit, NACADA Region 4

Local Community Involvement

- Alliance of Therapy Dogs certified therapy team with Kenzie the greyhound, 2019 – present
- UF College of Veterinary Medicine Canine Blood Donor Program with Kenzie with greyhound, 2018 – 2022 (Kenzie's retirement)
- Steering Committee, United Way of North Central Florida Emerging Leaders United, 2015 – 2017
- Participant, Empowering Women in Technology Startups Program, 2013
- Steering Committee, United Way of North Central Florida Young Leaders Society, 2012 – 2013
- Chair, Gainesville – Alachua County Cultural Affairs Board, 2006 – 2007
- Inaugural Class Participant, Gainesville Citizens Academy, 2005 – 2006

Education

- Ph.D. University of Florida | Curriculum and Instruction – Educational Technology
 Dissertation: *Pioneers, Guinea Pigs, and Rebels: Perspectives of Early Adopters in Online Honors Education* | Holden Memorial Scholarship Recipient | Co-President, Student Alliance of Graduates in Education
- M.Ed. University of North Carolina at Greensboro | Educational Leadership – Higher Education Administration
 | Greensboro Graduate Scholar | Graduate Assistant – Orientation Programs | Intern – Academic Advising, Student Activities
- B.A. University of North Carolina at Greensboro | Classical Studies - Ancient Greek Civilizations; and History
 | *magna cum laude* | Honors Program | Phi Beta Kappa | Katharine Smith Reynolds Merit Scholar | Outstanding Student Leader Award