NING WANG

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Education

- 1997 **Ph.D.**, Educational Psychology with a concentration in Research Methodology, University of Pittsburgh, U.S.A.
- 1994 **M.S.**, Educational Psychology with a concentration in Research Methodology, University of Pittsburgh, U.S.A.
- 1987 M.Ed., Mathematics Education, Beijing Normal University, P. R. of China
- 1984 B.S., Mathematics, Beijing Normal University, P. R. of China

Professional Experience

2013 - Present 2016 - 2019	Full Professor with Tenure University Distinguished Professor (three years' appointment)		
2008 - 2013	Associate Professor with Tenure		
2003 - 2008	Assistant Professor		
	School of Human Service Professions,		
	Widener University, Chester, Pennsylvania		
1997-2003	Senior Psychometrician/Psychometric Research Coordinator		
	Assessment Systems, Inc., Bala Cynwyd, Pennsylvania		
1995-1996	Educational Evaluation Specialist		
	Division of Educational Services, Medical College of Wisconsin, Milwaukee, Wisconsin		
1991-1995	Research Assistant		
	Learning and Research Development Center, University of Pittsburgh,		
	Pittsburgh, Pennsylvania		
1987-1990	Editor/Mathematics Curriculum Developer		
	People's Education Press, Beijing, P. R. of China		

Professional Affiliations

- American Educational Research Association (AERA)
- American Educational Research Association (AERA), Social and Emotional Learning Special Interest Group
- National Council on Measurement in Education (NCME)
- Psychology in Mathematics Education (PME)

Refereed Publications

- Cai, J., Moyer, J., Wang, N., Nie, B., & Wang, C. (2019). Student learning and instructional tasks in different curricular contexts: A longitudinal study. *The Journal of Educational Research*, Vol 112.
- Wang, N., Cai, J. (2018). In investigation of how teachers score constructed-response mathematics assessment tasks. *Journal of Research in Education, Vol* 28(1).
- Wang, N., Wilhite, S. C., & Martino, D. (2016). Understanding the relationship between school leaders' social and emotional competence and their transformational leadership: The importance of self-other agreement. *Educational Management Administration and Leadership*, Vol. 44(3), 467–490.
- Hwang, S., Cai, J., Shih, J., Moyer, J., Wang, N., & Nie, B. (2015). Longitudinally investigating the impact of curricula and classroom emphases on the algebra learning of students of different ethnicities. In J. A. Middleton, J. Cai, & S. Hwang (Eds.), *Large-scale Studies in Mathematics Education* (pp. 45-60). New York, NY: Springer.
- Cai, J., Nie, B., Moyer, J., & Wang, N. (2014). Teaching mathematics using standard-based and traditional curricula: A case of variable ideas. In Y. Li & G. Lappan (Eds.), *Mathematics Curriculum in School Education*. New York: Springer.
- Cai, J., Moyer, J., Wang, N., Hwang, S., Nie, B., & Garber, T. (2013). Mathematical problem posing as a measure of curricular effect on students' learning. *Educational Studies in Mathematics*, 83(1), 57-69.
- Nie, B., Freedman, T., Hwang, S., Wang, N., Moyer, J., & Cai, J. (2013). An investigation of teachers' intentions and reflections about using standards-based and traditional textbooks in the classroom. ZDM - The International Journal on Mathematics Education, 45, 699-711.
- Wang, N. & Stahl, J. (2012). Obtaining content weights for test specifications from job analysis task surveys: An application of the Many-facets Rasch Model. *International Journal of Testing*, 12(4), 299-320.
- Wang, N., Wilhite, S. C., Wyatt, J., Young, T., Bloemker, G., & Wilhite, E. (2012). Impact of a college freshman social and emotional learning curriculum on student learning outcomes: An exploratory study. *Journal of University Teaching and Learning Practice*, 9(2).
- Wang, N., Young, T., Wilhite, S. C., & Marczyk, G. (2011). Assessing students' emotional learning in higher education: Development and validation of the Widener Emotional Learning Scale. *Journal of Psycoeducational Assessment*, 29(1), 47-62.
- Cai, J., Wang, N., Moyer, J., Wang, C. & Nie, B. (2011). Longitudinal investigation of the curricular effect: An analysis of student learning outcomes from the LieCal Project in the United States. *International Journal of Educational Research*, 50, 117-136.

- Cai, J., Moyer, J., Wang, N., & Nie, B. (2011). The development of middle school students' algebraic thinking in a curricular context: A longitudinal study. In J. Cai & E. Knuth (eds.), *Early Algebralization*. pp. 161-186. New York: Springer.
- Moyer, J., Cai, J., Wang, N., & Nie, B. (2011). Impact of curriculum reform: Evidence of change in classroom practice in the United States. *International Journal of Educational Research*, 50, 87-99.
- Wang, N. (2010). Applications of Rasch measurement to job analysis data and the translation into content weights. In E. Smith & G. Stone (eds.), *Applications of Rasch Measurement in Criterion-referenced Testing: Practice Analysis to Score Reporting.* pp. 1-23. Chicago, IL: JAM Press.
- Wang, N. (2010). Item mapping procedure. In E. Smith & G. Stone (eds.), Applications of Rasch Measurement in Criterion-referenced Testing: Practice Analysis to Score Reporting. pp. 236-250. Chicago, IL: JAM Press.
- Cai, J. Wang, T., Wang, N., & Garber, T. (2009). Studying effective teaching from teachers' perspectives: The journey has just begun. In J. Cai, G. Kaiser, B. Perry, & N. Y. Wong (eds.), *Effective Mathematics Teaching from Teachers' Perspectives: National and Cross-National Studies*. pp. 303-317. Sense Publishers: Rotterdam, The Netherlands.
- Wang, S., Wang, N., & Hoadley, D. (2007). Construct equivalence of a national certification examination that uses dual languages and audio assistant. *International Journal of Testing*, 7(3), 1-14.
- Nagy, C. J. & Wang, N. (2007). The alternate route teachers' transition to the classroom: preparation, support, and retention. *NASSP Bulletin*, *91*(1), 98-113.
- Wang, N., Witt, E., & Schnipke, D. (2006). A further discussion of job analysis and use of KSAs in developing licensure and certification examinations: A response to LaDuca. *Educational Measurement: Issues and Practice*, 26(2), 34-37.
- Wang, N., Schnipke, D. & Witt, E. (2005). Use of knowledge, skill, and ability statements in developing licensure and certification examinations. *Educational Measurement: Issues and Practice*, 24(1), 15-22.
- Wang, N. (2003). Use of the Rasch IRT model in standard setting: An item mapping method. *Journal of Educational Measurement* 40(3), 231-253.
- Wang, N. (2003). Examining reliability and validity of job analysis survey data. *Journal of Applied Measurement, Vol 4*(4), 358-369.
- Cai, J., Moyer, J., & Wang, N. (1999). Parental roles in students' learning of mathematics: An exploratory study. *Research in Middle Level Education Quarterly*, 22(3), 1-18.
- Wang, N. & Lane, S. (1996). Detection of gender-related differential item functioning in a mathematics performance assessment. *Applied Measurement in Education*, 9(2), 175-199.

- Lane, S., Wang, N., & Magone, M. (1996). Gender-related differential item functioning on a mathematics performance assessment: The use of an analytic analysis of student performance to complement a statistical DIF procedure. *Educational Measurement: Issues and Practice*, 15(4), 21-27.
- Cai, J., Magone, M., Wang, N., & Lane, S. (1996). A cognition analysis of QUASAR's mathematics performance assessment tasks and their sensitivity to measuring changes in middle school students' thinking and reasoning. *Research in Middle Level Education Quarterly*, 19(3), 63-94.
- Cai, J., Magone, M., Wang, N., & Lane, S. (1996). Assessment: Describing student performance qualitatively. *Mathematics Teaching in the Middle School*, 1(10), 828-835.
- Magone, M., Cai, J., Silver, E., & **Wang, N.** (1994). Validating the cognitive complexity and content quality of a mathematics performance assessment. *International Journal* of Educational Research, 21(3), 317-340.

Books

- Nagy, C. & Wang, N. (2010). *The Alternative route teachers' transition to the classroom*. Saarbrucken, Germany: Lambert Academic Publishing.
- Sparagana, J. & Wang, N. (2008). Kindergarten transition: The effect of a half-day prekindergarten program on readiness in kindergarten. Saarbrucken, Germany: VDM Verlag Dr. Muller.
- Wang, N., Newman, L., & Wiser, R. (2000). Setting passing standards for performancebased certification and licensure examinations. *NOCA monograph series Vol. 1.* Washington DC: National Organization for Competency Assurance.

Conference Proceedings

- Cai, J., Moyer, J., Wang, N., & Dimitrov, D. (2015). Applying growth mixture modeling to longitudinal investigating the effect of mathematics curriculum on students' learning. In Beswick, K., Muir, T. & Wells, J. (Eds.), the Proceedings of the 39th conference of the International Group for the Psychology of Mathematics Education, Vol. II (pp. 219-136). Hobart, Australia: PME
- Cai, J., Silber, S., Hwang, S., Nie, B., Moyer, J., & Wang, N. (2014). Problem-solving strategies as a measure of longitudinal curricular effects on student. In S. P. Liljedahl, C. O. Nicol, S. Oesterle, & D. Allan (Eds.), the Proceedings of the joint meeting of the 38th International Group and the 36th North America Chapter for the Psychology of Mathematics Education, Vol. II (pp. 233-240). Vancouver, British Columbia, Canada: PME.
- Cai, J., Moyer, J., & Wang, N. (2013). Longitudinal investigation of the effect of middle school curriculum on learning in high school. In A. Lindmeier & A. Heinze (Eds.), the Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education (pp. 137-144). Kiel, Germany: PME.

- Hwang, S., Cai, J., Shih, J., Moyer, J., Wang, N., & Nie, B. (2012). Longitudinal investigating the impact of curricula and classroom emphases on equity in algebra learning. The Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.
- Wang, N., Cai, J., & Moyer, J. (2009). Scoring student responses to mathematics performance assessment tasks: Does the number of score levels matter? In M. Tzekaki, M. Kaldrimidou, & H. Sakonidis (Eds), Proceedings of the 33th Annual Meeting of the International Group for the *Psychology of Mathematics Education*, *Research Reports, Vol.5 pp.* 321-328. Thessaloniki, Greece.
- Cai, J., Moyer, J., Wang, N., & Nie, B. (2009). Curricular impact on the development of algebraic thinking: A longitudinal study. In M. Tzekaki, M. Kaldrimidou, & H. Sakonidis (Eds), Proceedings of the 33th Annual Meeting of the International Group for the *Psychology of Mathematics Education, Research Reports, Vol.2 pp.* 241-248. Thessaloniki, Greece.
- Cai, J., Moyer, J., Wang, N., & Nie, B. (2009). Learning from classroom instruction in a curricular content: An analysis of instructional tasks. In Swars, S., Stinson, D., & Lemons-Smith, S. (Eds.). Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Vol. 5. (pp. 692-699). Atlanta, GA: Georgia State University.
- Moyer, J., Cai, J., Laughlin, C., & Wang, N. (2009). The effect of curriculum type on middle grades instruction. In Swars, S., Stinson, D., & Lemons-Smith, S. (Eds.). Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Vol. 5. (pp. 201-209). Atlanta, GA: Georgia State University.
- Wang, N. & Cai, J. (2006). An investigation of factors influencing teachers' scoring student responses to mathematics constructed-response assessment tasks. In J. Novotna (Eds), Proceedings of the 30th Annual Meeting of the International Group for the *Psychology of Mathematics Education, Research Reports, Vol.5 pp.* 369-376. Charles University in Prague, Czech Republic.

Refereed Presentations at International and National Conferences

- Cai, J., Moyer, J. Wang, N. & Dimitrov, D. (2015). Longitudinally Investigating the Effect of Mathematics Curriculum on Students' Learning: Application of Growth Mixture Modeling. Paper presented at the annual meeting of American Educational Research Association, Chicago, IL. April 16 – 20, 2015.
- Wang, N. (2015). Scoring Responses to Open-ended Mathematics Assessment Tasks: An Exploratory Study Beyond Cultural Beliefs. Paper presented at the annual meeting of Eastern Educational Research Association, Sarasota, FL. February 25 – 28, 2015.
- Pifer, M. & Wang, N. (February, 2015). An Evaluation of Preparing Instructors for College First-Year Seminars in Social and Emotional Learning. Paper presented at the annual meeting of Eastern Educational Research Association, Sarasota, FL. February 25 – 28, 2015.

- Cai, J., Wang, N., Moyer, J., & Nie, B. (April, 2012). Longitudinal investigation of the effect of curriculum on algebra learning: Beyond grade bands. Paper presented at the annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada, April 13 – 17, 2012.
- Cai, J., Nie, B., Moyer, J., & Wang, N. (April, 2012). Learning mathematics using Standards-based and traditional curricula: An analysis of homework problems. Paper presented at the annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada, April 13 – 17, 2012.
- Cai, J., Robison, V., Moyer, J., Wang, N., & Nie, B. (April, 2012). *Mathematical dispositions and student learning: A metaphorical analysis*. Paper presented at the annual meeting of American Educational Research Association, Vancouver, British Columbia, Canada, April 13 17, 2012.
- Mitchell, M., Tarr, J. E., Cai, J., Moyer, J., Wang, N., Grouws, D., King, K., & McDuffie, A. R. (April, 2012). What matters about student learning: Curriculum implementation from three perspectives. Research Symposium presented at the Research Pre-session of the National Council of Teachers of Mathematics annual meeting, Philadelphia, PA, April 25 – 28, 2012.
- Cai, J., Moyer, J., Shih, J., & Wang, N. (April, 2011). Investigating the Effects of Curricula and Classroom Emphases on Algebra Learning: Cross-Sectional Analyses. Paper presented at the annual meeting of American Educational Research Association. New Orleans, LA.
- Nie, B., Freedman, T., **Wang, N.,** Moyer, J., & Cai, J. (April, 2011). *Teachers' Intentions and Reflections for Classroom Instruction in a Curricular Context*. Paper presented at the annual meeting of American Educational Research Association. New Orleans, LA.
- Cai, J. & Wang, N. (July/August, 2010). Identifying and Nurturing Mathematically Gifted Students in Classroom: Some Insights from LieCal Project. Paper presented at the 6th International conference of International Group for Mathematical Creativity and Giftedness. Riga, Latvia.
- Cai, J., Wang, N., Nie, B., Moyer, J., & Wang, C. (April/May, 2010). Student learning and classroom instruction using Standards-based and traditional curricula: An analysis of instructional tasks. Paper presented at the annual meeting of American Educational Research Association. Denver, Colorado.
- Cai, J., Wang, N., Moyer, J., & Nie, B. (April/May, 2010). Impact of curriculum reform: Evidence of student learning outcomes in the United States. Paper presented as part of the Symposium on *Curricular Impact on Teaching and Learning: Two Longitudinal Studies from the USA and China*, at the annual meeting of American Educational Research Association. Denver, Colorado.
- Moyer, J., Cai, J., Wang, N., & Nie, B. (April/May, 2010). Impact of curriculum reform: Evidence of change in classroom practice in the United States. Paper to be presented as part of the Symposium on *Curricular Impact on Teaching and Learning: Two Longitudinal Studies from the USA and China*, organized by Jinfa Cai & Yujing Ni, at

the annual meeting of American Educational Research Association. Denver, Colorado.

- Wang, N., Cai, J., & Moyer, J. (July, 2009). Scoring student responses to mathematics performance assessment tasks: Does the number of score levels matter? Paper presented at the 33th Annual Meeting of the International Group for the Psychology of Mathematics Education, Thessaloniki, Greece.
- Cai, J., Moyer, J., Wang, N., & Nie, B. (July, 2009). Curricular impact on the development of algebraic thinking: A longitudinal study. Paper presented at the 33th Annual Meeting of the International Group for the Psychology of Mathematics Education, Thessaloniki, Greece.
- Cai, J., Moyer, J., Wang, N., & Nie. B. (April, 2009). A longitudinal investigation of curricular effect on students' procedural and conceptual understanding of algebra. Paper presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Cai, J., Moyer, J., Wang, N., & Nie. B. (April, 2009). The development of middle school students' algebraic thinking: A longitudinal study. Paper presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Moyer, J., Cai, J., & Wang, N. (April, 2009). *Learning from instruction: Profiles of classroom experiences using standards-based and traditional curricula*. Paper presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Cai, J., Moyer, J., Wang, N. (March, 2009). Curricular effect on algebra learning: A threeyear longitudinal study. Paper presented at the 2009 annual meeting of the National Council in Teaching Mathematics, Research Pre-session, Washington D.C.
- Cai, J., Moyer, J., Wang, N., & Nie, B. (May, 2008). Longitudinal investigation of curricular effect on algebra learning. Paper presented at the 2008 annual meeting of the National Council in Teaching Mathematics, Research Pre-session, UT.
- Wang, N. & Cai, J. (April, 2007). What do we know about teachers' scoring open-ended mathematics assessment tasks? Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.
- Nesbitts, J. & Wang, N. (April, 2007). *An evaluation of a high school reading remediation program*. Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.
- Moyer, J., Cai, J., Wang, N., Freedman, T., & Nie, B. (April, 2007). Teachers' use of reform materials and traditional textbooks: evidence from the LieCal project. Paper presented at the 2007 annual meeting of the National Council in Teaching Mathematics, Research Pre-session. Atlanta, GA.
- Wang, N. & Young, T. (April, 2006). Development and validation of an instrument for assessing studies' social and emotional learning in higher education. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.

- Nagy, C. J. & Wang, N. (April, 2006). Alternate route teachers' transition to classroom: preparation, support, and retention. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA..
- Wang, N. & Cai, J. (July, 2006). An investigation of factors influencing teachers' scoring student responses to mathematics constructed-response assessment tasks. Paper presented at the 30th annual meeting of the international group for the Psychology of Mathematics Education, Prague, Czech Republic.
- Wang, N. & Stahl, J. (April, 2005). Rescaling job analysis survey task weights for test development. Paper presented at the 2005 annual meeting of the American Educational Research Association, Montreal, Canada.
- Wang, N. (2004). Obtaining task importance weights from job analysis survey data: An application of the multi-faceted Rasch model. Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, CA.
- Wang, N. & Stahl, J. (2004). Rescaling job analysis task weights for the development of test specifications. Paper presented at the 2004 annual meeting of the National Council on Measurement in Education, San Diego, CA.
- Wang, N. & Wang, S. (2003). An evaluation of the multi-faceted Rasch model in analyzing *job tasks' survey data*. Paper presented at the 2003 annual meeting of the American Educational Research Association, Chicago, IL.
- Wang, N., Hoadley, D., & Bergstrom, B. (2003). An investigation of ability estimates across videotaped and text-based items. Paper presented at the 2003 annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Wang, N., Schnipke, D., & Witt, E. (2003). Use of knowledge, skills, and ability statements in developing licensure and certification examinations. Paper presented at the 2003 annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Wang, S., Wang, N., & Hoadley, D. (2003). Construct equivalence of a national certification examination that uses dual language and audio assistance. Paper presented at the 2003 annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Wang, S. & Wang, N. (2003). The effects of multi-dimensional polytomous response data on uni-dimensional Many_FACET rasch model parameter estimates. Paper presented at the 2003 annual meeting of the American Educational Research Association, Chicago, IL.
- Stahl, J. Wang, N. & Muckle, T. (2003). A comparison of methods to analyze multi-scale job task analysis data. Paper presented at the 2003 annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Wang, N., Wiser, R. & Newman, L. (2001). An evaluation of standard setting using a Rasch-based IRT model. Paper presented at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

- Wang, N. & Newman, L. (2000). Computer-simulated performance assessment: a validity study. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Wang, N., Wiser, R., & Joseph, M. (1999). Examining reliability and validity of job analysis survey data. Paper presented at the annual meeting of the National Council on Measurement in Education, Montreal, Canada.
- Wang, N., Stone, C., & Lane, S. (1998). An evaluation of the conditional plausible values approach using the graded response model. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.
- Cai, J., Moyer, J., & Wang, N. (1997). Parental roles in students' learning of mathematics: An exploratory study. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Lane, S., Zhu, Y., & Wang, N. (1997). Stability and severity of gender-related differential item functioning on a mathematics performance assessment. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Lane, S., **Wang, N.,** & Magone, M. (1995). *Gender-related differential item functioning on a middle-school mathematics performance assessment*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lane, S., Silver, E. A., & Wang, N (1995). An examination of the performance of culturally and linguistically diverse students on a mathematics performance assessment within the QUASAR project. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Saulis, M., Wang, N., & Cai, J. (1995). Identifying indications of number sense in written middle school student responses. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Wang, N. & Lane, S. (1994). Use of three procedures for detecting differential item functioning in a mathematics performance assessment. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Magone, M., **Wang, N.,** Cai, J., & Lane, S. (1993). An analysis of the cognitive complexity of mathematics performance assessment tasks and their sensitivity to measuring changes in students thinking. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Magone, M., Cai, J., Silver, E., & Wang, N. (1992). Validity evidence for cognitive complexity of performance assessments: An analysis of selected QUASAR tasks.
 Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Research Awards, Grants, Honors, and Recognitions

<u>External</u>

- 2010-15 Co-PI—a research grant (\$1.5 million) from the National Science Foundation (NSF) for a project entitled "Longitudinal investigation of the effect of curriculum on algebra learning from the middle grades through high school" (Jinfa Cai, PI--University of Delaware; John Moyer, Co-PI--Marquette University).
- 2013-14 Project Evaluator—a research grant (\$20,000) from the *Bring Theory to Practice* (*BToP*) Foundation for a project entitled "Training workshops on college freshman social and emotional learning curriculum". (Stephen Wilhite, PI--Widener University).
- 2007 PI—a Lindback Minority Junior Faculty Award (*\$15,500*) from the *Christian R. and Mary F. Lindback Foundation* for a research project entitled, "Assessing and Promoting Students' Emotional Learning in Higher Education: Development and Validation of the Widener Emotional Learning Scale".
- 2005-10 Psychometric Consultant—a research grant (\$2.4 million) from the National Science Foundation (NSF) for a project entitled "A longitudinal Investigation of the Effect of Curricula on Algebra Learning". (Jinfa Cai, PI--University of Delaware; John Moyer, Co-PI--Marquette University)

Internal

- 2017-18 Received annual Widener University's Faculty Outstanding Research Award.
- Spring'18 Invited to deliver a Widener University President's Lecture, entitled "The Importance of Soft Skills in Student Success and Leadership Development".
- Fall 2015 Invited to deliver a Widener University President's Lecture, entitled "The Importance of Non-Cognitive Factors in Student Success: Beyond Academic Excellence".
- 2014-15 Received Provost Research Grant, for a research project entitled "Evaluation of Training Workshops on College Freshman Social and Emotional Learning Curriculum" (\$1,000).
- 2014-15 Received Faculty Development Grant Award, for a project entitled "*Pedagogical Innovation in Two Doctoral Quantitative Research Methods Courses in Education*" (one course release).
- 2012-13 Received Faculty Development Grant Award, for a project entitled "Impact of a College Freshman Social and Emotional Learning Curriculum on Student Learning Outcomes" (\$2,000).
- 2012-13 Awarded Provost Faculty Research Grant at Widener University, for a research project entitled "Analysis of Student Perceptions on an Intensive 4-week Cultural and Academic Study Abroad Program" (\$500).
- 2011-12 Awarded Provost Faculty Research Grant, for a research project entitled *"Longitudinal Investigation of Effect of Curriculum on Algebra Learning"* (\$1,000).

- 2008-09 Received Faculty Development Grant Award at Widener University, for a project entitled "Development of an Online Database for Administration and Scoring of the Widener Emotional Learning Scale" (one course release).
- 2005-06 Received a Provost Research Grant at Widener University for a project entitled *"The Relationship between Students' Achievement in Mathematics and their Teachers' Educational Training"* (\$1,200).
- 2005 Received the annual Faculty Scholar Award in Education to recognize my achievement in research and professional development.

Teaching

Course #	Course Title	Semester Taught	# of Times Taught
ED503	Foundation of Educational Measurement	2003 – 2007 & 2017 – 2018	9
ED510	Applications of Educational Research	2003 - 2004 & 2018 - 2022	16
ED710	Educational Statistics	2003 - 2011	15
ED711	Advanced Research Methods	2004 - 2011	13
SW803	Advanced Quantitative Research Methods for Ph.D program in Social Worker	Spring 2008	1
ED703	Introduction to Research Studies and Process	2019 - 2022	4
ED850	Advanced Quantitative Research Methods	2010 - 2022	22
ED851	Applied Research Methods	2010 - 2022	21
PsyD512	Advanced Quantitative Research Methods	Spring 2022	1
SLP550	Research Methods and Evidence-Based Practice	Spring 2023	1
Course #	Course Title	Semester Taught	# of Students
ED895	Doctoral Independent Study	2006 - 2011	7
ED901	Dissertation Seminar I	2004 - 2019	48
ED902	Dissertation Seminar II	2005 - 2019	56
ED903	Dissertation Seminar III	2006 - 2019	37
ED999	Dissertation Research	2005 - 2019	42

Courses Taught at Widener University*

*Note: Teaching evaluation is provided in the last page of this curriculum vita.

Academic and Dissertation Research Advising

2003-present Chair 56 doctoral dissertations in educational leadership programs, served 75 dissertation committees, and examined 36 dissertations.

- 2005-2022 Serve as an academic advisor for more than 100 graduate students in the Educational Leadership programs, including Masters', Certification, and Doctoral programs.
- 2003-2005 Serve as the academic advisor for approximately 20 graduate students in the Master and Certification of School Counselor Education programs.

Design Doctoral Courses in Quantitative Research Methods

- 2009-10 Designed two new doctoral quantitative research methods courses, *Advanced Quantitative Research Methods I and II (ED850 and ED851)*. The courses have been approved by the faculty in Education and began to teach since summer 2010 in Educational Leadership programs.
- 2018-19 Designed new doctoral research course sequence and one additional research methods course at doctoral level, *Introduction to Research Studies and Process* (*ED703*). The new doctoral research course sequence and ED703 have been approved by the faculty in the Center for Education and begun to implement since fall 2018. ED703 was taught in spring 2019.

Professional Services and Academic Citizenship

Services at Widener University

- Spring 2018 Present Widener Institutional Review Board (IRB)
- Spring 2017 Provost Search Committee
- 2017 2018 Faculty Awards and Grants Committee.
- 2012 2015 Faculty Council Academic Affairs Committee (*Vice Chair* in 2014-2015)
- 2011 2012 Faculty Council Promotion, Tenure, and Freedom Committee
- 2010 2012 Faculty Council Awards and Grants Committee (V*ice Chair* in 2011-2012, and *Acting Chair* in spring 2012).
- 2006 2008 Faculty Council Awards and Grants Committee.
- 2006 Presented at the University's professional development workshop on the use of course design strategies.
- 2004 present Collaborate with faculty members to lead the project for the development and validation of the Widener Emotional Learning Scale (WELS), evaluation of student social and emotional learning (SEL) outcomes and training of faculty members in teaching SEL.

Services at College of Health and Human Services

- 2010 2012 Promotion, Tenure, and Academic Freedom Committee
- 2007 2009 Academic Diversity Committee
- 2005 2007 Promotion, Tenure, and Academic Freedom Committee
- 2004 present Faculty coordinator for Education in organizing annual Graduate Student Research Symposium.
- 2004 2006 Academic Affairs Committee

Services in Center for Education

- Task Force on the Development of Faculty Teaching Evaluation Instrument (*Chair* 2018-19)
- Academic Affairs (spring 2019 present)
- Promotion, Tenure, and Academic Freedom (*Chair* 2015-16, 2022-present)
- Academic Affairs (*Chair* 2013-15, 2009-10, 2004-05).
- Promotion, Tenure, and Academic Freedom (2014-15, 2010-12, Secretary 2005-07)
- Faculty Affairs (2013-14)
- Faculty search committee for mathematics education program (*Chair*, 2011-12)
- Research Core Task Force (*Chair*, 2008 2012, member 2003-2008)
- NCATE Assessment & Technology (2009-10, 2003-04)
- Faculty search committee for higher education program (2008-09)
- Academic Diversity (*Chair*, 2007-08)
- Faculty search committee for human sexuality education program (2006-07)
- Faculty search committee for school administration program (2005-06)
- Faculty search committee for counselor education program (two-years, 2003-05)
- Awards (2012-13, 2004-05)
- 2010-2017 Present and coordinate monthly faculty research symposia in Education
- 2003-2018 Develop, grade, and review doctoral comprehension examinations in research part for Ed.D programs.

Professional and Community Services

- 2006-present Reviewer for *Educational Measurement: Issues and Practice*—one of the two official journals published by the National Council of Measurement in Education (NCME).
- 2008-present Reviewer for Elementary School Journal.
- 1998-present Review research proposals submitted to the annual meetings of the American Educational Research Association (AERA).

- 1998-present Review research proposals submitted to the annual meetings of the National Council on Measurement in Education (NCME).
- 2005-2007 Strategic Planning Committee (measurement team) in the Radnor Township School District, PA.