

# CURRICULUM VITAE

## JINYAN HUANG, PH.D.

### I. EDUCATIONAL AND PROFESSIONAL BACKGROUND

#### A. Education

- Ph.D. 2007* Queen's University  
 Degree Program: Cognitive Studies (Measurement, Assessment, and Research Methods)  
 Dissertation: Examining the Fairness of Rating ESL Students' Writing on Large-Scale Assessments  
 Committee: Dr. Don A. Klinger (Supervisor),  
 Dr. Nancy L. Hutchinson, Dr. Todd W. Rogers
- Ph.D. 2004* Visiting Ph.D. student; Centre for Research in Applied Measurement and Evaluation (CRAME), Department of Educational Psychology, University of Alberta
- M.A. 2000* Brigham Young University  
 Degree Program: Teaching English to Speakers of Other Languages (TESOL)  
 Thesis: English Academic Listening Tasks for Chinese Students: Challenges and Implications  
 Committee: Dr. Lynn Henrichsen (Chair),  
 Dr. Ray C. Graham, Dr. Dana S. Bourgerie
- Cert. 1999* Brigham Young University  
 Certificate Program: Teaching English to Speakers of Other Languages (TESOL)
- B.A. 1989* Hunan Normal University  
 Degree Program: English Language Education  
 Thesis: A Tentative Evaluation of the Integrated Teaching of Senior High School English Texts  
 Thesis Advisor: Prof. Yinchu Ma

#### B. Research

*Research Areas:* Assessment and measurement; quantitative research methods; TESOL, English for academic purposes

*Research Skills:* Univariate and multivariate statistical methods; generalizability (G-) theory; item response theory (*IRT*); structural equation modeling (*SEM*); hierarchical linear modeling (*HLM*), geographic information system (*GIS*)

**C. ACADEMIC AND PROFESSIONAL EMPLOYMENT HISTORY**

*Sept 2019 – Present Full Professor, School of Teacher Education,  
Jiangsu University, Zhenjiang*  
Work as a distinguished professor and Ph.D. faculty

Research workshops currently teaching:  
Assessment and Evaluation  
Research Methodology

*March 2015 – March 2020 Full Professor, College of Foreign Languages,  
Hunan University, Changsha*  
Work as a distinguished professor and Ph.D. faculty

Ph.D. required courses currently teaching:  
Language Assessment and Evaluation  
Classroom Assessment  
English Academic Writing  
Research Design in Second Language Education  
MA Thesis  
Ph.D. Dissertation

*May 2015 – May 2019 Full Professor, College of Education,  
Niagara University, New York*  
Work as a tenured (full professor) Ph.D. faculty

Ph.D. required courses currently teaching:  
ADS 805 – Research and Statistics  
ADS 820 – Advanced Quantitative Research  
ADS 850 – Dissertation I  
ADS 852 – Dissertation II  
ADS 855 – Dissertation III

Ph.D. elective courses currently teaching:  
EDU 681 – Survey Design for Social Sciences Research  
EDU 682 – Survey Data Analysis for Social Sciences Research  
EDU 683 – Using Focus Groups in Social Sciences Research  
EDU 684 – Advanced Topics in Social Sciences Research  
(Students can choose a topic(s) related to their interests and needs: Generalizability Theory, Item Response Theory, Hierarchical Linear Modeling, Factor Analysis, and Structural Equation Modeling, Geographic Information System)

*May 2013 – Apr 2015* Associate Professor, College of Education,  
Niagara University, New York

Work as a tenured (associate professor) Ph.D. faculty

Ph.D. courses taught:

ADS 805 – Research and Statistics

ADS 820 – Advanced Quantitative Research

ADS 850 – Dissertation I

ADS 852 – Dissertation II

ADS 855 – Dissertation III

*May 2011 – Apr 2013* Associate Professor, College of Education,  
Niagara University, New York

Work as a tenure-track (associate professor) Ph.D. faculty

Ph.D. courses taught:

ADS 805 – Research and Statistics

ADS 820 – Advanced Quantitative Research

ADS 850 – Dissertation I

ADS 852 – Dissertation II

ADS 855 – Dissertation III

*Jan 2007 – Apr 2011* Assistant Professor, College of Education,  
Niagara University, New York

Work as a tenure-track full-time TESOL professor

Graduate courses taught:

EDU 505 – Educational Measurement

EDU 565 – Assessment of Students with Exceptionalities

EDU 578 – Foundations of Bilingual Education and TESOL

EDU 579 – Developing ESL Literacy through Multicultural Literature

EDU 580 – Language and Linguistics in the ESL Classroom

EDU 581 – Sociolinguistic Considerations in TESL

EDU 595 – Educational Research and Statistics

EDU 607 – Master's Thesis I

EDU 608 – Master's Thesis II

Undergraduate courses taught:

EDU 378 – Foundations of Bilingual Education and TESOL

EDU 379 – Developing ESL Literacy through Multicultural Literature

EDU 380 – Language and Linguistics in the ESL Classroom

EDU 381 – Sociolinguistic Considerations in TESL

EDU 435 – Curricular Applications in Teaching ESL

EDU 436 – Human Development, Learning and Motivation

EDU 438 – Content Area Methods for ESL Classrooms

EDU 451 – Assessment of Learning

EDU 489 – Student Teaching in ESL Classrooms (K-12)

EDU 491 – Professional Seminar in Primary/Junior Divisions

LAM 499 – Senior Seminar

- EDU 403 – Honors Thesis I  
EDU 404 – Honors Thesis II
- 2003 – 2006* Research assistant of Dr. Don A. Klinger, Faculty of Education, Queen's University, Kingston, Ontario  
Work as the lead student researcher on federally funded projects and also work on large-scale assessment projects
- 2005 – 2005* Psychometrician intern at Data Management and Analysis Unit, Education Quality and Accountability Office (EQAO), Toronto, Ontario  
Work on research projects and Ontario provincial assessment data analysis and quality assurance (QA)
- 2002 – 2003* Research assistant of Dr. Liying Cheng, Faculty of Education, Queen's University, Kingston, Ontario  
Work on the project of ESL learning assessment
- 2003 – 2003* Research assistant of Dr. Sheryl Bond, Faculty of Education, Queen's University, Kingston, Ontario  
Work on the CBIE research project on engaging faculty in the internationalization of curriculum and classroom experience
- 2002 – 2003* Teaching assistant of Dr. Doug Peacock, Faculty of Education, Queen's University, Kingston, Ontario  
Work as a rater of undergraduate students' professional portfolio assessment tasks
- 2000 – 2001* Linguist, publishing specialist and project coordinator, Harvard Translations, Inc., Cambridge, Massachusetts  
Translate highly technical documents in medical and financial fields
- Provide editing, proofreading, and QA support on translation  
Perform desktop publishing in Asian and European languages  
Coordinate and serve as the point person for linguistic questions by working closely with project management and freelance translators
- 2000 – 2001* Asian project coordinator and Chinese reviewer, MultiLing International, Inc., Provo, Utah  
Coordinate translation efforts in Asian languages  
Perform quality control of English – Chinese translations  
Perform desktop publishing in Asian languages

- 1999 – 2000 ESL student teacher and administrator, English Language Center, Brigham Young University, Provo, Utah  
Teach beginning, intermediate and advanced ESL students  
English listening, speaking, reading, writing and grammar  
Administrate and supervise ESL student teachers
- 1993 – 1998 EFL teacher and researcher, Foreign Languages Department, Zhuzhou Teachers College, Zhuzhou, Hunan  
Teach English-major students listening, speaking, reading, writing, English-Chinese translation and English teaching methodology  
Conduct academic research on EFL and assessments
- 1989 – 1993 EFL teacher and researcher, Foreign Languages Department, Xiangnan University, Chenzhou, Hunan  
Teach English-major students listening, speaking, reading, writing and English teaching methodology  
Conduct academic research on EFL and assessments

#### **D. RESEARCH GRANTS, AWARDS AND HONORS**

- 2017 Recipient of the Humanities and Social Sciences of Chinese Ministry of Education Planning Fund (RMB ¥ 200,000), Chinese Ministry of Education, China [Project # 17YJA740016]
- 2017 Recipient of the Research Support Grant Award (US\$3390), Niagara University, Niagara University, New York
- 2015 Recipient of the Summer Research Stipend Award (US\$5200), Niagara University, Niagara University, New York
- 2014 Recipient of the Summer Research Stipend Award (US\$5200), Niagara University, Niagara University, New York
- 2014 Recipient of the Research Support Grant Award (US\$3000), Niagara University, Niagara University, New York
- 2011 Recipient of the Diversity Grant Award (US\$500), Niagara University, Niagara University, New York
- 2011 Recipient of Graduate Research Assistant Grant Award (US\$2000), Niagara University, Niagara University, New York
- 2011 Recipient of Undergraduate Research Assistant Grant Award (US\$1924), Niagara University, Niagara University, New York

- 2011 Recipient of Fund for the Improvement of Teaching (US\$700),  
Niagara University, Niagara University, New York
- 2010 Recipient of the Research Support Grant Award (US\$2890),  
Niagara University, Niagara University, New York
- 2010 Recipient of Graduate Research Assistant Grant Award (US\$2000),  
Niagara University, Niagara University, New York
- 2010 Recipient of Undergraduate Research Assistant Grant Award  
(US\$1000), Niagara University, Niagara University, New York
- 2010 Recipient of Fund for the Improvement of Teaching (US\$200),  
Niagara University, Niagara University, New York
- 2009 Co-recipient of the Research Support Grant Award (US\$1065),  
Niagara University, Niagara University, New York
- 2009 Recipient of the Diversity Grant Award (US\$500), Niagara  
University, Niagara University, New York
- 2009 Recipient of Graduate Research Assistant Grant Award (US\$2000),  
Niagara University, Niagara University, New York
- 2009 Recipient of Undergraduate Research Assistant Grant Award  
(US\$1728), Niagara University, Niagara University, New York
- 2009 Recipient of Fund for the Improvement of Teaching (US\$700),  
Niagara University, Niagara University, New York
- 2008 Recipient of the Summer Research Stipend Award (US\$5200),  
Niagara University, Niagara University, New York
- 2008 Recipient of the Research Support Grant Award (US\$2200),  
Niagara University, Niagara University, New York
- 2007 Recipient of the Research Support Grant Award (US\$3600),  
Niagara University, Niagara University, New York
- 2006 Recipient of the Thesis Completion Bursary (CAN\$4000), Queen's  
University, Kingston, Ontario
- 2006 Recipient of the Queen's Graduate Award (CAN\$1700), Queen's  
University, Kingston, Ontario

- 2005 – 2006 Recipient of the Social Sciences and Humanities Research Council of Canada (SSHRC) Doctor Fellowship (CAN\$20,000), Queen's University, Kingston, Ontario
- 2005 Recipient of the Chinese Government Scholarship for Outstanding Overseas Doctorate Students (US\$5000), Queen's University, Kingston, Ontario
- 2004 – 2005 Recipient of the Social Sciences and Humanities Research Council of Canada (SSHRC) Doctor Fellowship (CAN\$20,000), Queen's University, Kingston, Ontario
- 2003 – 2004 Recipient of the Franklin and Helene Bracken Fellowship (CAN\$10,000), Queen's University, Kingston, Ontario
- 2003 – 2004 Recipient of the Queen's Graduate Award (CAN\$3,000), Queen's University, Kingston, Ontario
- 2002 – 2003 Recipient of the Queen's Graduate Award (CAN\$14,000), Queen's University, Kingston, Ontario
- 1999 – 2000 Recipient of the Fritz Burns Foundation Graduate Fellowship (US\$6,000), Brigham Young University, Provo, Utah
- 1999 – 2000 Recipient of the Linguistics Department Scholarship (US\$4,000), Brigham Young University, Provo, Utah
- 1998 – 1999 Recipient of the Fritz Burns Foundation Graduate Fellowship (US\$6,000), Brigham Young University, Provo, Utah
- 1998 – 1999 Recipient of the Linguistics Department Scholarship (US\$4,000), Brigham Young University, Provo, Utah
- 1995 First place winner in the Young Faculty Teaching Competition at Hunan University of Technology, Zhuzhou, Hunan, China
- 1993 Recipient of the Outstanding Achievements in Teaching and Research Award at Xiangnan University, Chenzhou, Hunan, China
- 1992 First place winner in the Young Faculty Teaching Competition at Xiangnan University, Chenzhou, Hunan, China

**E. PROFESSIONAL AFFILIATION**

Teachers of English to Speakers of Other Languages (TESOL)  
 National Council on Measurement in Education (NCME)  
 American Educational Research Association (AERA)  
 American Association of Colleges for Teacher Education (AACTE)  
 Untested Ideas Research Center

**F. PROFESSIONAL SERVICE****Service to Niagara University**

2017 – 2019 Member, Niagara University 2017 January Scholarship Invitational Interviews, Niagara University, New York

2017 Member, the Niagara University Institutional Review Board (IRB), Niagara University, New York

2016 – 2019 Assisting Niagara University Edward A. Brennan Center for Language, Culture and Leadership with ESL assessments and curriculum development, Niagara University, New York

2015 – 2016 Assisted in the creation of Niagara University of IRB Policy and Procedures, Niagara University, New York

2015 – 2016 Chair, the Niagara University Institutional Review Board (IRB), Niagara University, New York

2007 – 2019 Helping Niagara University build international partnerships and recruit international students

2014 – 2016 Member, the Niagara University Senate, Niagara University, New York

2015 – 2016 Member, Academic Standards, Planning & Support Services Committee of the Niagara University Senate, Niagara University, New York

2014 – 2015 Member, General Education Committee of the Niagara University Senate, Niagara University, New York

2010 – 2015 Member, the Niagara University Institutional Review Board (IRB), Niagara University, New York

2012 – 2019 Member, the Niagara University Global Outreach Committee, Niagara University, New York

- 2012 – 2013 Chair, the Niagara University Research Council, Niagara University, New York
- 2011 – 2012 Member, the Niagara University Research Council, Niagara University, New York

### **Service to Colleges**

- 2015 – 2019 Member, the Program and Assessment Committee, College of Education, Niagara University, Niagara University, New York
- 2014 – 2015 Chair, Global Perspectives and Diversity Committee, College of Education, Niagara University, Niagara University, New York
- 2014 Provided consulting about recruiting and enculturating ESL and international students
- 2013 Assisted (made one presentation on “*Meeting the Needs of ESL Students: Challenges and Implications*”; translated PowerPoint presentations for Drs. Frank Calzi, Mike Smith, and Tom Sheeran; orally interpreted Dr. Mike Smith’s presentation on “*Implementing the 17 Intentions to Teaching English to Chinese University Students*”) in the 13 day executive training program for twenty-four Chinese administrators and university leaders hosted by College of Education at SuOn College, Ontario, Canada
- 2013 – 2014 Member, Global Perspectives and Diversity Committee, College of Education, Niagara University, Niagara University, New York
- 2011 – 2013 Member, Faculty Qualifications, Performance and Development Committee, College of Education, Niagara University, Niagara University, New York
- 2011 Member, the Strategic Plan Discussion Group, College of Education, Niagara University, Niagara University, New York
- 2010 – 2011 Chair, the Advanced Research Committee, College of Education, Niagara University, Niagara University, New York
- 2008 – 2010 Member, the Advanced Research Committee, College of Education, Niagara University, Niagara University, New York
- 2007 – 2008 Member, the Program and Assessment Committee, College of Education, Niagara University, Niagara University, New York

2003 – 2004 Member, the Education Research Ethics Board (EREB), College of Education, Queen's University, Kingston, Ontario

**Service to Departments**

2014 – 2019 Assisted in the creation of Ph.D. dissertation defense and final submission procedures, Department of Professional Studies, Niagara University, New York

2014 – 2019 Helping Ph.D. candidates design dissertation studies and analyze research data, Department of Professional Studies, Niagara University, New York

2014 Served as Ph.D. dissertation panel review member, Department of Professional Studies, Niagara University, New York

2012 – 2019 Assisted in the student evaluation of the Ph.D. Program, Department of Professional Studies, Niagara University, New York

2012 Assisted in the creation of Ph.D. Handbook and Comprehensive Exams, Department of Professional Studies, Niagara University, New York

2011 – 2019 Member, the Interview Committee for Incoming Ph.D. Students, Department of Professional Studies, Niagara University, New York

2012 Member, the Ph.D. Leadership and Policy Faculty Search Committee, Department of Professional Studies, Niagara University, New York

2009 Member, the Special Education Faculty Search Committee, Department of Teacher Education, Niagara University, New York

2007 Member, the Leadership Faculty Search Committee, Department of teacher Education, Niagara University, New York

2007 – 2010 Member, the Department Reorganization Committee, Department of teacher Education, Niagara University, New York

**Service to Organizations and Institutions**

- 2017 – Present External member, registry of the Department of Shipping, Trade and Transport of University of the Aegean, Greece
- 2017 – Present External member, registry of the Department of German Language and Literature of Aristotle University of Thessaloniki, Greece
- 2016 – Present External member, registry of the Institution, Aristotle University of Thessaloniki, Greece
- 2016 Served as publication chair of the Organizing Committee of the 4<sup>th</sup> Untested Ideas International Research Conference, University of North Florida, Jacksonville, Florida
- 2015 Served as chair of the Ph.D. Dissertation Proposal Defense Committee of the College of Foreign Languages, Hunan University, China
- 2015 Served as external evaluator of the Undergraduate Thesis Defense Committee of the College of Foreign Languages, Wuhan Institute of Technology, China
- 2015 Served as a research consultant for graduate students at the College of Foreign Languages, Wuhan University of Technology, China
- 2015 Served as an expert and consultant for the International Relations Office, Huaihua University, China
- 2015 Served as president and publication chair of the Organizing Committee of the 3<sup>rd</sup> Untested Ideas International Research Conference (online).
- 2014 – Present External member, registry of University of the Aegean, Greece
- 2014 Served as president and publication chair of the Organizing Committee of the 2<sup>nd</sup> Untested Ideas International Research Conference, Rhodes, Greece.
- 2013 External evaluator on the Promotion Evaluation Committee at the Department of Early Childhood Education of the University of Ioannina, Ioannina, Greece
- 2013 Served as chair of the Organizing Committee of the 1<sup>st</sup> Untested Ideas International Research Conference, Niagara Falls, New York

- 2012 – Present Editor-in-Chief, Untested Ideas Research Center. Niagara Falls, New York
- 2011 – 2015 Team leader of program review for TESOL as part of the NCATE national recognition process, Teachers of English to Speakers of Other Languages, Inc. Alexandria, Virginia
- 2011 – 2015 Member, Board of Program Reviewers of National Council for Accreditation of Teacher Education (NCATE), NCATE, Washington, DC
- 2010 – 2011 Member, Board of Trustees of Global Network for Niger (GNN), a non-governmental organization (NGO)
- 2010 Reviewer, National Council on Measurement in Education (NCME) 2011 Annual Conference
- 2010 Member, My EducationLab for Educational Psychology Focus Group, Pearson, Denver, CO
- 2009 – 2015 Program reviewer for TESOL as part of the NCATE national recognition process, Teachers of English to Speakers of Other Languages, Inc. Alexandria, Virginia
- 2002 – 2003 Vice president, the Chinese Students and Scholars Association at Queen's University, Kingston, Ontario
- 1992 – 1998 Vice president, the Hunan Provincial Foreign Language Teaching and Research Association, Changsha, Hunan

### **Service to Academic Journals**

- 2018 – Present Editor, *International Journal of TESOL and Learning*
- 2012 – Present Editor, *Language and Communication Quarterly*
- 2011 – Present Member, Editorial Review Board of *World Journal of Education*
- 2009 – Present Member, Editorial Review Board of *TESOL Journal*
- 2016 – Present Reviewer, *Contemporary Educational Research Quarterly*
- 2015 – Present Reviewer, *Journal of Educational Administration*
- 2015 – Present Reviewer, *Asia-Pacific Journal of Education*
- 2012 – Present Reviewer, *Journal on Excellence in College Teaching*

- 2013 – Present      Reviewer, *Measurement*
- 2013 – Present      Reviewer, *International Journal of Testing*
- 2010 – Present      Reviewer, *Behavior Research Methods*
- 2010 – Present      Reviewer, *Learning and Individual Differences*
- 2009 – Present      Reviewer, *Modern Language Journal*
- 2009 – Present      Reviewer, *Assessing Writing*

### **Service to the Local Community**

- 2015 – 2019      Helping international students at Niagara University familiarize themselves with American academic learning and culture in the community
- 2008 – 2016      Member, the Maple Avenue School Quality Council, Niagara Falls, New York
- 2010 – 2012      Worked on a “Four Day School Project” within Niagara Catholic High School, responsible for survey development, data analysis, and data interpretation
- 2008 – 2019      Work with local ESL teachers and students and collaborate with them for empirical research projects

## **G. DOCTORAL STUDENT DISSERTATION SUPERVISION**

### **Dissertations Completed**

**Ph.D.** (Niagara University, United States)

Yao, Y. (2019). *Examining the effects of item difficulty and rating method on rating reliability and construct validity of constructed-response and essay items on English examinations*

**ABSTRACT**

Under the framework of item response theory (IRT) and generalizability (G-) theory, this study examined the effects of item difficulty on rating reliability and construct validity on both the constructed-response (CR) items and essay items on English examinations. The data collected for this study were students' scores and responses on the two kinds of items as well as the teachers' ratings at a Chinese university.

As to the CR items, it was found that the rating was dubious when investigating the two items simultaneously due to the varying difficulty level of the two items. Although analytic rating had more rating reliability on the CR items than did holistic rating, the easy item (translation 2) always had more rating reliability than did the difficult item (translation 1), whichever kind of rating method was used. In terms of construct validity, analytic rating increased both the convergent and discriminant validity. When using analytic rating, the four teachers had more consensus on the meaning sub-dimension on translation 1, whereas they had more consensus on the grammar sub-dimension on translation 2.

The situation was a little different for the essay items. The rating was questionable when investigating the two essay items simultaneously, which echoed with the findings of the CR items. Although analytic rating had more rating reliability on the essay items than holistic rating, the hard item (essay 1) always had more rating reliability than the easy item (essay 2), which was just the opposite to the findings of the CR items. As to construct validity, contrary to the results of the CR items, holistic rating increased both the convergent and discriminant validity. When using the analytic rating method, the four teachers had more consensus on the structure and the meaning sub-dimension of the two items. The ratings were problematic on the vocabulary sub-dimension for essay 1 and on the grammar sub-dimension for essay 2.

To sum up, this study had the following three major findings: 1) the ratings of the items can be problematic when the items vary in their difficulty levels; 2) the CR items had more construct validity than the essay items; and 3) the analytic rating method is effective in decreasing rating variability and increasing rating reliability. Based upon the findings, this dissertation concluded with the suggestions for practice and future research directions.

**Ph.D.** (Niagara University, United States)

Johnson, W. A. (2018). *Reframing the development of paraeducators: Examining the effects of purposeful planning and training with policy and leadership implications*

**ABSTRACT**

A common solution of hiring more paraeducators, or uncertified support staff to assist with educating students with disabilities (SWD) in the public education sector continues to expand. Policy makers and educational leaders should take into account the knowledge, skills, and training necessary for paraeducators to provide adequate support to SWD. This research seeks to highlight the need for formal training programs using geographic information systems (GIS) for mapping and analysis, as well as assessing the effects from the implementation of a training program specifically using

Behavioral Skills Training (BST) methodology with paraeducators through the use of technology-based venues. Thus, the research seeks to inform leadership and policy decisions in the development of formal training programs and protocols for paraeducators that will result in positive outcomes for SWD.

**Ph.D.** (Niagara University, United States)

Wrigley, J. (2018). *Examining the scoring variability and reliability of diving events across multiple Olympic games: Implications for fair judgment of athletes' performance*

**ABSTRACT**

Generalizability (G-) theory is used by assessment professionals in a variety of assessment contexts, especially those involving performance assessments. This study expands the use of G-theory and its possible application to highly competitive sporting events that involve judging panels. Using G-theory, this study examined the scoring variability and reliability of the 2008, 2012, and 2016 Olympic individual diving competitions (men's and women's three-meter springboard and ten-meter platform). An analysis was conducted for each round using a random fully crossed G-study design of diver-by-dive-by-judge ( $p \times d \times j$ ) and for the overall competition a random fully crossed G-study design of diver-by-dive-by-round-by-judging ( $p \times d \times r \times j'$ ) was utilized. This study examined the independent sources of score variation contributing to the variability of scores assigned by the raters (judges), and the score reliability (i.e., generalizability coefficient). Across all rounds, the facets of judge ( $j$ ) and judging ( $j'$ ) accounted for a very low variance percentage and the generalizability coefficient across all three rounds was 0.98 or greater, indicating a high degree of rater reliability for this event. Implications for fair judgment of athletes' performance are discussed.

**Ph.D.** (Niagara University, United States)

Richardson, E. E. (2018). *Measuring the consequences of the New York State Board of Regents' museum chartering rule using structural equation models and geographic information systems: Implications for policy makers and the museum field*

**ABSTRACT**

Museums collect the tangible heritage of human experience. Billions of items are housed in more than 35,000 organizations in the United States. Between 2010 and 2015, at least 3,922 (11%) museums met the definition of organization mortality in failing to file certain Federal tax forms, rendering them unable to qualify as charities. A 2005, a Heritage Preservation and the Institute of Museum and Library Services report revealed that 80% of museums do not allocate funds to care for collection holdings. Are these facts of museum mortality rate, collection volume, and lack of collection care funds related? Using criterion samples of museums chartered by the New York State Board of Regents and those that are not, and an institutional theory framework, this

study explored museum collecting as an assumed function performed regardless of its return on resource investment, efficacy, or efficiency. As collecting is difficult to measure, factor analysis and structural equation modeling methodologies were used to define collecting as a variable constructed of many indicators. Additionally, geographic information systems were used to further study museums' organization environment to define museum community as another such complex variable. The study asked if variables assumed to measure collecting were adequate indicators of the construct, and compared the differences in structural models between groups of chartered and unchartered museums. Different groups of open and closed museums were examined in terms of organization environment. Results show that chartered and unchartered organizations have different relationships to the collecting construct. Chartered museums, open unchartered museums, and closed unchartered museums exist in different organizational environments. Implications for cultural and education policy makers include the relationship of policy structure to organization structure, inconsistent application of the chartering rule, and lack of available data about museum collection volume.

**Ph.D.** (Niagara University, United States)

Wheat, B. (2018). *An iexamination of the U.S. Army's reserve officer training corp programs: A quantitative study examining positive and negative leadership traits and leadership development practices*

**ABSTRACT**

The purpose of this study was to gain a better understanding of the positive and negative leadership traits impacted by an outcome based training concept that has been implemented with U.S. Army's Reserve Officer Training Corp (ROTC) cadets at over 275 universities across the United States. The following five research questions guided this study: (1) Are there any differences in the perceptions of Cadet Summer Training effectiveness before training as evaluated by participants across regions (i.e., 1<sup>st</sup> -8<sup>th</sup> Brigade; Central, NE, SE/E, and W), gender (i.e., male and female), military affiliation (i.e., parents were military), extracurricular activities (i.e. team, individual, mixed activities), and educational background (i.e., college major; Liberal Arts, STEM or Business/Ed/Health) within Cadet Command? (2) Are there any differences in the perceptions of Cadet Summer Training effectiveness after training as evaluated by participants across region status, gender, military affiliation, extracurricular activities, and educational background within Cadet Command? (3) What are the sources of score variation contributing relatively more to the variability of the demonstrated leader characteristics scores as evaluated by participants across region, gender, military affiliation of parents, extracurricular activities, and educational background of these Cadets? (4) How can the leaders impact the outcome of the development of the targeted leadership traits (positively or negatively)? (5) What are the universities doing that impact the outcome of the development of the targeted leadership traits (positively or negatively)? The results indicated that there were significant differences identified in the perceptions of Cadet Summer Training effectiveness before and after attending the

training as evaluated by participants across demographic information variables. Further, the cadets rated the demonstrated leader traits extremely similarly on their perceived effectiveness across the brigades. Important leadership implications are discussed.

**Ph.D.** (Niagara University, United States)

Minervino, J. K. (2017). *An investigation of gender differential item functioning in New York State Science Regents Exams and the Effects of Geographic Location on Educational Success.*

### **ABSTRACT**

Increasingly high-stakes standardized tests have become an even greater determining factor that students need to navigate through to graduate from high school, receive admissions to post-secondary studies, and qualify for grants or scholarships (Barksdale-Ladd & Thomas, 2000; Haertel, 1999; Kumandas & Kutlu, 2015). This quantitative study aims to evaluate demographic patterns across New York State to establish trends in academic performance and concentration of students who are considered vulnerable (i.e., special education, English language learners (ELL), or low socioeconomic setting (SES) students). This study also examines how test items function for students based on their gender. The theoretical framework employed for this study is item response theory (IRT); and the two methodological frameworks include geographic information system (GIS) and differential item functioning (DIF). GIS assists in geospatial organization of data to compare for students in the urban school districts in New York State. DIF allows for the psychometric evaluation of test items to evaluate how each item functions in terms of its item discrimination, difficulty, and guessing parameters by student gender. Once DIF was established using the BILOG MG 3.0 parametric method, simultaneous item bias test (SIBTEST) was then used to confirm the DIF presence in test items as well as establish beta estimates to quantify the level of DIF present in each test item using the classification scheme developed by Roussos and Stout (1996). This study included a sample population N= 192,000 students, which is a random sample from all students that sat for this assessment. This sample represents 98.7% of the original sample before random sampling. The instrument used for this study was the June 2015 New York State Regents exam for the Living Environment. Only sections A and B-1 were analysed from this instrument. These 43 test items were all dichotomously scored multiple choice test items with four alternatives. The GIS aspect of this study confirmed that the Big 5 School Districts: (1) Buffalo, (2) New York City, (3) Rochester, (4) Syracuse, and (5) Yonkers have higher than state averages in vulnerable student populations. They also have lower than state average student graduation rates. Gender DIF was found to be present on a number of test items through the instrument. While only one test item had level B DIF, four additional items displayed DIF in the A level that was greater than 0.050. As a result of this study policy implications have been presented to allow for more consideration to inner city schools with higher needs and suggests for a more pragmatic approach to test development to minimize the effects of gender DIF on test items. Both of these will improve the overall quality and fairness of the educational experience of students across the State of New York.

**Ph.D.** (Niagara University, United States)

Pizziconi-Cupples, G. (2017). *Using generalizability theory to examine the air reserve component augmentation request process: Implications for policies governing utilization of the United States air reserve component*

**ABSTRACT**

This quantitative Generalizability Theory (G-Theory) study explores the reliability and variability in the air reserve component (ARC) augmentation request process. The methodology is based on an experimental design, which results in a baseline understanding of scoring ARC augmentation requests that incorporate a weighted methodology forecasted for implementation in fiscal year 2017 (1 October 2016). This dissertation determines the reliability and variability of scored ARC augmentation requests constructed from a 10% sample (n=377) of fiscal year 2018 program objective memorandum requirements. Seven raters assigned to different Air Force organizations accomplished the scoring on the sample. Twenty-seven G-Theory designs facilitate enhanced understanding of intra and inter-rater reliability due to sources of error expressed as variance components. This study addresses three research questions: (1) to what extent do facets (core function, mission category, mission area, raters, etc.) contribute to ARC augmentation rating variability? (2) what is the rating reliability (generalizability (G-) coefficient) of ARC augmentation requests? (3) To what extent does gender and assignment affect rating variability and rating reliability (G-coefficients) of requests? Ultimately the researcher concludes mission category is the greatest single facet contributor to variance and when shifting the object of measurement to the rater, assignment and gender substantially affect rating variability and rating reliability.

**Ph.D.** (Niagara University, United States)

Whipple, P. (2016). *Rater variability and reliability of constructed-response questions in high-stakes tests of English language arts and mathematics: Implications for educational policy*

**ABSTRACT**

This study used generalizability (G)-theory as a theoretical framework to study the effects of multiple facets on the variability and reliability of New York State Grades Four through Six constructed-response scores for ELA and Mathematics. The impact of the study could be both timely and significant given the current political climate surrounding accountability in New York State. Specifically, the study examined the impact of scoring method (holistic and analytic) used, gender, teaching experience, assessment rating experience, and certification of the rater on the score variability and reliability of the constructed-response tasks.

**Ph.D.** (Niagara University, United States)

Trinh, K. (2016). *The reliability and validity of an attributed-based autobiographical sketch medical school admission tool, the mini-curriculum vitae: Implications for admission decision making*

**ABSTRACT**

A curriculum vitae (CV) is probably the most important first piece of information for an employer to evaluate for job applications (Cole et al. 2007). The CV may lead to an interview for the position advertised. Therefore, writing a good CV is extremely essential and it is a valuable life skill to have. However, there have been debates as to the reliability and validity of a CV. The purpose of this study was to identify other non-cognitive assessments of medical school applicants. The focus of this study was to analyze the data from a Mini-CV to determine its reliability and predictive validity to admissions measures and the Big Five Personality Inventory Scores. Moreover, the reliability of the new Mini-CV was compared to the existing Ontario Medical School Application Services Auto-Biographical Sketch (OMSAS ABS). In order to achieve this, the researcher used Generalizability (G-) Theory as a statistical framework to determine the reliability of the Mini-CV. Pearson's correlations were used to determine the predictive validity of the Mini-CV to admissions measures and the scores on the Big Five Personality Inventory. This study was divided into an Initial Study and a Final Study. The Initial Study concerned with a partial Mini-CV tool with nine items while the Final Study concerned the entire version of the Mini-CV. For the 2013/2014 application cycle, there were 4560 applicants to the School of Medicine in Hamilton, Ontario, Canada for the 203 seats. Of these applicants, 552 applicants attempted the Mini-CV. Fifty applicants from these 552 applicants were randomly selected for the generalizability (G-) coefficient analysis. Results showed that the G-coefficient of the Mini-CV was 0.812, which is acceptable in Medical School Admissions contrasting with the G-coefficient of 0.598 of the OMSAS ABS. The Mini-CV correlated with the Multiple Mini Interviews (MMI) scores and not with other admissions measures. For the Big Five Personality Inventory, the Mini-CV did not correlate with the Conscientiousness Scores. However, the Mini-CV correlated with the Openness and the Extraversion scores on the Big Five Personality Inventory. Lastly, this study has implications for medical educational policy makers. A tool for admissions may only be measuring one aspect of the applicant for his or her suitability to medical school. Therefore, it is important to use as many reliable and valid tools as possible. In this way, if an applicant did not do well on one tool, he or she may still be admitted based on the performance on other tools. More tools would also increase the diversity of the medical student body; unless all the tools are measuring the same thing; which is unlikely as the correlations of admissions tools are usually not high. For some of the schools, the Grade Point Averages, Medical College Admissions Test, and the MMI are used. The Mini-CV will make an excellent screening tool to decrease the number of applicants to the MMI, as the MMI is quite costly to operate.

**Ph.D.** (Niagara University, United States)

Dang, J. (2016). Leadership preparation in higher education between Catholic and the communist leaders in Vietnam: Studying perceptions of leadership preparedness, leadership culture, leadership collaboration, and policy implementation

**ABSTRACT**

Education is one of the keys to unlock the doors of economic and social development as well as religious advancement. Leadership is key of the success of institutions. The Catholic Church and government in Vietnam have been trying very hard to promote and collaborate in higher education. The motto of the Catholic Church, "To live the Gospel in the heart of the nation," is always repeated in the lives of Catholics in Vietnam, especially priests and religious men and women. After Doi Moi (renovation), in 1986, leaders in higher education in Vietnam began communicating with their counter parts, western and eastern countries. The most significant change in the management and administration of higher education was to adopt "outside policies" in order to create the new-nonpublic institutions. This dissertation is a mixed method study which primarily focuses on leadership preparedness in terms of Catholic and university leaders' perceptions of leadership collaboration, leadership preparation, leadership culture, and policy implementation in Vietnam's higher education. These perceptions are to ensure that Catholic and non-Catholic leaders are not "external" to this educational system. This occurs through a mutual relationship, patient collaboration, accepting limitations of each other, continuing dialogue, and mutual trust. This study only looks for collaboration, not Catholic identity at institutions, because the government controls the entire higher education system in Vietnam. Results of the study reveal that leadership and policy of mutual understanding among each other are varied, meaning Catholic and university leaders misunderstand each other in light of lacking communication and mutual collaboration. Collaborative leadership is important for ensuring a relevant and vibrant communication in the future between Catholic and non-Catholic leaders in higher education by finding effective resolutions to benefit students and to develop Vietnam's higher educational system under a renovation in global perspectives.

**Ph.D.** (Niagara University, United States)

Poliner, B. (2016). *An examination of employee satisfaction in multicultural nonprofit organizations: Implications for leaders*

**ABSTRACT**

It was important to study employee satisfaction in the workplace because of its impact on turnover intentions. Previous studies have identified the need to investigate further the impact of employee satisfaction when there is congruence between employee values and the values of their supervisors and organizational management. With the interconnectedness of Western and non-Western cultures in collaborative

ventures, the purpose of this dissertation study was to explore cultural differences on employee satisfaction and the impact on voluntary worker turnover in nonprofit organizations. Employee turnover is costly. Increased satisfaction levels have implications on retention levels within the organization. This quantitative research study investigated organizational culture in individualistic and collective societies to understand culture's impact on the employee reaction within the organization. Specifically, this study compared employee satisfaction levels at a US-based organization to a Chinese counterpart. Organizational changes and management values at large nonprofit organizations can impact employee commitment to the organization. Exploring the employee-organization relationship, analyzing this relationship and understanding how the congruence of this relationship impacts the overall job satisfaction and employee commitment to the organization is essential to protect organizational assets and to organizational success. Using p-o fit and job embeddedness theory as conceptual frameworks, this dissertation study analyzed existing data from a US nonprofit organization across five years, and compared it to collected data from a similar nonprofit organization in China, to understand the importance of culture on employee satisfaction and the effect on turnover. Additionally, this dissertation study analyzed Herzberg's theory of motivation and intrinsic and extrinsic motivators, and explored their impact on employee satisfaction. The differences were explored across cultural lines. Results of this dissertation study indicated differences in satisfaction levels and perceptions in motivation between cultures and offer suggestions and insight about employee turnover to leaders of nonprofit organizations.

**Ph.D.** (Niagara University, United States)

Fernandes, A. (2016). *Gender differential item functioning on English as a foreign language pragmatic competence tests: Implications for English assessment policy in China*

### **ABSTRACT**

Assessment is an integral part of learning as it is used to gather information about a test-taker. Those in the field of academia, such as educational policy makers, instructors, and administrators are able to use information gathered from tests to further instruction and learning decisions (Baker, 2006; Drianna, 2007; Kasper & Ross, 2013; Linn & Miller, 2005; Nitko, 2004). This study is concerned with aiding the progress of non-native language proficiency and its assessment. As a result, this study aims to bring awareness to the importance of assessment instruments with particular emphasis on non-native language pragmatic competence. This study aims to better develop and interpret an English Pragmatic Competence Test (EPCT) which is used to assess pragmatic competence for Chinese English as a Foreign Language (EFL) learners. In order to achieve this, the researcher uses Item Response Theory (IRT) as a statistical framework to determine if differential item functioning (DIF) exists between male and female test-takers. First IRT procedures are used to visually present discrimination,

difficulty, and guessing parameters. Differential item functioning (DIF) analyses are then conducted to identify potential DIF items while subsequent SIBTEST analyses are used to confirm DIF levels. This study is divided into a Pilot Study and a Final Study. The Pilot Study concerns the older version of the EPCT while the Final Study concerns the new version of the EPCT. Using two versions of the EPCT, DIF analyses are conducted to determine gender DIF with the intention of identifying items which may need to be revised or removed in order to have an equitable assessment instrument. The population for this study consisted of approximately 4000 students in Chinese colleges. Validity and reliability analyses are also presented in regards to the newer version of the EPCT. Gender DIF items are present in both the Pilot Study and the Final Study. The Pilot Study contained four DIF items identified as being B level and C level DIF while the Final Study contained eight DIF items identified as being B level and C level DIF. All A level DIF items were considered to be negligible as per Roussos and Stout's (1996) suggestions on levels of potential bias. Though the instrument used in the Final Study has good reliability, results conclude that identified DIF items should be deleted in order to create a more fair and equitable test. By doing so, and repeating the methodology presented in this study, one is able to create a new EPCT which better assesses what it aims to assess: English pragmatic competence. Lastly, this study has implications for educational policy makers, especially those in China where English proficiency tests are mandatory (He, 2010; Huang et al., 2013; Niu, 2007; Song, Cheng & Klinger, 2015). Teachers, administrators, testing instrument creators, and even students benefit from the results presented in this study. In conclusion, pragmatic competence instruction is identified as being an important part of educational programming and English language education (Hoffman-Hicks, 1992; Jianda 2007), yet countries such as China demonstrate there is still a gap between policy creation, implementation, and assessment. This study attempts to address this gap through the betterment of the EPCT by completing multiple empirical analyses.

**Ph.D.** (Niagara University, United States)

Moffatt, S. (2016). *The development and evaluation of the self-advocacy assessment tool for preschool-aged children with hearing loss: A resource for parents and teachers*

### **ABSTRACT**

During this research study the *Self-Advocacy Assessment Tool for Preschool-Aged Children with Hearing Loss: Birth to Age 4* was developed, constructed, and evaluated. The study provides content, construct and internal consistency reliability and validity evidence. The Self-Advocacy Assessment Tool is the first tool specifically designed to assess self-advocacy development in preschool-aged children with hearing loss from birth to age four. The research conducted in this study is foundational, as no previous effort to formally measure self-advocacy development in preschool-aged children with hearing loss has been attempted in the research. There were 5 major phases to this study. During Phase I, 7 preliminary qualitative interviews were

conducted with experts in the field of deaf and hard of hearing education; additionally a thorough examination of the research with respect to self-advocacy development in preschool-aged children and a review of existing self-advocacy and child development checklists was performed. Phase II involved the creation of a 53-item self-advocacy assessment tool based on Phase I. In Phase III, the instrument was distributed province wide through an early intervention program for children with hearing loss in Ontario, Canada. One hundred and six students were assessed using the initial self-advocacy tool; 84 of those students were assessed by two raters (a parent/guardian and a teacher). The purpose of using two raters where possible was to measure the inter-rater reliability of the assessment tool. In Phase IV, a total of 190 checklists were collected and analyzed using statistical analysis including descriptive statistics, Cronbach alpha, and generalizability (G-) theory analysis. Results from the analysis produced a final 51-item tool measuring self-advocacy development in infants (0-18 months), toddlers (18 - 30 months) and preschool-aged (30- 48 months) children. Results demonstrated items in the self-advocacy assessment tool aligned with four components (knowledge of self, knowledge of rights, communication and leadership) of an existing self-advocacy framework, which speaks to content validity of the tool. Results also indicated that the developed tool yielded a strong internal consistency and reliability rating (.948) using Cronbach alpha analysis. A G-theory  $p \times q \times r'$  (person-by-question-by-rating) fully crossed random effects analysis was performed to assess inter-rater variability. A G-coefficient of .94 suggested that the developed tool yielded a very strong inter-rater reliability when students were assessed by two raters. In Phase V, a 51-item tool was finalized and distributed to three teachers of the deaf and hard of hearing for post analysis. The feedback gathered confirmed the efficacy of the tool and the accuracy of the items distributed by age categories aforementioned. The results, limitations, and implications for leadership, policy, educators, and parents are discussed.

**Ph.D.** (Niagara University, United States)

Karcz, K. (2016). *The factors that influence the perceived stress and sociocultural adaptation of international students: Policy and leadership implications*

### **ABSTRACT**

Most students experience social and psychological concerns when undertaking their post-secondary education. The literature regarding student mental health in Canada has thus far focused primarily on students as a single homogenous group, although there has been recent consideration of discrete populations such as aboriginal students, lesbian, gay, bi-sexual, transgendered and questioning individuals, and students in specific disciplines of study. Research regarding international students in Canada is limited. However, international students contend with unique issues such as homesickness, social challenges, and communication barriers. This mixed-methods research investigated moderating factors to psychological and sociocultural adaptation both prior to and during the acculturation experience of studying in Canada, as well as variables which influence perceived stress and sociocultural adaptation. A total of 262

international students studying at a Canadian university across three campuses participated in this research. Results indicated that female students were more likely than male students to report feelings of nervousness or stress, upset due to unexpected events, and an inability to control important things in their lives. Second year students were more likely to report an inability to cope, anger due to loss of control, and feeling not being able to overcome difficulties than first year students. Students in STEM programs were more likely to report positive feelings and less feelings of nervousness or anger. Both campus location and country of origin were also factors in perceived stress, although there was no interaction effect between these two variables. Regarding sociocultural adaptation, older students and second year students were more likely to report challenges with following rules, navigating bureaucracy, understanding Canadian culture, and interpersonal adaptation. Prior to coming to Canada, international students undertake activities related to language proficiency and cultural awareness and seek out social and financial support once their studies commence. With these findings in mind, recommendations to better support international students are included, arguing that, if Canada is going to continue to reap the benefits of internationalization, post-secondary educational institutions will need to acknowledge the unique needs of students from different cultural backgrounds.

#### **Ph.D. (Niagara University, United States)**

Tavano, H. (2016). *Service-learning in higher education: Student perceptions of the cost of service, the perceived benefits, and institutional policy implications*

#### **ABSTRACT**

Higher education institutions are increasingly using service-learning opportunities within their courses, as well as creating service-learning programs for their students. Research studies abound on the benefits of this type of learning paradigm. Service-learning has the capability to benefit higher education institutions, faculty members, the students, and the communities they serve. Considering how valuable students are in the service-learning process, this study examined student perceptions of service-learning at their institutions. Specifically, it examined whether students from different types of higher education institutions had differing perceptions regarding institutional factors related to service-learning. The five research questions that guided this quantitative study included: 1) How do students rate the importance of institutional factors such as mission and vision, institutional leadership, faculty support, and financial support for community initiatives for service-learning or community based learning at their institutions? 2) What are the costs of service-learning or community based learning as perceived by students across different genders, majors, academic year, ages, races, and religions? 3) What are the benefits of service-learning or community based learning as perceived by students across different genders, majors, academic year, ages, races, and religions? 4) Do students across different genders, majors, academic year, ages, races, and religions plan to participate in service-learning opportunities in the future? and 5) Do students' perceived costs, benefits, and future participation in service differ across geographic areas based on median income levels and population sizes? The

results of this study, its limitations, and impact on higher education are discussed, as well as future directions for service-learning policy and practice.

**Ph.D.** (Niagara University, United States)

Hairston, L. (2015). *Examining effectiveness and policy implications of university campus suicide prevention programs: A multi-dimensional perspective*

**ABSTRACT**

Gatekeeper training programs have been implemented on university campuses in response to the need for suicide prevention efforts due to the significant increases in the number and severity of students in psychological distress. This study examined both face-to-face and web-based gatekeeper training programs. Quantitatively, using inferential statistical analyses and generalizability (G-) theory, the overall purpose of this study was to evaluate the effectiveness of a web-based and a face-to-face QPR gatekeeper training program, which were implemented on a university campus and within the surrounding community and aimed at increasing gatekeepers' knowledge of suicide and confidence to intervene with those at risk of suicide. Specifically, the purpose of this study was fivefold: a) to determine if there were differences in participants' knowledge of suicide, confidence in intervening with individuals at-risk of suicide, and evaluation of the training programs across status (i.e., student, non-student, faculty/staff, community member), gender (i.e., male, female), race (i.e., Hispanic, Black, White, Other), education (i.e., no college, 2 yrs., 4yrs., 5+ yrs.), and age (i.e., >30, 30-40, <40) following the face-to face QPR training; b) to examine the sources of variation contributing to the variability of gatekeeper trainees' evaluation of the face-to-face training program across gender, race, status, education, and age; c) to determine if there were differences in trainees' confidence in assisting at-risk individuals before and after the web-based QPR training; d) to examine the sources of variation contributing to the variability of web-based trainees' evaluation of the training; and e) to investigate the barriers and enablers in implementing the knowledge and skills learned in face-to-face QPR gatekeeper training. Data from the face-to-face and web-based gatekeeper training programs were collected over a three year period (2012, 2013, and 2014 for face-to-face and 2012, 2013 for web-based) to determine if there was consistency in the results. The results, limitations, and implications for policy, leadership and practice in higher education are discussed.

**Ph.D.** (Niagara University, United States)

Latorre, J. T. (2014). *Leadership preparation in engineering: A study of perceptions of leadership attributes, preparedness, and policy implications*

**ABSTRACT**

Perceptions of engineers and leaders in the field of engineering regarding leadership preparation for engineers were evaluated in this dissertation. More

specifically, engineers' and leaders' perceptions of leadership preparation and the necessary skills of leaders in technical fields were studied. The design and analyses of the study were divided into two parts: (1) Data for employment and college enrollment for engineers in New York State (NYS) were plotted using Geographic Information Systems (GIS) in order to evaluate recent data regarding employment and college enrollment for engineers in order to better understand the relevance of leadership preparation in engineering, (2) Perceptions regarding engineering leadership preparedness were analyzed using descriptive statistical methods and inferential statistical methods and engineers' perceptions regarding the importance of chosen leadership attributes were analyzed using inferential statistics and Generalizability Theory (G-theory). Responses to open-ended questions regarding the importance of leadership or management training for engineers, and responses discussing possible implications of increasing leadership or management training for engineers were also examined. Possible implications of the study, and suggestions for future research, were also included.

**Ph.D.** (Niagara University, United States)

Spence-Ariemma, M. J. (2014). *Academic leadership in higher education: Using generalizability theory and structural equation modeling approaches to examine academic leadership effectiveness and behavioral complexity in a Canadian college from a faculty perspective*

**ABSTRACT**

This study extends on previous research by examining faculty perceptions of the behaviors that academic middle managers demonstrate to effectively lead academic departments. The purpose of this study is threefold: a) to examine within and between group differences (e.g., number of years of full-time teaching experience as a professor in a college or university, number of years of full-time supervisory experience outside academia and/or inside a college/university, highest academic credential received, gender, and age) in terms of professors' perceptions in one college in Canada of the behaviors required for effective academic leadership; b) to examine the variability and reliability of professors' ratings of the behavioral characteristics of effective academic leaders; and c) to construct an academic leadership model and confirm the causal relationships among variables in the proposed model. Ninety-two full-time faculty members have participated in the study. The 92 faculty members vary in terms of their age, education, full-time teaching experience in a college or university and full-time supervisory experience in industry and/or in post-secondary education. Significant differences have been found based on the professor's age, gender, full time teaching experience in a college or university, education, full-time supervisory experience in industry and/or full-time supervisory experience in a college or university. Generalizability (G-) studies results suggest there are differences in the importance of the behavior items to leadership effectiveness that can be attributed to the raters' gender or supervisory experience. Finally, based on the results of this study, the *Academic Middle Manager Leadership Effectiveness Model* shows that task, people,

and stability leadership functions are precursors to behavioral complexity, which has been proven to be a precursor for leadership effectiveness. Important academic leadership implications are discussed in this study.

**Ph.D.** (Niagara University, United States)

Reilly, M. (2014). *Leadership and work ethic in skilled trade business: What leaders can do to lead cross-generational skilled workers to 'want to' work? – A mixed-methods study examining differences in worker and manager perceptions of leadership effectiveness and its impact on worker work ethic*

**ABSTRACT**

The study of work ethic as it relates to the skilled trades is an area that has received little attention over the years. Empirical studies related to work ethic are mostly derived from working professionals or individuals in post secondary education. Literature suggests that their work ethic is declining. Analysis of work ethic seemingly excludes blue collar trade workers or those with limited education. In the United States, there is a short fall of available skilled trades workers who are needed to meet required staffing levels for infrastructure maintenance, refurbishment, and upgrades. Most large scale infrastructure projects in the United States were completed over fifty years ago and are near or past their expected life cycle. Further, the skilled trades work force in the United States is aging and individuals entering the working world are not choosing the skilled trades as a career path. This dissertation study primarily focused on work ethic in the context of skilled trades workers and the impact a manager and a co-worker can have on the work ethic in workers. From both quantitative and qualitative perspectives, this research evaluated changes in work ethic in managers and workers across demographic variables associated with generation born, status of employment (worker or manager), number of years working in the skilled trades, and level of education attained. Additionally, leadership attributes relating to effective and ineffective management traits were evaluated in terms of their impact on work ethic. Results of the study suggest that work ethic as related to trade workers (workers and managers) has had a limited shift in work ethic over the demographic variables. Additionally, the results of this research further suggest that work ethic can be influenced by co-workers and managers, both positively and negatively. Important implications for both skilled trades business leaders and their workers are discussed.

**Ph.D.** (Atatürk University, Turkey)

Han, T. (2013). *The Impact of rating methods and rater training on the variability and reliability of EFL students' classroom-based writing assessments in Turkish universities: An investigation of problems and solutions*

**ABSTRACT**

Including one experimental and one natural context studies, this dissertation aimed to investigate the impact of scoring methods (holistic vs. analytic scoring) and rater training on the variability and reliability of EFL writing assessments in Turkey, specifically using both quantitative method based on *G-theory* as a theoretical framework and qualitative method in the design. In the experimental study, 72 EFL papers were scored holistically and then analytically by ten raters who received a detailed rater training. Totally 1440 scores were obtained. In the natural context study, the same 72 EFL papers were rated by nine raters from more universities who were only oriented to using the same rubrics. The extra data set consisting of 1296 scores in the natural context study was used to examine the impact of rater training on the reliability and variability of scores. The results showed that with careful training, the experimental study did produce significant finding, which is holistic scoring could produce comparable consistency and reliability as analytic scoring; on the other hand, as the raters in the natural context study received only a basic rater training, this yielded low quality ratings and the raters considerably varied in their holistic and analytic ratings of the same EFL papers. Again, the natural context study highlighted the importance of application of rater training to obtain more reliable results. The analysis of the face-to-face follow-up interviews indicated that raters' decision-making process was challenging with both scoring methods. The scoring rubrics did impact the raters' scoring processes. Overall, the findings provide evidence holistic scoring, therefore, could yield reliable and dependable results as analytic scoring if a detailed rater training is applied. The findings raise an important issue about how to improve classroom-based high-stake writing assessment practices in Turkey. Important implications from educational policy and practice perspectives are discussed.

**H. DOCTORAL DISSERTATION COMMITTEES****Dissertation Completed**

**Ph.D.** (Niagara University, United States)

Khokhar, J. (2015). *Efficacy of federal government policy to counteract social adversity and economic disparity: An analysis of the Community Reinvestment Act*

**ABSTRACT**

The policy of Community Reinvestment Act (CRA) designed to promote financial stability and homeownership among Low to Moderate Income (LMI) households in predominantly minority neighborhoods. CRA lending serves as an effective means for promoting stable wealth-building for LMI. This study examines if the government housing policy of CRA successfully achieved the goals of improving the homeownership rate and provided financial stability to overcome the disparity between LMI and upper income households. This dissertation fills the knowledge gap by addressing that the policy of CRA as a government housing policy might have caused disparity and

adversity by overlooking the tenure of homeownership rate among CRA loan recipients, and not monitoring the immediate and long term effects of the policy on LMI households. After investigating the portfolios which belonged to low-income borrowers, researchers have found that low income borrowers who have accumulated wealth through CRA loans had faced two negative results (1) low income borrowers have locked themselves out from other investment tools and adhere to the non-diversified portfolio; and (2) when low-income borrower crowded out of stock market because of CRA loans it has widened the gap between rich and poor. This dissertation addresses three key questions. First, what is the difference between “Lower to Moderate Income” and “upper income” share of aggregate income in the Pre and Post era of “Community Development Loans” under the policy of “Community Reinvestment Act”? Second, Does the Policy of “CRA” improve the “Number of Years of Homeownership” among LMI households as compared to Upper Income Households and, subsequently, decrease the disparity between LMI household and Upper Income household? Third, does the Policy of CRA improve the financial status of LMI households living below poverty line? This dissertation describes the unintended consequences of the financial ramifications associated with CRA. It augments the horizon of longitudinal extrapolation of financial policy implications in the form of deepening disparity between LMI and upper income households and examine if the poverty among LMI households has increased. In order to analyze these three key questions the researcher has employed quantitative analysis approach.

**Ph.D.** (Niagara University, United States)

Ayaga, A. (2015). *A mixed methods examination of the perceptions of partnerships between the Catholic church and government educational leaders in Ghana: Implications for leadership, policy and practice*

### **ABSTRACT**

Education is universally accepted as a means to unlocking human potential for social and economic progress, and for participation in society (Akyeampong, 2009; MoE, 2003; Patrinos, Barrera-Osorio, & Guaquera, 2009). Besides the economic and social benefits of education, some religious bodies consider education as a means of evangelization (spreading religious beliefs and making followers). The government and the Catholic Church have a long-standing relationship in the promotion of pre-tertiary education in Ghana, and this has led to rapid expansion and a high level of quality education (Graham, 1971). The partnership has gone sour over the years with accusations and counter accusations from both the Church and the government in the context of rapid decline in discipline in schools as well as poor student performance at the pre-tertiary levels. Poor monitoring and supervision by educational leaders have been identified to be related to poor teaching and learning in public basic schools (Awuah, 2011; Kyerefo, 2011; MoE, 2012). Weak institutional collaboration is reported to account largely for poor monitoring and supervision by the government and the Church authorities (MoE, 2012; Patrinos et al., 2009). Using a convergent parallel mixed methods methodology, the researcher sought to understand from the perspectives of

educational leaders of the Catholic Education Units (CEUs) and Ghana Education Service (GES) attitudes, skills, and behaviors in the partnership. Quantitative and qualitative data on demographics as well as partnership attributes regarding competence, skills, and behavior of educational leaders were collected and analyzed for differences, relationships, and meaning. The main findings include significant interaction effects of demographic variables on perceptions. Education as a demographic variable, and competence as well as social skills were statistically significant predictors of behavior in partnerships. These quantitative findings correlated with the qualitative results. The findings have implications for leadership in pre-tertiary education as well as for policy makers of both Church and government relationships in pre-tertiary education in terms of reviewing policies on the partnerships and the training of educational leaders.

**Ph.D.** (Niagara University, United States)

Lonneville, J. D. (2014). *Why some school districts outperform others: A mixed-methods study on poverty, student performance on the New York State school assessments, and school district funding across rural, suburban, and urban school districts.*

**ABSTRACT**

This mixed-methods study examines the relationship between poverty and student achievement across school districts in New York State and determines whether increased funding at a school district level minimizes the negative relationship between student performance and poverty. The study was guided by the following four research questions: 1) What is the relationship between school district level poverty and student performance on the New York State Elementary/Intermediate School Assessments? 2) What is the difference in the relationship between poverty and student performance on the New York State Elementary/Intermediate School Assessments between Rural, Suburban and, Urban School Districts? 3) Does additional school district funding mitigate the relationship between poverty and student achievement? 4) What are the policy implications perceived by practicing school district superintendents related to the relationships between school district level poverty, student achievement, and school district funding? Specifically, large scale data sets were analyzed to determine the relationship between poverty and student achievement across school districts and then determine the variance in this relationship based on the geographic setting of the school district and if there is a reduction in the negative relationship of poverty and student achievement as a result of increased funding. Following this quantitative analysis, school district superintendents were interviewed to provide their perceptions of the quantitative findings. Each of the research questions resulted in significant results. First, school district level poverty is a significant predictor of student performance on the New York State Elementary/Intermediate School Assessments. Second, the negative relationship between poverty and student achievement is stronger in suburban school districts than in rural and urban school districts. Third, additional school district expenditures does not always mitigate the negative relationship between poverty and student achievement. Finally, school district superintendents perceived a number of

policy implications related to the relationship between school district level poverty, student achievement, and school district funding.

**Ph.D.** (Niagara University, United States)

Marwaha, S. (2014). *Examining the skill set of culturally proficient school leadership from an international perspective: A mixed methods approach using Critical Race Theory and multidimensional analysis*

**ABSTRACT**

The main focus of this study was to examine the perceptions of aspiring teachers, practicing teachers, and administrations from Canada and the United States regarding the important skill set that culturally proficient school leaders should demonstrate and practice. The key components of this skill set, based on research on cultural proficiency, include assessing culture, valuing diversity, managing the dynamics of differences, adapting to diversity, and institutionalizing culture. Additionally, this study identified the relationships that existed between and among American and Canadian educators based on the following variables: country, age, gender, ethnicity, university programs, role in education, years of experience in their current position, and total years of experience in the field of education. A mixed methods approach was used to collect data for this study. A 40 item survey was developed to identify the important skill set that culturally proficient school leaders possess and practice. A total of 264 aspiring teachers, practicing teachers, and administrators from Canada and the United States participated in the quantitative component of this research study. Additionally, six semi-structured interviews were conducted to gain in depth knowledge of the culturally proficient skill set of school leaders. The resultant qualitative data of this phenomenological study were analyzed using the Critical Race Theory as a lens. Quantitatively, survey data were analyzed using descriptive and inferential analysis. Findings: 1) Reconfirmed that the important skills of culturally proficient school leaders are based on assessing culture, valuing diversity, managing the dynamics of differences, and adapting to diversity; 2) The most important specific skills of the culturally proficient skill set are respect, integrity, acceptance, and willingness and an openness to work with diverse students, staff, parents, and community members; and 3) There are significant differences among the educators based on the demographic variables of country (i.e., Canada, United States), age ( i.e., 18-24 years, 25-38 years, 39-52 years, and 53 years and older); and role in education (i.e., aspiring teachers, practicing teachers, and administrators). Implications: 1) School districts need to adopt the cultural proficiency framework as a road map to develop culturally proficient practices and skills for school leaders; 2) Higher education institutions that are the hubs of preparing future leaders in education should include this culturally proficient leadership model as part of the Teacher Education and Educational Leadership programs; and 3) Specific professional development activities need to be designed within and around the most important skills of culturally proficient school leaders.

## I. DOCTORAL DISSERTATION REVIEW PANELS

**Ph.D.** (Niagara University, United States)

Rabey, J. (2014). *The self-efficacy of New York State superintendents of schools and their self-reflective practices: A mixed methods analysis*

### **ABSTRACT**

The evolution of the position of the superintendent of schools began in the mid 1800's and has evolved significantly over the last 175 years. In order to promote success in the position of the superintendency, there is an emerging need for Superintendents to continue to grow professionally while in the position. Although it is well documented that the practice of self-reflection is a positive activity for the successful development of leaders, it is their least favorite activity. A review of the research on the perceptions of self-efficacy has demonstrated a dearth of information in relation to the self-reflective practices of school superintendents. Therefore, it was the intention of this research study to determine if there was a correlation between the level of perceived self-effectiveness of school superintendents and their self-reflective practices and then to utilize the findings to influence procedures and policies related to superintendent preparation and development. In order to effectively evaluate relationships between the level of self-efficacy of school superintendents and their self-reflective practices, a mixed methods study was designed and executed. The quantitative results from the survey, completed by 81 superintendents from New York State in the spring of 2013, indicated that superintendents in New York State generally have a higher level of self-efficacy within their practice when there is a tendency to participate in self-reflective practices. The corresponding qualitative analysis of eight practicing Superintendents also provided further validation that self-reflective activities have a positive influence in establishing confidence within the position of superintendent. This study will be beneficial for aspiring and practicing superintendents. Furthermore, it will assist in the critical relationship between boards of education and their superintendents, along with professional development programs and various certification bodies. Finally, this study could be replicated in order to continue to fill the research gap for underrepresented populations and educational leaders in other states.

## J. VISITING SCHOLAR SUPERVISION

Li, J. (Professor from China, January 2016 ~ January 2017). *English education reform in China*

Zhong, S. (Professor from China, January 2016 ~ January 2017). *Foreign language anxiety experienced by Chinese college students*

Guo, Y. (Associate professor from China, January 2016 ~ January 2017). *Flipping the classroom to meet students' learning needs*

**K. MASTER'S STUDENT THESIS SUPERVISION****Theses Completed**

**M.S.Ed.** (Niagara University, United States)

Lewis, C. (2012). *Motivators in elementary classrooms: A quantitative investigation of gender differences*

**ABSTRACT**

The purpose of this study is to investigate gender differences in male versus female teacher perceptions of the effectiveness of motivators for male versus female students in the elementary classrooms. Ten types of motivators were rated by forty participants (10 male and 10 female student teachers; 10 male and 10 female cooperating teachers) in terms of their effectiveness in motivating elementary students of different genders on a 1-10 point scale (1 = least effective; 10 = most effective). Generalizability (G-) theory was used as the theoretical framework for this study. Findings indicate that gender does have an impact on the perceptions of teachers of different genders in terms of motivator effectiveness for students of different genders in the elementary classrooms. For example, male student and cooperating teachers were more consistent and reliable when rating the effectiveness of motivators for male students than female student and cooperating teachers. Motivators for female students received lower ratings than motivators for male students. These findings suggest that gender differences do exist in male versus female teacher perceptions of the effectiveness of motivators for male versus female students in the elementary classrooms. Important implications are discussed.

**M.S.Ed.** (Niagara University, United States)

Elorbany, R. (2012). *Examining the impact of rater education background on ESL writing assessment: A generalizability approach*

**ABSTRACT**

Using generalizability theory as a theoretical framework, this thesis study investigated the impact of raters' educational background on the assessment of K-12 ESL students' writing. Twenty teacher candidates (ten TESOL majors and ten non-TESOL majors) from universities in western New York and southern Ontario participated in this study. The 20 participants were asked to rate three ESL essays holistically on a 1-10 point scale (1 being the lowest and 10 being the highest with permission to use half points). The results indicate that raters' TESOL-related educational background did impact their rating of ESL essays. The TESOL teacher candidates marked the three ESL essays more consistently and reliably than their non-TESOL counterparts. Important implications are discussed.

**M.S.Ed.** (Niagara University, United States)

Fernandes, A. (2010). *Teacher perceptions of the impact of classroom seating arrangements on student participation: An international perspective*

**ABSTRACT**

This research study investigates teacher perceptions about seating arrangements and their impact on student participation in the classroom from an international perspective. Specifically, it examines teacher perceptions of how different seating arrangements affect student participation, motivation, and classroom interaction. Data were collected from both China and North America (Canada and the United States of America). The research instrument used for this study is a survey containing twenty 5-point Likert scale items, one rank order item, and three open-ended questions. Results indicate that seating arrangements do have an impact on students' participation. Due to the increasing trend towards the internationalization of education, cultural differences increasingly show to have an impact on student participation, and thus their learning and achievement in the classroom. This study also concludes that general sentiment towards participation and method of teaching greatly differs in China and North America. The results also suggest that the nature of cultural differences play an important role in student classroom learning experiences. Important implications for teachers, administrators, and students are discussed.

**L. UNDERGRADUATE STUDENT HONOR THESIS AND RESEARCH SUPERVISION****Honor Thesis and Research Projects Completed**

Levey, H. (2014). *The facilitator role of an ESL teacher in the classroom*. [Undergraduate Honor Thesis]

Felser, M., & Young, R. (2012). *Revisiting ESL speech errors: Implications for teachers*. Paper presented at 2012 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Young, R., & Felser, M. (2012). *Examining ESL writing errors: Causes and implications*. Paper presented at 2012 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Felser, M. (2011). *Should English language learners be treated as special education students in our schools?* Paper presented at 2011 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Young, R., Lyons, J., & Gokcek, H. (2011). *Teacher perceptions of intercultural miscommunication: Causes and implications*. Paper presented at 2011 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Gokcek, H., Lyons, J., & Young, R. (2011). *Understanding ESOL learner errors: A K-12 perspective*. Paper presented at 2011 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Jennifer Hoess. (2010). *Intercultural communication: Challenges and implications for German L1 ESL Learners*. Paper presented at 2010 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Ashleigh Bowers. (2010). *Intercultural communication and miscommunication: Implications for ESL learners and teachers* Paper presented at 2010 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Jennifer Hoess. (2010). *English training programs for ESL adult learners in the community*. Paper presented at 2010 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Deborah Rivera. (2010). *Intercultural communication: Challenges and implications for Spanish L1 ESL Learners*. Paper presented at 2010 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Kelli Schnapp. (2009). *English language learners and high-stakes tests: Issues, concerns, and solutions*. Paper presented at 2009 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Susan Hagner. (2008). *Advanced ESOL teaching methodology training program*. Paper presented at 2008 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Jennifer Conway. (2008). *Advanced ESOL American culture instructional program*. Paper presented at 2008 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

Ellen Benigno. (2008). *English as a second language book club for 7<sup>th</sup> and 8<sup>th</sup> grades*. Paper presented at 2008 Niagara University Annual Undergraduate Research Conference, Niagara University, NY

## **M. PROFESSIONAL SKILLS**

Languages Skills: English, Chinese, Japanese, and Russian

Computer Skills: Familiar with computer operation (both PC and MAC) in Chinese and English operating systems; having experience in using Quark, Illustrator, Pagemaker, Photoshop, Framemaker and other publishing applications; having knowledge of Transit, Trados, and other language tools; familiar with SPSS, HLM, LISREL and other

statistical applications; familiar with Microsoft Access and database; familiar with BILOG, MULTILog, GENOVA, and other testing analysis applications; familiar with geographic information system (GIS) softwares

### III. PUBLICATIONS

#### A. BOOKS

- Huang, J., & Zhou, Y. (2017). *Assessment in ESOL Education: Issues and Implications*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-050-1]
- Pang, N. S., & Huang, J. (2015). *East-west perspectives on educational leadership and policy*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-035-8]
- Huang, J., Zeng, X., & Fan, C. (2015). *ESOL education around the globe: Identifying untested practices*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-033-4]
- Huang, J., & Fernandes, A. (2014). *Non-native language teaching and learning: Putting the puzzle together*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-022-8]
- Huang, J., & Han, T. (2014). *Empirical quantitative research in social sciences: Examining significant differences and relationships*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-015-0]
- Huang, J. (2013). *East meets west: Chinese ESL students in North American higher education*. Hauppauge: Nova Science Publishers, Inc. [ISBN: 978-1-62618-195-3]
- Huang, J. (2013). *Empirical education research: Letting the data speak for themselves*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-005-1]
- Huang, J., & Tsitsanoudis-Mallidi, N. (2013). *Empirical language research: Letting the data speak for themselves*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-001-3]
- Huang, J. (2013). *Empirical generalizability theory research: Examining rating variability, reliability and validity issues*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-013-6]
- Huang, J. (2012). *Fairness in large-scale ESL writing assessments – Investigating evidence through generalizability theory*. Saarbrücken: Lambert Academic Publishing GmbH & Co. [ISBN: 978-3-659-19364-4]

- Huang, J. (2012). *Overcoming foreign language classroom anxiety*. Hauppauge: Nova Science Publishers, Inc. [ISBN: 978-1-61324-775-4]
- Bond, S., Qian, J., & Huang, J. (2003). *The role of the faculty in the internationalization of the undergraduate curriculum and classroom experience*. Ottawa: Canadian Bureau for International Education
- Ma, Y., Huang, J., Chen, J., & Sun, A. (1996). *Basic, important and difficult points in teaching "Senior English for China (I)"*. Changsha: Hunan Normal University Press
- Ma, Y., Huang, J., Cao, W., & Ren, Q. (1996). *Basic, important and difficult points in teaching "Senior English for China (II)"*. Changsha: Hunan Normal University Press
- Ma, Y., Huang, J., Cao, W., & Huang, X. (1995). *Basic, important and difficult points in teaching "Junior English for China"*. Changsha: Hunan Normal University Press
- Ma, Y., & Huang, J. (1992). *A practical guide to English teaching methodology*. Changsha: Hunan Normal University Press

## **B. BOOK CHAPTERS**

- Huang, J. (2013). Elementary ESL students' learner errors: Causes and implications. In Tsitsanoudis - Mallidis, N. (Ed.), *Greek language in modern (pre)school education: Current challenges and perspectives* (pp. 507-528). Athens: Gutenberg.
- Huang, J., & Dotterweich, E. (2012). Understanding learner errors in cross-cultural second language acquisition context. In Y. Ning & P. Wu (Eds.), *The acquisition of English in cross-cultural contexts* (pp. 282-306). Beijing: China Social Sciences Press.

## **C. REFEREED JOURNAL ARTICLES**

- Huang, Y., & Fernandes, A. C. (2019). The impact of different seating arrangements on student learning in the classroom: A teacher perspective. *International Journal of TESOL and Learning*, 8(1), 15-28.
- Wa, H., & Huang, Y. (2018). Examining the academic anxiety experienced by the non-English speaking international graduate students at North American universities. *International Journal of Education and Culture*, 7(3-4), 53-64.

- Huang, J., & Han, T. (2018). Using generalizability theory approach to examine the impact of scoring method on EFL writing assessment. *Language and Communication Quarterly*, 7(1-2), 19-36.
- Han, T. & Huang, J. (2017). Examining the impact of scoring methods on the institutional EFL writing assessment: A Turkish perspective. *PASAA*, 53, 1-36.
- Huang, J. & Minervino, K. J. (2017). Teacher perceived effectiveness and use of teaching strategies at schools in good standing versus failing schools. *Contemporary Educational Research Quarterly*, 25(1), 91-107.
- Huang, J. & Fernandes, A. F. (2016). Investigating gender differential item functioning in English pragmatic competence test for Chinese students. *Language and Communication Quarterly*, 5(3-4), 49-62.
- Huang, J. & Zhang, L. (2016). Chinese students studying at American universities: State distribution and educational implications. *International Journal of Education and Culture*, 1(1-2), 13-27.
- Huang, J. & Li, Z. (2015). Reliability, validity, and fairness in classroom and large-scale standardized assessments. *International Journal of Education and Culture*, 4(2), 61-74.
- Tong, Y. & Huang, J. (2014). Online education with information and communication technologies in American higher education: Benefits, challenges, and implications. *International Journal of Education and Culture*, 3(4), 153-164.
- Huang, J., & Tavano, H. (2013). Developing ESOL students' intercultural communicative competence: Importance, challenges, and implications. *Language and Communication Quarterly*, 2(3), 164-174.
- Huang, J., & Marwaha, S. (2013). Intercultural miscommunication: Causes and impact on ESOL students' learning. *International Journal of TESOL and Learning*, 2(3), 156-169.
- Huang, J., Moffatt, S., & Flynn, K. (2013). Significant predictors of Chinese college students' performance on an English pragmatic competence test. *International Journal of TESOL and Learning*, 2(4), 200-212.
- Cianca, S. & Huang, J. (2013). Cultures and philosophies: A professor with a Western Socratic-based philosophy and her peer with an Eastern Confucius-based philosophy internationalize curriculum. *International Journal of Education and Culture*, 2(4), 230-245.

- Huang, J., & Han, T. (2013). Holistic or analytic? – An EFL institutional writing assessment dilemma for policy makers. *Leadership and Policy Quarterly*, 2(1), 1-18.
- Huang, J., Sheeran, T, Zhao, B., & Xiong, Y. (2013). Faculty perceptions of assessing ESOL students' pragmatic competence: The hidden face of communication. *Language and Communication Quarterly*, 2(1), 1-21.
- Huang, J., & Fernandes, A. C. (2013). The impact of cultural influences on seating arrangement selections and student systematic learning in the classroom: An international perspective. *International Journal of Education and Culture*, 2(1), 1-15.
- Huang, J., & Latorre, J. (2013). Using generalizability theory to examine the task and rating effects on large-scale ESL writing assessment – A Canadian case study. *International Journal of TESOL and Learning*, 2(1), 1-21.
- Lewis, C., & Huang, J. (2012). Motivators in the elementary classroom: A quantitative investigation of gender differences. *International Journal of Education and Culture*, 1(1), 2-29.
- Fernandes, A. C., & Huang, J. (2012). Teacher perceptions of the impact of seating arrangements on student participation in the classroom: A North American perspective. *International Journal of TESOL and Learning*, 1(1), 17-34.
- Elorbany, R., & Huang, J. (2012). Examining the impact of rater educational background on ESL writing assessment: A generalizability theory approach. *Language and Communication Quarterly*, 1(1), 2-24.
- Huang, J. (2012). Using generalizability theory to examine the accuracy and validity of large-scale ESL writing. *Assessing Writing*, 17(3), 123-139.
- Fernandes, A. C. & Huang, J. (2012). Chinese teacher perceptions of the impact of classroom seating arrangements on student participation. *International Journal of Applied Educational Studies*, 13(1), 49-67.
- Huang, J., & Han, J. (2012). Revisiting differential item functioning: Implications for fairness investigation. *International Journal of Education*, 4(2), 74-86.
- Huang, J., Adams, A. L., & Pudwill, J. (2012). The assessment of special education students: A North American overview. *International Journal of Humanities and Social Science*, 2(3), 15-22.
- Huang, J., Han, T., & Schnapp, K. (2012). Do high-stakes tests really address English language learners' learning needs? – A discussion of issues, concerns, and implications. *International Journal of Learning and Development*, 2(1), 499-508.

- Huang, J., Dotterweich, E., & Bowers, A. (2012). Intercultural miscommunication: Impact on ESOL students and implications for ESOL teachers. *Journal of Instructional Psychology*, 39(1), 36-40.
- Qiu, A., & Huang, J. (2012). The effects of dynamic image schema on ESL students' systematic improvement of listening comprehension: A dynamic system theory perspective. *International Journal of Learning and Development*, 2(1), 241-254.
- Huang, J., Smith, A., & Smith M. (2011). Teacher perceptions of strategies for improving ESOL students' academic English skills: A K-12 perspective. *Canadian and International Education*, 40(3), 61-80.
- Huang, J., & Sheeran, T. (2011). Identifying causes of English-Chinese translation differential item functioning. *International Journal of Applied Educational Studies*, 12(1), 16-32.
- Huang, J. (2011). Generalizability theory as evidence of concerns about fairness in large-scale ESL writing assessments. *TESOL Journal*, 2(4), 423-443.
- Huang, J., & Foote, C. (2011). Using generalizability theory to examine scoring reliability and variability of judging panels in skating competitions. *Journal of Quantitative Analysis in Sports*, 7(3), 1-21.
- Huang, J. (2011). Are ESOL students really experiencing high levels of academic anxiety at North American universities? – Reports by Chinese graduate students. *International Journal of Business and Social Science*, 14(2), 35-41.
- Fernandes, A. C., Huang, J., & Rinaldo, V. (2011). Does where a student sits really matter? – The impact of seating locations on student classroom learning. *International Journal of Applied Educational Studies*, 10(1), 66-77.
- Huang, J., Clarke, K., Milczarski, E., & Raby, C. (2011). The assessment of ESOL students with learning disabilities: Issues, concerns, and implications. *Education*, 131(4), 732-739.
- Huang, J., Foote, C. (2010). Grading between the lines: What really impacts professors' holistic evaluation of ESL graduate student writing. *Language Assessment Quarterly*, 7(3), 219-233.
- Huang, J., Cunningham, J., & Finn, A. (2010). Teacher perceptions of ESOL students' greatest challenges in academic English skills: A K-12 perspective. *International Journal of Applied Educational Studies*, 8(1), 68-80.
- Huang, J. (2010). Infusing constructivism into a curriculum development course: A constructivist approach in the ESOL teacher education classroom. *Journal for the Practical Application of Constructivist Theory in Education*, 5(1).

- Huang, J., & Finn, A. (2009). Academic listening tests for ESOL students: Availability, concerns, and solution. *International Journal of Applied Educational Studies*, 6(1), 46-55.
- Huang, J. (2009). What happens when two cultures meet in the classroom? *Journal of Instructional Psychology*, 36(4), 335-342.
- Huang, J., & Cowden, P. (2009). Are Chinese students really quiet, passive and surface learners? – A cultural studies perspective. *Journal of Canadian and International Education*, 38(2), 75-88.
- Huang, J. (2009). Factors affecting the assessment of ESL students' writing. *International Journal of Applied Educational Studies*, 5(1), 1-17.
- Huang, J., & Rinaldo, V. (2009). Factors affecting Chinese graduate students' cross-cultural learning at North American universities. *International Journal of Applied Educational Studies*, 4(1), 1-13.
- Huang, J., & Brown, K. (2009). Cultural factors affecting Chinese ESL students' academic learning. *Education*, 129(4), 643-653.
- Cowden, P., Cianca, S., Hahn, L., Brown, K., Ciminelli, M., Huang, J., & Vermette, P. (2009). How graphic organizers, dish detergent, water, electric beaters, bowls, soap foam and a Professor... helped the students learn Constructivism – Inquiry-Based Learning. *Journal for the Practical Application of Constructivist Theory in Education*, 4(1).
- Huang, J. (2008). How accurate are ESL students' holistic writing scores on large-scale assessments? – A generalizability theory approach. *Assessing Writing*, 13(3), 201-218.
- Huang, J., & Klinger, D. (2006). Chinese graduate students at North American universities: Learning challenges and coping strategies. *The Canadian and International Education Journal*, 35(2), 48-61.
- Bond, S., Jun, Q., & Huang, J. (2006). Good practices for internationalizing the curriculum. *Teaching and Learning in Higher Education*, 43, 1-4.
- Huang, J. (2006). The effects of academic skills on Chinese ESL students' lecture comprehension. *College Student Journal*, 40(2), 385-392.
- Huang, J. (2006). English abilities for academic listening: How confident are Chinese students? *College Student Journal*, 40(1), 218-226.
- Huang, J. (2005). Challenges of academic listening in English: Reports by Chinese students. *College Student Journal*, 39(3), 553-569.

Huang, J. (2004). Voices from Chinese students: Professors' use of English affects academic listening. *College Student Journal*, 38(2), 212-223.

Huang, J. (1997). On the 'five-step method' in teaching "Junior English for China". *Journal of Zhuzhou Education College*, 2(1), 48-50.

Huang, J. (1993). On the methodology of teaching "Junior English for China". *Journal of Chenzhou Teachers College*, 32(4), 75-80.

Huang, J. (1992). On a new mode of teaching senior high school English texts. *Journal of Hunan Normal University, supplement*, 185-193.

Huang, J. (1992). Some important psychological factors in high school English teaching. *Journal of Chenzhou Teachers College*, 26(2), 101-105.

Huang, J. (1991). A tentative evaluation of integral teaching of English texts. *Journal of Chenzhou Teachers College*, 24(4), 100-104.

Huang, J. (1991). CDP — A new mode of teaching the course "English teaching methodology". *Journal of Chenzhou Teachers College*, 22(2), 71-78.

#### **D. BOOK REVIEWS**

Huang, J. (2010). *Applying item response theory in language test item bank building*. By Gábor Szabó. Bern: Peter Lang, 2008. Pp.194. *The Modern Language Journal*, 94, 374-375.

#### **E. OTHER PUBLICATIONS**

Huang, J. (1998). *Understanding turning points*. A speaking lesson plan. Department of Linguistics, Brigham Young University. Retrieved on October 24, 2004 from the World Wide Web: <http://linguistics.byu.edu/classes/ling577na/lessonplan.html>

### **IV. PROFESSIONAL PAPERS AND PRESENTATIONS**

#### **A. CONFERENCE PRESENTATIONS**

Johnson, W., & Huang, J. (2018). *Reframing the development of paraeducators: Examining the effects of purposeful planning and training with policy and leadership implications*. Paper to be presented at the 2018 NYSATE/NYACTE Conference. Saratoga Springs, New York.

Huang, J. (2018). *Meeting the needs of K-12 ESL students at North American schools: Policy implications for teacher preparation programs*. Paper presented at the 2018 Multilingualism and Families Academic Conference. Wuhan, China.

- Liu, Y., & Huang, J. (2016). *Using generalizability theory to examine the scoring reliability, validity and fairness of a large-scale standardized EFL writing assessment in China*. Paper presented at the 2016 American Association for Applied Linguistics (AAAL). Orlando, Florida.
- Huang, J. (2016). *Assessment literacy for language educators: Assessment for, of, and as learning*. Paper presented at the 7<sup>th</sup> International Conference on Language, Culture and Mind. Changsha, China.
- Huang, J. (2016). *The road to success: A case study of dual degree programs for English major students at a Chinese university*. Paper presented at the 4<sup>th</sup> Untested Ideas International Research, Jacksonville, Florida.
- Huang, J. & Zeng, X. (2015). *Fairness in ESL writing assessment: An American perspective*. Paper presented at the 2015 TESOL International Conference, Shanghai, China.
- Huang, J. (2015). *Non-native language teaching and learning: Putting the puzzle together*. Paper presented at the 3<sup>rd</sup> Untested Ideas International Research Online Conference.
- Huang, J. (2014). *Examining the factors directly affecting EFL students' English pragmatic competence: A structural equation modeling approach*. Paper presented at the 2<sup>nd</sup> Untested Ideas International Research Conference, Rhodes, Greece.
- Huang, J. (2014). *ESL writing assessment and research: Issues and implications*. Paper presented at the 2<sup>nd</sup> Untested Ideas International Research Conference, Rhodes, Greece.
- Huang, J. (2014). *Publishing empirical research in applied linguistics and TESOL*. Paper presented at the 2<sup>nd</sup> Untested Ideas International Research Conference, Rhodes, Greece.
- Huang, J. (2013). *Assessing English language learners' writing at K-12 schools: Challenges and implications*. Paper presented at the 43<sup>rd</sup> Annual Meeting of International Society for Educational Planning, Niagara Falls, New York.
- Flynn, K., & Huang, J., Moffatt, S. (2013). *Significant predictors of Chinese college students' performance on an English pragmatics test*. Paper presented at the 43<sup>rd</sup> Annual Meeting of International Society for Educational Planning, Niagara Falls, New York.

- Huang, J. & Marwaha, S. (2013). *Teacher perceptions of intercultural miscommunication: A K-12 perspective*. Paper presented at the 1<sup>st</sup> Untested Ideas International Research Conference, Niagara Falls, New York.
- Huang, J. & Sheeran, T. (2013). *Causes of English-Chinese translation differential item functioning in a Hong Kong large-scale high-stakes examination*. Paper presented at the 1<sup>st</sup> Untested Ideas International Research Conference, Niagara Falls, New York.
- Huang, J. (2013). *Assessing ESOL students' writing at K-12 American schools: Implications for state and institutional policy-makers*. Paper presented at the 1<sup>st</sup> Untested Ideas International Research Conference, Niagara Falls, New York.
- Sheeran, T. J., Rinaldo, V., Smith, R. M., & Huang, J. (2012). *The four day school week: Policies, practices, and pitfalls*. Paper presented at the 2012 AACTE annual meeting, Chicago, Illinois.
- Huang, J., Felser, M., Gokcek, H., & Bernardone, L. (2011). *K-12 ESOL learner errors: Causes and implications*. Paper presented at the 41st NYS TESOL Annual Conference, Melville, New York.
- Huang, J., Gokcek, H., Felser, M., & Bernardone, L. (2011). *Teacher perceptions of developing ESOL students' intercultural communicative competence*. Paper presented at the 41st NYS TESOL Annual Conference, Melville, New York.
- Huang, J., & Sheeran, T. (2011). *Faculty perceptions of assessing ESOL students' pragmatic competence*. Paper presented at the 2011 AERA convention, New Orleans, Louisiana.
- Huang, J., Dotterweich, E., & Bowers, A. (2011). *Intercultural communication and miscommunication: Implications for ESOL students and teachers*. Paper presented at the TESOL 2011 convention (acceptance rate only 26%), New Orleans, Louisiana.
- Sheeran, T., Huang, J., Rinaldo, V., & Smith, M. (2011). *The hidden face of communication: Assessing pragmatic competence*. Paper presented at the 2011 AACTE annual meeting, San Diego, California.
- Sheeran, T., Rinaldo, V., Smith, M., & Huang, J. (2011). *An analysis of the four day school week*. Paper presented at the 2011 ATE annual meeting, Orlando, Florida.
- Huang, J. & Sheeran, T. (2010). *Assessing the hidden face of communication*. Paper presented at the 40<sup>th</sup> NYS TESOL Annual Conference, Albany, New York.

- Huang, J. & Cunningham, J. (2010). *Teacher perceptions of ESOL students' challenges in academic English skills: A K-12 perspective*. Paper presented at the 2010 AERA convention, Denver, Colorado.
- Huang, J. & Finn, A. (2010). *University students' perceptions of reducing foreign language classroom anxiety: A Chinese EFL perspective*. Paper presented at the 2010 AERA convention, Denver, Colorado.
- Huang, J. (2009). *Standards, competencies, added value: Charting needs-based TESOL programs*. Paper presented at the TESOL 2009 convention (acceptance rate only 19%), Denver, Colorado.
- Cowden, P., Sheeran, T., Smith, M., Rinaldo, V., & Huang, J. (2009). *Probing the pendulum swing: Active collaborative learning strategies between tenured professors and newly hired assistant or adjunct professors in teacher education facilities*. Paper presented at the 2009 AACTE annual meeting. Chicago.
- Smith, M., Brierley, V., Sheeran, T., Rinaldo, V., Huang, J., & Makula, R. (2009). *A Chinese/American university partnership using technology to facilitate English language learning and promote cultural awareness through mentorship*. Paper presented at the 2009 AACTE annual meeting. Chicago.
- Sheeran, T., Rinaldo, V., Cowden, P., Smith, M., & Huang, J. (2009). *The mentor connector program: Reaching beyond the school borders to establish and maintain interactive partnerships*. Paper presented at the 2009 AACTE annual meeting. Chicago.
- Huang, J. (2008). *The fairness of ESL students' writing assessments*. Paper presented at the TESOL 2008 convention (acceptance rate only 23%), New York City, NY.
- Huang, J. (2008). *Examining the fairness of rating ESL students' writing on large-scale assessments*. Paper presented at the 2008 annual meeting of the National Council on Measurement in Education (NCME), New York City, NY.
- Huang, J. (2007). *Did large-scale raters rate ESL students' writing differently?* Paper presented at the 30<sup>th</sup> annual conference of Sunshine State TESOL of Florida, West Palm Beach, Florida.
- Klinger, D. A., Huang, J., & Soibelman, C. (2006). *The impact of language and culture on the factors associated with student achievement on a high-stakes literacy assessment*. Paper presented at the 2006 annual meeting of the National Council on Measurement in Education (NCME), San Francisco, California.
- Huang, J. (2005). *Using G-theory when the object of measurement has no variance*. Paper presented at annual Eric F. Gardner Conference, Auburn, New York.

- Huang, J., Klinger, D., & Rogers, T. (2005). *Using generalizability theory to examine the scoring reliability of world figure skating championships*. Paper presented at the 2005 Kelly Conference, Albany, New York.
- Huang, J. (2005). *Using generalizability theory to examine the score reliability of performance assessments*. Paper presented at the 5th Annual Education Graduate Student Symposium of Queen's University, Kingston, Ontario.
- Huang, J. (2005). *English abilities for academic listening: How confident are Chinese students?* Paper presented at the 2005 Annual Conference of the Canadian Association of Applied Linguistics, London, Ontario.
- Huang, J., & Klinger, D. (2005). *Chinese graduate students at North American universities: Learning challenges and coping strategies*. Paper presented at the 2005 Annual CIESC Conference, London, Ontario.
- Huang, J. (2005). *The effects of academic skills on Chinese ESL students' lecture comprehension*. Paper presented at the 2005 CSSE Annual Conference, London, Ontario.
- Soibelman, C., Huang, J., & Klinger, D. (2005). *Using Hierarchical Linear Modeling (HLM) to look at student and school effects*. Paper presented at the 2005 Annual CERA Conference, London, Ontario.
- Soibelman, C., Huang, J., Poth, C., & Klinger, D. (2005). *Issues and results arising from the Ontario Secondary School Literacy Test*. Paper presented at the 2005 CSSE Annual Conference, London, Ontario.
- Huang, J. (2004). *Popular North American culture and Chinese students: Discourse, identity, academic interactions and social communications*. Paper presented at the Ontario Conference in Applied Linguistics, Kingston, Ontario.
- Huang, J. (2004). *Testing ESL students' English academic listening skills*. Paper presented at the 2004 CSSE Annual Conference, Winnipeg, Manitoba.
- Huang, J., & Klinger, D. (2004). *Factors affecting Chinese graduate students' cross-cultural learning at North American universities*. Paper presented at the 2004 Annual CIESC Conference, Winnipeg, Manitoba.
- Bond, S., Qian, J., & Huang, J. (2004). *The role of administrators in support of faculty initiatives to internationalize the curriculum*. Paper presented at CONAHEC Annual Conference, Mexico City, Mexico.
- Bond, S., Qian, J., & Huang, J. (2004). *Curriculum as the heart of exchange*. Paper presented at NAFSA Annual Conference, Baltimore, Maryland.

- Bond, S., Qian, J., & Huang, J. (2004). *Beyond borders: Internationalizing the curriculum*. Paper presented at OAIE/CBIE Regional Conference, Georgian College, Ontario.
- Huang, J. (2003). *Voices from Chinese students: Professors' teaching styles affect academic listening*. Paper presented at the 31st Annual TESL Ontario Conference, Toronto, Ontario.
- Huang, J. (2003). *Understanding Mainland Chinese graduate students' academic anxiety at North American universities*. Paper presented at the 2003 Annual Conference of the Canadian Association of Applied Linguistics, Halifax, Nova Scotia.
- Cheng, L., & Huang, J. (2003). *Voices from professors: Important English skills for international students*. Paper presented at the 2003 Annual Conference of the Canadian Association of Applied Linguistics, Halifax, Nova Scotia.
- Huang, J. (2003). *The most important English skill for international students*. Paper presented at the 2003 CSSE Annual Conference, Halifax, Nova Scotia.
- Huang, J. (2003). *Voices from Chinese students: Professors' use of English affects academic listening*. Paper presented at 2003 Kelly Conference, Syracuse, New York.
- Huang, J. (2003). *Cultural factors affecting Chinese graduate students' academic learning at North American universities*. Paper presented at the 3rd Annual Education Graduate Student Symposium of Queen's University, Kingston, Ontario.
- Huang, J. (2002). *An evaluation of Chinese students' challenges in understanding English academic lectures*. Paper presented at annual Eric F. Gardner Conference, Auburn, New York.
- Huang, J. (2000). *English academic listening tasks for Chinese students: Challenges and implications*. Paper presented at Deseret Language and Linguistic Society Symposium, Provo, Utah.
- Huang, J. (1997). *Some important psychological factors affecting Chinese students' English learning*. Paper presented at the 4th annual convention of Hunan Provincial Foreign Language Teaching and Research Association, Changsha, Hunan.
- Huang, J. (1995). *On the relationship of language and culture*. Paper presented at the 3rd annual convention of Hunan Provincial Foreign Language Teaching and Research Association, Hengyang, Hunan.

Huang, J. (1993). *A tentative evaluation of some new methods in teaching 'English teaching methodology' course in a teachers college*. Paper presented at the 2nd annual convention of Hunan Provincial Foreign Language Teaching and Research Association, Yueyang, Hunan.

Huang, J. (1992). *Information-gap activity: A new communicative activity in an English class*. Paper presented at the 1st annual convention of Hunan Provincial Foreign Language Teaching and Research Association, Chenzhou, Hunan.

## **B. INVITED KEYNOTE/FEATURED SPEECHES AND WORKSHOPS**

Huang, J. (2019). *Generalizability theory designs in language research*. Invited workshop to be delivered at the China Association for Language Testing and Assessment 2019 Conference, Guangzhou, China.

Huang, J. (2019). Dual-degree education and the internationalization of Chinese higher education: Challenges and implications. Keynote speech delivered at the International Symposium on the Training Mode of Interdisciplinary English Talents, Wuhan, China.

Huang, J. (2019). ANOVA, factorial ANOVA, MANOVA and GENOVA designs in social sciences research. Invited workshop delivered at the 2019 International Symposium on the Training Mode of Interdisciplinary English Talents, Wuhan, China.

Huang, J. (2016). *Research and publication in TESOL and applied linguistics*. Invited workshop delivered at the 4<sup>th</sup> Untested Ideas International Research Conference, Jacksonville, Florida.

Huang, J. (2015). *Identifying untested practices in social sciences research*. Invited opening speech delivered at the 3<sup>rd</sup> Untested Ideas International Research Online Conference.

Huang, J. (2014). *Empirical quantitative research in social sciences*. Invited featured speech delivered at the 2<sup>nd</sup> Untested Ideas International Research Conference, Rhodes, Greece.

Huang, J. (2013). The application of generalizability (G-) theory in examining assessment quality issues. Invited workshop delivered at the 1<sup>st</sup> Untested Ideas International Research Conference, Niagara Falls, New York.

Huang, J. (2012). *Overcoming foreign language classroom anxiety*. Keynote speech delivered at the 2012 International Conference on Language and Communication, Izmir, Turkey.

**C. INVITED LECTURES AND PRESENTATIONS**

- Huang, J. (2019). *Advanced quantitative research methods*. Invited 4-day lecture series delivered to professors at the School of Economics and Management of Hubei University of Technology, Wuhan, China.
- Huang, J. (2019). *Generalizability (G-) theory in educational research*. Invited 2-day lecture series delivered to professors and graduate students at the School of Education of South-Central University for Nationalities, Wuhan, China.
- Huang, J. (2019). *Research methods and thesis design*. Invited 3-day lecture series delivered to professors and graduate students at the College of Foreign Languages of Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2019). *Assessment literacy for English educators*. Invited lecture delivered to professors at the College of Foreign Languages of Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2019). *Empirical research designs in language education*. Invited lecture delivered to professors at the College of Foreign Languages of Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2019). *TESOL program evaluation in North American higher education*. Invited lecture delivered to professors at the College of Foreign Languages of Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2018). *Research literacy and professional development for English educators in Chinese higher education*. Invited lecture delivered to professors at the College of Foreign Languages of Tianjin University of Science and Technology, Tianjin, China.
- Huang, J. (2018). *Research in second or foreign language education*. Invited lecture series delivered to graduate students at the College of Foreign Languages of South-Central University for Nationalities, Wuhan, China.
- Huang, J. (2018). *Foreign language learning strategies and techniques*. Invited lecture series delivered to undergraduate students at the College of Foreign Languages of Shanghai Dianji University, Shanghai, China.
- Huang, J. (2018). *Advanced quantitative research methodology seminar*. Invited lecture series delivered to professors at the College of Foreign Languages of Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2017). *Generalizability theory and its applications in social sciences research*. Invited lecture series delivered to professors and doctoral students at the College of Foreign Languages and International Education of Hunan University, Hunan, China.

- Huang, J. (2017). *The cultivation of employment-directed interdisciplinary and internationalized talents: A discussion of WIT English dual degree programs*. Invited lecture delivered to professors and English dual degree students at the College of Foreign Languages of Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2016). *Publishing your research in an international journal: Tips from an editor's perspective*. Invited lecture delivered at Jiangnan University, Wuhan, China.
- Huang, J. (2016). *Thesis and dissertation research design and data analysis*. Invited lecture delivered to professors and graduate students at Wuhan Institute of Technology, Wuhan, China.
- Huang, J. (2016). *Developing Chinese students' English pragmatic competence*. Invited lecture delivered to professors and graduate students at Yunnan Minzu University, Yunnan, China.
- Huang, J. (2016). *Publishing your research in an international journal: Tips from an editor's perspective*. Invited lecture delivered at South-Central University for Nationalities, Wuhan, China.
- Huang, J. (2016). *What does research mean to a university professor? A North American perspective*. Invited lecture delivered to professors at Changsha University of Science and Technology, Hunan, China.
- Huang, J. (2016). *Fairness in ESL writing assessment: An American perspective*. Invited lecture delivered to professors at Hunan Agricultural University, Hunan, China.
- Huang, J. (2016). *Flipping English classrooms to meet students' needs*. Invited lecture delivered to professors at Huaihua University, Hunan, China.
- Huang, J. (2015). *East meets west: Chinese ESL students in North American higher education*. Invited lecture delivered to undergraduate students and professors at Jishou University, Hunan, China.
- Huang, J. (2015). *Introduction to sheltered education*. Invited lecture delivered to professors at Huaihua University, Hunan, China.
- Huang, J. (2015). *East meets west: Chinese ESL students in North American higher education*. Invited lecture delivered to undergraduate students and professors at Hunan First Normal University, Hunan, China.

- Huang, J. (2015). *Thesis and dissertation research design and data analysis*. Invited lecture delivered to graduate students and professors at Hunan University of Science and Technology, Hunan, China.
- Huang, J. (2015). *ESL writing assessment and research: Issues and implications*. Invited lecture delivered to graduate students and professors at Hunan University, Hunan, China.
- Huang, J. (2015). *East meets west: Chinese ESL students in North American higher education*. Invited lecture delivered to undergraduate students and professors at Hunan Institute of Engineering, Hunan, China.
- Huang, J. (2015). *Chinese-English translation strategies*. Invited lecture delivered to professors at Huaihua University, Hunan, China.
- Huang, J. (2015). *Testing English as an international language: Issues and Implications*. Invited lecture delivered to professors at Huaihua University, Hunan, China.
- Huang, J. (2015). *Empirical research design and data analysis in TESOL and applied linguistics*. Invited lecture delivered to graduate students and professors at Wuhan University of Technology, Hubei, China.
- Huang, J. (2015). *East meets west: Chinese ESL students in North American higher education*. Invited lecture delivered to graduate students and professors at Wuhan Institute of Technology, Hubei, China.
- Huang, J. (2015). *Learning English as a foreign language: Challenges and strategies*. Invited lecture delivered to graduate students and professors at Wuhan Institute of Technology, Hubei, China.
- Huang, J. (2015). *How to publish quantitative research in applied linguistics and TESOL*. Invited lecture delivered to professors at the College of Foreign Languages of Wuhan University of Technology, Hubei, China.
- Huang, J. (2015). *What does research mean to a university professor: A North American perspective*. Invited lecture delivered to graduate students and professors at Wuhan Institute of Technology, Hubei, China.
- Huang, J. (2015). *Developing Chinese students' English pragmatic competence*. Invited lecture delivered to high school teachers at Donghai County, Jiangsu, China.
- Huang, J. (2015). *Learning English as a foreign language: Challenges and strategies*. Invited lecture delivered to high school teachers at Donghai County, Jiangsu, China.

- Huang, J. (2013). *Meeting the needs of ESL students: Challenges and implications*. Invited lecture delivered to twenty-four Chinese administrators at SuOn College, Ontario, Canada.
- Huang, J. (2013). *Sheltered ESL instruction in American K-12 schools: Implications for EFL teachers in China*. Invited lecture delivered to faculty members and undergraduate students at Hengyang Normal University, Hunan, China.
- Huang, J. (2013). *Teaching and Assessing Chinese EFL Students' Pragmatic Competence: Challenges and Strategies*. Invited lecture delivered to faculty members and undergraduate students at Huaihua University, Hunan, China.
- Huang, J. (2013). *Sheltered ESL instruction in American K-12 schools: Implications for EFL teachers in China*. Invited lecture delivered to faculty members and undergraduate students at Huaihua University, Hunan, China.
- Huang, J. (2013). *Empirical approaches to examining assessment fairness*. Invited lecture delivered to faculty members and graduate students at Old Dominion University, Virginia.
- Huang, J. (2012). Using item response theory and generalizability theory to examine assessment bias. Invited lecture delivered to faculty members and graduate students at University of Calgary, Calgary, Canada.
- Huang, J. (2012). *Thesis and dissertation research design and data analysis*. Invited lecture delivered to faculty members and graduate students at Atatürk University, Erzurum, Turkey.
- Huang, J. (2012). *Graduate program planning and doctoral education*. Invited round table discussion delivered to faculty members at Atatürk University, Erzurum, Turkey.
- Huang, J. (2011). *Quantitative research methods and measurement theories*. Invited lecture delivered to faculty members and graduate students at Mississippi State University, Mississippi.
- Huang, J. (2010). *Faculty perception of assessing ESOL students' pragmatic competence*. Lecture delivered to faculty at the Foreign Studies College of Hunan University of Arts and Science, Changde, Hunan, China.
- Huang, J. (2010). *Developing a pragmatic competence test for ESOL students*. Lecture delivered to faculty at the Foreign Studies College of Hunan University of Arts and Science, Changde, Hunan, China.

- Huang, J. (2010). *An introduction to language proficiency: BICS and CALP, receptive and productive skills, and intercultural communicative skills*. Lecture delivered to undergraduate students at the College of History and Culture of Hunan University of Arts and Science, Changde, Hunan, China.
- Huang, J. (2009). *How to publish quantitative research in applied linguistics and TESOL?* Lecture delivered to faculty at the Foreign Studies College of Hunan University of Arts and Science, Changde, Hunan, China.
- Huang, J. (2009). *More than just teaching and research: Faculty roles in a North American university*. Lecture delivered to faculty at the Foreign Studies College of Hunan University of Arts and Science, Changde, Hunan, China.
- Huang, J. (2009). *What happens when east meets west in the classroom?* Lecture delivered to undergraduate students majoring in TEFL at the Foreign Studies College of Hunan University of Arts and Science, Changde, Hunan, China.
- Huang, J. (2009). *Chinese students in North American higher education: What educators need to know?* Lecture delivered to undergraduate students majoring in TEFL at the Foreign Studies College of Hunan University of Arts and Science, Changde, Hunan, China.
- Huang, J. (2007). *Learning strategies for ESL/EFL learners*. Lecture delivered to graduate students at the College of Foreign Languages of Beijing Language and Culture University, Beijing, China.
- Huang, J. (2006). *Important issues in English as a second language testing*. Lecture delivered to graduate students and professors at the College of Foreign Languages of Xiangtan University, Xiangtan, Hunan, China.
- Huang, J. (2005). *The use of generalizability theory in language testing*. Lecture delivered to graduate students and professors at the College of Foreign Languages of Hunan Normal University, Changsha, Hunan, China.
- Huang, J. (2005). *Examining the rating variability and reliability of ESL students' writing on large-scale assessments in Canada: A generalizability theory approach*. Lecture delivered to graduate students and professors at the College of Foreign Languages of Beijing Language and Culture University, Beijing, China.
- Huang, J. (2005). *Cross-cultural learning experience: Mirroring the reality of Chinese graduate students at North American universities*. Lecture delivered to undergraduate students and professors at the Foreign Language Department of Xiangnan University, Chenzhou, Hunan, China.

Huang, J. (2005). *North American K-12 educational assessments*. Lecture delivered to high school principals and educational directors of all counties in Chenzhou District, Chenzhou, Hunan, China.

Huang, J. (2005). *Large-scale assessments in North American elementary and Secondary education*. Lecture delivered to undergraduate students and professors at the Foreign Languages Department of Qujing Normal University, Qujing, Yunnan, China.

Huang, J. (1992). *Comprehension-discussion-practice — A new mode of teaching the course "English Teaching Methodology" at the English department of teachers universities and colleges in China*. Workshop presented for the university and college English teachers who attended the 1st annual convention of Hunan Provincial Foreign Language Teaching and Research Association, Chenzhou, Hunan, China.