

Stephany RunningHawk Johnson, Ph.D.

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Citizenship: United States
Tribal enrollment: Oglala Lakota

EDUCATIONAL HISTORY

- 2020 Doctor of Philosophy, completed at the University of Oregon
Critical and Sociocultural Studies in Education
Dissertation: *Centering the Indigenous in Science Education: Possibilities and Limitations of Decolonizing the Academy*, Chair: Joanna Goode
- 2008 Master of Education, completed at the University of Oregon
Teaching and Learning (major)
- 2003 Bachelor of Science, completed at Oregon State University, cum laude
Natural Resources (major)
Specialty in Youth Education (option)

SCHOLARSHIPS, FELLOWSHIPS, and ACADEMIC HONORS

- 2022 NSF and SACNAS Grant Writing and Peer Review Workshop
- 2019-2020 Department of Education Studies Graduate Employee Excellence as a Research Assistant Award, University of Oregon
- 2019 National Academy of Education/Spencer Dissertation Fellowship
- 2017 Summer Institute on Global Indigeneities, University of Washington
- 2016-2017 Rose Gross Scholarship, University of Oregon
- 2015-2016 Promising Scholars Award, University of Oregon
- 2007-2008 Sapsik'waałá Indian Education Program, University of Oregon

PROFESSIONAL HISTORY

- 2020-present Assistant Professor, Cultural Studies and Social Thought in Education, College of Education, Washington State University
- 2017-2019 Research Assistant, Oregon Education Science Lab, College of Education, University of Oregon.
- 2015-2016 Interim Head Advisor, College of Earth, Ocean, and Atmospheric Sciences, Oregon State University.

- 2013-2016 Academic Advisor, College of Earth, Ocean, and Atmospheric Sciences, Oregon State University.
- 2008-2013 Math and Science Teacher, Thurston Middle School, Springfield, Oregon.

SCHOLARLY PUBLICATIONS

Refereed Journal Articles and Proceedings

- RunningHawk Johnson, S. & Jacob, M. M. (2022). Educating for Indigenous Futurities: Applying Collective Continuance Theory in Teacher Preparation Education. *Transmotion*, 8(1).
- Ivey, A., RunningHawk Johnson, S., Skorodinsky, M., Snyder, J., & Goode, J. (2021). Abolitionist computer science teaching: Moving from access to justice. In *2021 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, Portland, OR, USA, 2021, 1-4.
- Jacob, M. M., RunningHawk Johnson, S., & Chappell Belcher, D. (2021). Do you know where you are? Bringing Indigenous teaching methods into the classroom. *Sociology of Race and Ethnicity*, 1-6. <https://doi.org/10.1177/2332649220983378>
- Jacob, M. M., Gonzalez, K., Chappell Belcher, D., Ruef, J., & RunningHawk Johnson, S. (2021). Indigenous cultural values counter the damages of settler colonialism. *Environmental Sociology*, 7(2), 134-146. DOI: [10.1080/23251042.2020.1841370](https://doi.org/10.1080/23251042.2020.1841370)
- RunningHawk Johnson, S. (2020). A personal, Indigenous feminist experience with centering relationships during COVID-19. *Northwest Journal of Teacher Education*, 15(2), 1-6. DOI: [10.15760/nwjte.2020.15.2.7](https://doi.org/10.15760/nwjte.2020.15.2.7)
- Goode, J., Ivey, A., RunningHawk Johnson, S., Ryoo, J., & Ong, C. (2020). Rac(e)ing to computer science for all: How teachers talk and learn about equity in professional development. *Computer Science Education*. DOI: 10.1080/08993408.2020.1804772
- RunningHawk Johnson, S., Ivey, A., Snyder, J., Skorodinsky, M., & Goode, J. (2020). Intersectional perspectives on teaching: Women of color, equity, and computer science. In *2020 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, Portland, OR, USA, 2020, 1-4.
- Ruef, J., RunningHawk Johnson, S., Jacob, M. M., Jansen, J., & Beavert, V. (2019). Why STEM needs traditional ecological knowledge: A case study of Ichishkiin math. *International Journal of Gender, Science and Technology*, 11(3), 429-439.
- Jacob, M. M., Sabzalian, L., RunningHawk Johnson, S., Jansen, J., & Morse, G. S. (2019). We need to make action NOW, to help keep the language alive: Navigating tensions of

engaging Indigenous educational values in university education. *American Journal of Community Psychology*, 25(1), 126-136. DOI: 10.1002/ajcp.12374

Jacob, M. M., Gonzalez, K., Finley, C., & RunningHawk Johnson, S. (2019). Theorizing Indigenous student resistance, radical resurgence, and reclaiming spiritual teachings about Tma'áakni (respect). *Religions*, 10(4), 286. DOI: 10.3390/rel10040286

RunningHawk Johnson, S. (2018). Native philosophies as the basis for secondary science curriculum. *Critical Education*, 9(16), 84-97.

Goode, J., RunningHawk Johnson, S., & Sundstrom, K. (2018). Disrupting colorblind teacher education in computer science. *Professional Development in Education*, DOI: [10.1080/19415257.2018.1550102](https://doi.org/10.1080/19415257.2018.1550102)

Books and book chapters

Jacob, M. M., & RunningHawk Johnson, S. (Eds.) (2020). *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education in the Northwest*. Charlotte, NC: Information Age Publishing.

RunningHawk Johnson, S., Jacob, M. M., & Washines, A. (2020). Introduction: Education strengthens our people. In Jacob, M. M. & Johnson, S. R. (Eds.), *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education in the Northwest*. Charlotte, NC: Information Age Publishing.

In Preparation

Skorodinsky, M., Ivey, A., RunningHawk Johnson, S., Snyder, J., & Goode, J. (In review). It's All Relational: Moving from Transactional to Relational Computer Science Education Research. Submitted to *2022 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*.

RunningHawk Johnson, S. (In review). The importance of learning with/on/from land and place while honoring reciprocity in Indigenous science education. Submitted to *Cultural Studies of Science Education*.

RunningHawk Johnson, S., Benjamin, C., Miksys, C., & Gartstein, M. (In review). A pathway to systemic changes in STEM leadership: Increasing representation of women through the External Mentor Program. Submitted to *Gender & Society*.

Black, J., RunningHawk Johnson, S., Silfee, D., & Gallardo, C. M. (In review). An Indigenous intercambio program: Empowering underrepresented STEM students to participate in scientific and cultural exchange through study abroad. Submitted to *Frontiers: The Interdisciplinary Journal of Study Abroad*.

Richardson, M., Klein, K., & RunningHawk Johnson, S. (In review). Missing and murdered Indigenous women and girls (MMIWG): A policy analysis on the Savanna's and Not Invisible Acts. Submitted to *Health Affairs*.

RunningHawk Johnson, S., & Birano, A. (In review). Decolonizing the curriculum. In Fraser-Burgess, S., Heybach, J., & Metro-Roland, D. (Eds.), *The Cambridge Handbook on Ethics and Education*. Cambridge University Press.

RunningHawk Johnson, S., & Dance, S. L. (In review). Go with the flow: Indigenous science in the language classroom. Submitted to *Bank Street Occasional Paper Series*.

CONFERENCE PRESENTATIONS

Presentations

- 2022 *Tensions Non-Indigenous Faculty Experience in their Efforts to Support Tribal Nation-Building with Indigenous Students*. Paper session at the American Educational Research Association annual meeting in San Diego, California, April 2022.
- 2021 *Culturally Responsive Professional Development: Engaging Tribal Teachers in Community-based Indigenous STEM Education*. Paper session at the American Educational Studies Association Conference in Portland, Oregon, November 2021.
- 2021 *Disordering the Work Through Our Songs: Storytelling, Family, Futurities, and Decolonizing Educational Spaces*. Panel session at the Cultivating Black and Indigenous Futures in Education Conference, held virtually, June 2021.
- 2021 *Indigenous Research as a Relational Process*. Paper session at the International Congress of Qualitative Inquiry, held virtually, May 2021.
- 2021 *Abolitionist Computer Science Teaching: (Re)Conceptualizing the Field*. Paper session at the American Educational Research Association annual meeting, held virtually, April 2021.
- 2020 *Possibilities for Decolonization and Nation-Building: Centering Indigenous Knowledges Within Science Teaching and Learning*. Invited Poster Session at the American Educational Research Association annual meeting in San Francisco, California, April 2020 <http://tinyurl.com/sfvzd9s> (Conference Canceled).
- 2020 *Supporting the Development of Teachers' Racial Knowledge to Broaden Participation in Computing*. Paper session at the American Educational Research Association annual meeting in San Francisco, California, April 2020 <http://tinyurl.com/v4ejkty> (Conference Canceled).
- 2019 *Perspectives and Stories on the Path to a PhD as Indigenous Scholars*. Panel presentation at the Oregon Indian Education Association annual meeting in Eugene, Oregon, May 2019.
- 2019 *CS for All: An Intersectional Approach to unpacking Equity in Computer Science Education*. Poster presentation at the American Educational Research Association annual meeting in Toronto, Canada, April 2019.

- 2018 *Why Indigenous Traditional Ecological Knowledge is Important for STEM.* Panel presentation at the Network Gender & STEM Conference, Eugene Oregon, August 2018.
- 2018 *Centering the Indigenous in Science Curriculum.* Talk given at the Native American Students Research Colloquium, Eugene, Oregon, May 2018.
- 2018 *The Data Don't Lie ... Or Do They? How White-Settler-Colonialist Language Obscures Educational Inequality.* Panel presentation at the Globalization, Diversity, and Education Conference, Spokane, Washington, February 2018.
- 2017 *The Importance of Multiple Mentors.* Talk given at the Promising Scholars Mentor Luncheon, Eugene, Oregon, May 2017.
- 2016 *Curriculum and Place.* Paper presented in symposium at the American Educational Studies Association annual meeting, Seattle, Washington, November 2016.
- 2016 *Native Philosophy as the Basis for Secondary Science Curriculum.* Paper presented at the American Educational Studies Association annual meeting, Seattle, Washington, November 2016.
- 2008 Panel on Sapsik^lwatá experience, Annual Oregon Indian Education Association Conference, Grande Ronde, Oregon.

INVITED PRESENTATIONS

- 2022 *TEK and Environmental Science.* Presentation and discussion with Oglala Lakota College's Environmental Management and Protection course, April 2022.
- 2022 *What Might Being a Lakota Leader Mean?* Oglala Lakota College's Leadership Lunches Series, March 2022.
- 2021 *Indigenous Education in Tribal Nation Building.* Panel session at the Idaho Indian Education Summit, July 2021.
- 2020 *Respectful research with Native communities: The IRB process.* Plenary session presentation at Heritage University's Faculty Day, delivered via Zoom, August 2020.
- 2020 *Planning your research project with a Native community.* Delivered twice in breakout sessions at Heritage University's Faculty Day, delivered via Zoom, August 2020.

EXTERNAL FUNDING

Grants

CRESCENT

- 2020-2023 *Culturally sustaining and revitalizing approach to Native American undergraduate recruitment, retention and Tribal Nation Building.* Co-principle investigator with Higheagle Strong, Z., Lokensgard, K., Sanders, C., Austin, B., and Fountain, S. National Institute of Food and Agriculture, USDA. Awarded \$288,160.
- 2017-2021 *Culturally Responsive Indigenous Science (CRIS): Connecting land, language, and culture for Indigenous STEM (ISTEM) education.* Title on project. National Science Foundation. Awarded: \$2,481,274

INTERNAL FUNDING

Grants

2021-2023 *Supporting pre-service teachers to notice students' community and experience-based resources for classroom science learning.* Co-principle investigator with S. Fick. Washington State University College of Education Faculty Funding Award. Awarded \$5874.

INSTRUCTIONAL AND ADVISING ACTIVITIES**Courses Taught**

TCH LRN 522 Indigenous Research Methods (Sp22)
TCH LRN 480 Multicultural Education in a Global Society (F22)
CSSTE 537 Place-Based Education (Sp21)
CSSTE 532 Gender, Power, and Education (F20)
ED RES 564 Qualitative Methods (F20, Sp21)
ALS 108 Online Learning Success, (OSU W16, Sp16)
ALS 116 Academic Success, (OSU Sp15, F15)

Courses Coordinated

TCHLRN 330 Diversity in Schools and Society (F20)

PhD**Committee Chair**

Anthony Birano Jr.
Erica England (Co-chair)
Shain Wright
Angela Picard

Committee Member

Jenne Schmidt graduated 2020
Humberto Jimenez Fernandez
Jaime Rice
Kimberly Klein
Jennifer LaToya Sutton

Master**Committee Chair**

Kimberly Klein

Committee Member

Kiersten Guetlein

SERVICE

Article Reviews

- 2021 *Journal of Women and Minorities in Science and Engineering*
2021 *American Educational Research Journal*
2021 *ACM Transactions on Computing Education, American Educational Research Journal, Journal of Women and Minorities in Science and Engineering*
2020 *Sociology of Race and Ethnicity*
2017 *Critical Education*

Grant Reviews

- 2022 NSF Grant Proposal Panel

Mentorship

- 2018-2020 Mentor for an Environmental Science undergraduate student through the iNATURE program at Heritage University

Committees

- 2022 AESA Program Committee member
2021-2023 Provost's Committee for Inclusive Excellence
2021-present Qualitative Research Curriculum Committee
2020-2022 College of Education Equity and Inclusion committee
2020-present Cultural Studies and Social Thought in Education Program committee
2017-2019 Sapsik'walaá student selection committee

PROFESSIONAL AFFILIATIONS

- American Educational Studies Association (AESAs)
American Educational Research Association (AERA)
National Indian Education Association (NIEA)
Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)