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## BARBARA SIEW SWAN HONG

585 Essex St. Apt. 706, Lynn, MA 01901 [moving to CA with Husband]

Phone: +1-814-441-7200

Email: [contact@barbarahong.com](mailto:contact@barbarahong.com)

Website: [barbarahong.com](http://barbarahong.com)

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### Executive Summary of Competencies:

Senior executive leader, 3x tenured full professor, and organizational strategist with 25+ years of experience leading institutional transformation, partnership initiatives, leadership development, and systems reform across K–12, higher education, government, and international settings. Experienced consultant and facilitator guiding executive teams through complex change, fiscal planning, stakeholder engagement, policy development, authentic assessment, and sustainable vision. Proven record of building trust across diverse communities, designing evidence-based frameworks, strengthening social capital, and aligning institutional practices with measurable outcomes.

Licensed educator, principal, and district administrator; three-time Fulbright Scholar; Appointed U.S. Department of State Speaker Specialist & Expert on Disability, Accessibility, and Inclusive Systems Leadership; and recipient of the *University Exemplary Faculty and International Teacher of the Year Awards*. Recognized for synergizing research, practice, and organizational capacity to strengthen constructive dialogue, leadership effectiveness, and sustainable change.

### EDUCATION

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| Oct 2002 | <p><b>COLUMBIA UNIVERSITY, PH.D.</b><br/>         Disability Studies; Psycho-educational Assessment<br/>         Department of Health and Human Behavior</p> <p>Advisor: Dr. Nel Noddings (Stanford University)<br/>         Mentor: Dr. Thomas Sobol, Christian A. Johnson Professor of Outstanding Educational Practice, Teachers College</p> |
| May 2002 | <p><b>COLUMBIA UNIVERSITY, MASTER OF PHILOSOPHY</b><br/> <i>Educational Leadership &amp; Policy Administration</i><br/>         (Licensed District Administrator)</p>   |
| Feb 2001 | <p><b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF EDUCATION</b><br/> <i>Instructional Practices for Diverse Learners</i><br/>         (Licensed Principal)</p>   |
| May 1999 | <p><b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF ARTS</b><br/> <i>Learning Disabilities; Learning Specialist</i><br/>         (Licensed Special Educator)</p>   |
| Jun 1997 | <p><b>BRIGHAM YOUNG UNIVERSITY, Hawaii, BACHELOR OF SCIENCE</b><br/> <i>Special Education, K-12, Summa Cum Laude, Full Academic Scholarship</i><br/>         (Licensed K-12 Special Educator)</p>   |

**PROFESSIONAL PROFILE**

2014 – Present

**U.S. STATE DEPARTMENT SPEAKER SPECIALIST  
DISABILITY, ACCESSIBILITY, AND INCLUSIVE SYSTEMS  
LEADERSHIP  
LEARNING SPECIALISTS, CHIEF EXECUTIVE CONSULTANT**

- Appointed by the U.S. Department of State as a Speaker Specialist and Expert on Disability and Accessibility, advising government agencies, ministries of education, and institutional leaders on systemic reform, inclusive policy implementation, and accessibility standards.
- Provide strategic consultation to global education systems on disability law, inclusive practices, equitable access frameworks, and sustainable diversity initiatives aligned with federal and international compliance standards.
- Design and lead executive-level professional development for K–12 and higher education leaders focused on transformative systems leadership, curriculum alignment, regulatory compliance, and evidence-based instructional practices.
- Partner with college executive teams to implement predictive analytics and data-informed strategies that strengthen enrollment management, student retention, equity outcomes, and workforce readiness.
- Develop faculty and administrator training on high-impact teaching, institutional accountability, inclusive assessment, and structured student engagement models that improve outcomes for marginalized and underserved populations.
- Deliver keynote addresses and policy briefings on self-determination, college readiness, and postsecondary transition, emphasizing measurable skill development in self-advocacy, executive functioning, growth mindset, belonging, and long-term academic persistence.

2025 – Present

**NORTH SHORE COMMUNITY COLLEGE, MASSACHUSETTS  
DEAN OF POSTSECONDARY TRANSITION PROGRAMS**

- Provide executive oversight of Early College, Dual Enrollment, Gateway to College, the Adult Learning Center/ABE programs, and TRiO (Upward Bound and Talent Search), advancing equitable access to postsecondary education for historically underserved students, managing over \$8M in grant funding.
- Lead Massachusetts Inclusive Postsecondary Education (MAIPSE) grant initiatives to increase inclusive college participation and access to pathways for students with disabilities, ensuring alignment with Massachusetts DESE standards and federal special education regulations.
- Design and implement structured postsecondary transition pathways for high school students, adult learners, multilingual learners, justice-involved individuals, and students with disabilities, strengthening college and career readiness across the North Shore.

- Build and sustain strategic partnerships with regional school districts, superintendents, K–12 leaders, guidance counselors, and community-based organizations to expand equitable college access and reduce systemic barriers.
- Ensure equity-driven academic and student policy implementation across Early College and Dual Enrollment programs, aligned with DESE, NECHE, and state accountability framework.
- Provide strategic oversight of curriculum alignment, scheduling, articulation agreements, faculty hiring, professional development, and pathway design to support seamless transitions from secondary to postsecondary education.
- Supervise senior administrators and professional staff, including the Assistant Dean of Postsecondary Transition Programs, Assistant Directors of Early College Partnerships, the Senior Special Programs Coordinator of the Adult Learning Center, and associated professional and classified personnel.
- Oversee grant-funded programs, ensuring compliance with state and federal regulations, performance accountability, reporting integrity, and fiscal sustainability.
- Collaborate with Academic Deans and Student & Academic Success leadership to strengthen institutional pathways, increase dual enrollment participation, and improve college preparedness for marginalized populations.
- Lead grant development efforts and partner with the Grants Office to secure funding that expands inclusive programming and supports long-term pathway sustainability.
- Represent NSCC in statewide and regional forums related to assessment, curriculum alignment, special education inclusion, and postsecondary transition policy.
- Align all initiatives with NSCC’s Strategic Plan to advance long-term, equity-centered student success outcomes across Massachusetts communities.

2023 – 2025

**SAN ANTONIO COLLEGE, TEXAS [RETIRED]  
VICE PRESIDENT FOR STUDENT SUCCESS**

*Alamo Colleges District (ASPEN Prize Winner; BALDRIGE Award (2x); Achieving the Dream College Leader of Distinction)*

- Served as chief student affairs officer for a Hispanic-Serving Institution enrolling 20,000+ students, predominantly first-generation and low-income.
- Provided executive leadership to six direct reports and supervised 300+ full-time and 100+ part-time employees across the student lifecycle.
- Directed comprehensive student success operations, including Enrollment Management, Recruitment & Outreach, Academic Advising, Admissions and Records, Financial Aid, Student Accessibility Services, Title IX & Student Conduct, Counseling & Health Services, Veteran Affairs, International Student Services, TRiO programs, Dual Enrollment, Early College, GED, Prison Education, and Scholarships.

- Led district-wide Strategic Enrollment Management in collaboration with academic and administrative leadership, resulting in:
  - 11.57% enrollment growth
  - 9% increase in graduation rates
  - 94% persistence among at-risk first-time-in-college students
- Chaired the Strategic Enrollment Management and Tactical Implementation Teams, aligning data analytics, academic progress monitoring, and student support systems to improve equity-driven outcomes.
- Provided fiscal oversight of institutional budgets and grant portfolios in partnership with the College Executive Team.
- Served as Deputy Title IX Coordinator and Chair of the Behavior Intervention Team; oversaw interpretation and implementation of Students' Rights and Responsibilities policies, ensuring regulatory compliance and procedural integrity.
- Established the institution's first year-round Bridge Program to strengthen college-readiness skills for high school students, developmental learners, returning adults, and historically marginalized populations.
- Launched the first Prison and Reentry Education Special Projects in partnership with the University of Texas at Austin, expanding access for justice-involved learners.
- Served as district-level liaison for student accessibility, international programming, and dual enrollment initiatives across a 79,000+ student system.
- Partnered with the Office of International Programs to advance curriculum internationalization and inclusive global engagement strategies.
- Founded the Campus Safety Task Force in collaboration with the Alamo Colleges Police Department to strengthen institutional risk management and student well-being.
- Contributed as an executive member of the Aspen "Unlocking Opportunities" Task Force to advance high-value workforce pathways and equitable student mobility.

2020 – 2023

**TEXAS A&M INTERNATIONAL UNIVERSITY  
DEAN OF UNIVERSITY COLLEGE  
FULL PROFESSOR OF SPECIAL EDUCATION (TENURED)**

- Served as chief academic and student success officer for University College, overseeing 9,000+ students and supervising 200+ full-time and part-time personnel, including 13 faculty members.
- Directed institutional effectiveness initiatives focused on retention, enrollment management, and equity-driven student success, with targeted support for low-income, first-generation, and historically underrepresented students.

- Founded the **Academic Center for Excellence (ACE)** to integrate advising, tutoring, and faculty collaboration into a coordinated student success infrastructure.
  - *Outcome:* Achieved 92.54% FTIC retention during COVID.
- Designed and implemented the **ACE Priority Program**, deploying predictive analytics and early intervention strategies to re-engage academically at-risk students.
  - *Outcome:* Restored 88% of at-risk students to good standing within two semesters.
- Established the **ACE Transition Program** to proactively support transfer, international, and student-athlete populations prior to campus entry.
- Restructured First-Year Experience (FYE) programming and authored the **MAP (My Aspiration Plan)** workbook to strengthen executive functioning, self-determination, and college-readiness skills across diverse student populations.
- Led Developmental Education reform and Summer Bridge initiatives.
  - *Outcome:* Reduced Math D/F/W rates from 71% to 33% within one year.
- Realigned institutional math pathways and led comprehensive catalog revision to ensure coherent progression across majors.
- Redesigned Signature Courses using Academic Communities and Community Engagement models to increase belonging and academic integration.
- Chaired the Dean’s Advising Council and developed certification training for professional advisors to ensure policy alignment and student-centered practice.
- Oversaw PK–16 initiatives, University Honors & Undergraduate Research, Act on Ideas scholarships, Common Read programming, and the Multidisciplinary Baccalaureate degree.
- Co-chaired SACSCOC accreditation efforts and strengthened compliance, assessment, and institutional reporting structures.
- Developed annual budgets in collaboration with the President’s Executive Team and secured external funding, including collaboration on a \$5 million NSF LSAMP grant supporting minority participation in STEM.
- Delivered institution-wide professional development for faculty on high-impact teaching, inclusive pedagogy, and student engagement strategies.
- Graduated from the American Association of State Colleges & Universities (AASCU) “Becoming A Provost Academy” and mentored emerging leaders for the Texas Academic Leadership Academy (TALA).

2015 – 2020

**BRIGHAM YOUNG UNIVERSITY—HAWAII  
SPECIAL COUNSEL TO VICE PRESIDENTS ON A.I.D.E. (ACCESS,  
INCLUSION, DIVERSITY, EQUITY)  
504/ADA COMPLIANCE OFFICER**

- Served as chief advisor to the President’s Council on institutional compliance, accessibility, and equity matters, guiding executive decision-making on high-risk regulatory and policy issues.
- Directed university-wide compliance with Section 504, ADA, Title IX, EEOC, and OCR standards, ensuring alignment with federal law, accreditation requirements, and institutional governance frameworks.
- Led systemic policy reform to eliminate physical, technological, and procedural barriers to access, strengthening institutional safeguards for students, faculty, and staff with disabilities.
- Chaired the University Accessibility Advisory Council and Diversity Committee, coordinating cross-departmental strategy to advance inclusive practices and risk mitigation.
- Designed and implemented standardized grievance and incident response protocols for disability- and equity-related complaints, ensuring procedural integrity and consistent investigative practices.
- Partnered with Title IX leadership to develop compliant investigation procedures and coordinated case management processes involving disability and discrimination claims.
- Provided expert counsel to Disability Services, Human Resources, and senior administrators on reasonable accommodations, interactive processes, and regulatory interpretation.
- Delivered executive training to supervisors and campus leaders on compliance obligations, inclusive leadership practices, and legally defensible decision-making.
- Led campus-wide remediation initiatives to address architectural and technological accessibility deficiencies, strengthening institutional ADA compliance.

**PROFESSOR & PROGRAM COORDINATOR, SPECIAL EDUCATION [EARLY TENURE]**

**\*\* *RECIPIENT OF UNIVERSITY EXEMPLARY FACULTY AWARD***

- Taught advanced elementary and secondary teacher candidates, preparing future educators in evidence-based special education practices, disability law, and inclusive instructional design.
- Led Special Education program coordination and accreditation under CAEP and AAQEP standards, ensuring compliance with national professional preparation requirements.
- Directed and contributed to institutional accreditation efforts under WASC, serving on the Competency Accreditation Committee to align academic programs with federal and regional quality assurance standards.

- Served as Board Director for the Council for Exceptional Children (CEC), contributing to national policy dialogue and professional standards in special education.
- Founded and directed PACE (Parents as Advocates for Change in Education), strengthening family engagement and advocacy capacity for students with disabilities.
- Appointed Senior Advisor to the University Accessibility Advisory Council, providing expert guidance on disability compliance and inclusive policy development.
- Selected as an ESSA State Program Reviewer for the U.S. Department of Education, evaluating state-level education programs for federal compliance and accountability.
- Contributed as Advisory Council Member for the Oxford Education Research Symposium, advancing international scholarship on education policy and reform.
- Secured and managed external grant funding as Principal Investigator for the Harold K. L. Castle Foundation (Hawaii) and partnered with OSEP on the Leadership in Disabilities & Achievement of Hawaii (LDAH) initiative.
- Served as Professional Chair of the Community Children's Council (Hawaii DOE), collaborating with state education leaders on services for students with disabilities.
- Mentored faculty applicants for the Fulbright Program and served as Past President of Phi Kappa Phi Honor Society, advancing faculty leadership and academic excellence.

2014 – 2015

**FAIRFAX COUNTY GOVERNMENT, VIRGINIA  
EDUCATION SPECIALIST  
DEPARTMENT OF FAMILY SERVICES | OFFICE FOR CHILDREN &  
INSTITUTE FOR EARLY LEARNING**

- Served as county-level consultant on curriculum alignment, program evaluation, and early learning outcomes across publicly funded preschool programs.
- Conducted standards-based evaluations of early childhood programs to ensure alignment with state learning frameworks, developmental benchmarks, and federal early intervention requirements.
- Provided professional development to county educators and administrators on evidence-based instructional practices, inclusive early childhood education, and developmental assessment.
- Delivered specialized consultation to families and program staff on disability identification, intervention strategies, and compliance with early childhood special education regulations.

2008 – 2014

**THE PENNSYLVANIA STATE UNIVERSITY  
ASSOCIATE PROFESSOR OF SPECIAL EDUCATION [EARLY  
TENURE]  
DIVISION OF EDUCATION, HUMAN DEVELOPMENT & SOCIAL  
SCIENCES**

- \* *Recipient of Teacher-of-Honor Award*, Kappa Delta Pi, International Education Honor Society
- \* *Award for Excellence in Student Advising*
- \* *Appointed U.S. Department of State Speaker Specialist & Expert*, Bureau of International Programs
  - Achieved early tenure in recognition of distinguished research, teaching, and service in special education and disability policy.
  - Conducted international research and teaching as a Senior Fulbright Specialist (Turkey) and Fulbright Scholar (Qatar); awarded the Fulbright-Hays Fellowship (Qatar).
  - Appointed First Honorable Visiting Scholar (Taiwan), advancing cross-national collaboration in inclusive education and teacher preparation.
  - Taught undergraduate elementary and secondary teacher candidates in evidence-based instructional practices, disability law, and inclusive pedagogy.
  - Advised doctoral candidates and mentored graduate research in Vocational Rehabilitation and postsecondary transition for students with disabilities.
  - Chaired the Faculty Senate Research Committee, leading institutional research initiatives and strengthening faculty scholarship infrastructure.
  - Chaired the Faculty Senate Committee on Faculty Affairs, overseeing governance, promotion standards, and academic policy matters.
  - Directed international initiatives for Kappa Delta Pi as Chair of the International Committee and served as Chapter President, advancing global engagement and academic excellence.

2005 – 2008

**TEXAS A&M INTERNATIONAL UNIVERSITY  
ASSOCIATE PROFESSOR OF EDUCATION ADMINISTRATION &  
SPECIAL EDUCATION [EARLY PROMOTION]  
DEPARTMENT OF PROFESSIONAL PROGRAMS**

- Promoted early in recognition of excellence in teaching, scholarship, and institutional leadership.
- Taught graduate-level coursework in educational leadership, special education law, and administrative practice, preparing future principals and school administrators.
- Held Full Doctoral Faculty Status and supervised doctoral candidates, providing research mentorship and dissertation oversight.

- Designed and delivered graduate and undergraduate online programs, advancing institutional expansion into technology-enhanced learning environments.
- Chaired First-Year Success Initiatives, strengthening retention frameworks and student transition strategies across the institution.
- Directed institutional technology strategy as Chair of the University Technology Committee, aligning academic innovation with governance priorities.
- Chaired the University Code of Honor Committee, overseeing academic integrity policy implementation and disciplinary review processes.
- Authored the Graduate Handbook, formalizing academic standards, program requirements, and compliance expectations for graduate education.
- Served as Executive Secretary of the Faculty Senate, supporting university governance, policy development, and faculty affairs.

2002 – 2005

**DOWLING COLLEGE, NEW YORK**  
**ASSISTANT PROFESSOR OF SPECIAL EDUCATION**

- Taught graduate-level coursework in special education, inclusionary practices, and self-determination, preparing candidates for professional certification and leadership roles.
- Chaired National Council for Accreditation of Teacher Education (NCATE) program review processes, ensuring alignment with national teacher preparation standards and continuous program improvement.
- Designed and implemented evidence-based instructional methodologies for graduate programs, integrating applied field experiences and inclusive pedagogical practices.
- Initiated and conducted research on inclusive education and student self-determination; presented findings at national and regional professional conferences.
- Advised and mentored graduate students in academic planning, certification pathways, and research development.
- Contributed to departmental governance and institutional service through active committee participation and academic policy engagement.

## LICENSURES & CERTIFICATIONS

### New York State

- School District / Superintendent Administrator Certification (Issued 09.01.2007 | #1742780)
- Principal / Supervisor Certification (Issued 09.01.2001 | #575659642)
- Teacher of Special Education, K–12 (Issued 09.01.1999 | #575659642)

### Hawaii State

- Teacher of Special Education, K–12 (Issued 01.07.1998)

### Federal & Regulatory Training

- U.S. Department of Education – FERPA for Colleges & Universities (January 24, 2026)
- U.S. Department of Education – FERPA 201: Data Sharing (January 24, 2026)

### Professional Development & Executive Leadership

- Becoming a Provost Academy, American Association of State Colleges & Universities (2022–2023)
- Harvard Professional Development – Personnel Management (April 2022)
- Harvard Professional Development – Persuasive Leadership (March 2021)
- ACUE Certification – Inclusion, Equity, & Access (2021)
- Quality Matters Certified for Online Teaching (July 2020)
- Comprehensive Multisensory Literacy Training (Recertified 2011)
- Interpersonal Communication (LinkedIn Learning, January 2024)
- Communicating About Culturally Sensitive Issues (LinkedIn Learning, January 2024)

## PUBLIC SCHOOL EXPERIENCES

1996 – 2001 ASSISTANT PRINCIPAL, K–5 ELEMENTARY SCHOOL

### NEW YORK CITY DEPARTMENT OF EDUCATION

- Provided instructional leadership and supervised faculty and staff in a diverse urban elementary setting.
- Oversaw curriculum implementation, student support services, and school-wide academic improvement initiatives.

### CLASSROOM TEACHER (FULLY SELF-CONTAINED SPECIAL EDUCATION)

### HAWAII DEPARTMENT OF EDUCATION

- Taught 2nd, 6th, and 12th grade students in fully self-contained special education classrooms.
- Designed individualized instructional plans and implemented inclusive, standards-aligned curricula to support diverse learners.
- Awarded Outstanding Achievement in Multimedia Festival for innovative instructional design and student engagement.



## SELECTED TEACHING & ADVISING DISTINCTIONS

- **Teacher of Honor Award**, Kappa Delta Pi – International Honor Society in Education (2011)
- **Exemplary Faculty Award**, Brigham Young University–Hawaii (2018)
- **Excellence in Advising Award**, Pennsylvania State University (2011)

### Instructional Effectiveness

- Maintained 100% Praxis passing rate in Special Education Licensure preparation (since 2015)
- Consistently earned exceptional student evaluations:
  - Brigham Young University–Hawaii:
    - Course Quality: 6.61 / 7.0
    - Instructor Quality: 6.73 / 7.0
  - Pennsylvania State University:
    - Course Quality: 6.72 / 7.0
    - Instructor Quality: 6.81 / 7.0

## LANGUAGES

- Mandarin (Fluent)
- Hokkien (Fluent)
- Teochew (Fluent)
- Cantonese (Fluent)
- Malay (Fluent)
- Spanish (Conversational; currently studying)

## SELECTED FUNDED PROJECTS, GRANTS, COMMISSIONS & CONTRACTS

### Massachusetts & State-Level Initiatives

- Early College Grant, serving over 1,300 students. \$5,000,000
- Early College Foundation \$58,000
- Adult Basic Education, serving over 135 students. \$589,000
- MassSTEP programming, \$150,000
- Strengthening Community College, \$250,000
- Massachusetts Inclusive Postsecondary Education (MAIPSE) – \$180,000 (2025–2026)
- TRIO Upward Bound – \$756,000.00
- TRIO Talent Search, serving over 660 students—\$470,000
- Texas Higher Education Coordinating Board – College Readiness & Completion Models – \$125,000 (2024–2025); \$100,000 (2021–2023)
- Reengagement, Retention & Completion – U.S. Department of Education Postsecondary Student Success Program – \$600,000 (2022–2024)

### **Title V & Hispanic-Serving Institution Grants**

- Title V Apoyo Program – Increasing Hispanic Enrollment & Retention (Ascender Program) – \$2,500,000 (2025–2030)
- Title V Developing Hispanic-Serving Institutions Program – \$3,000,000 (2022–2023; multi-college collaboration)

### **National Science Foundation & Federal Research Grants**

- NSF Luis Stokes Alliances for Minority Participation (LSAMP) – \$5,000,000 (2020–2023; collaborative award with Texas A&M University)

### **International & U.S. Department of State Awards**

- Senior Fulbright Scholar, Middle East (Qatar University) – \$31,000 (2011)
- Fulbright-Hays Fellowship, U.S. Department of State (Qatar) – \$24,784 (2014)
- Senior Fulbright Specialist, Eurasia (Turkey) – \$10,000 (2014)
- Bureau Speaker, U.S. Department of State (Qatar Supreme Council of Education) – \$15,000 (2014)
- Honorable Visiting Scholar, Taipei National Science Council – \$6,000 (2011)

### **Disability & Postsecondary Outcomes Research**

- Ten-Year Exploratory Analysis of Transition, Persistence & Graduation Outcomes of College Students with Disabilities – \$5,000 (2012; Honorable Mention, Paul P. Fidler Research Grant)
- Postsecondary Outcomes Pilot Study – Penn State Social Sciences Research Institute – \$8,800 (2012)
- First-Year Seminar Impact on Persistence of Students with Disabilities – Research Collaborative Fellowship – \$10,000 (2013)
- Effects of Self-Determination Training on College Students with Learning Disabilities – \$2,499 (2010)

### **Foundation & Institutional Grants**

- PACE (Parents as Advocates for Change in Education), Castle Foundation – \$15,000 (2017–2018)
- Undergraduate Research Development Fund – \$9,000 (2008)

## **INTERNATIONAL ENGAGEMENT & GLOBAL ADVISORY LEADERSHIP**

### **Qatar – Fulbright-Hays Fellow & Senior Fulbright Scholar (2011, 2014)**

- Appointed U.S. Department of State Speaker Specialist & Expert on Disability and Inclusive Education, advising the Supreme Education Council and national curriculum leaders on inclusive instructional policy and educator preparation.
- Delivered executive-level professional development across Gulf-region ministries (Bahrain, UAE, Saudi Arabia, Oman, Iraq, Jordan, Egypt, Armenia, Syria, Georgia, Somalia) on special education reform, mental health integration, and inclusive systems development.
- Partnered with the U.S. Embassy Cultural Affairs and Education Division to support strategic planning for educators, principals, and healthcare leaders on disability and behavioral health frameworks.
- Consulted with national healthcare institutions (Rumaila Hospital, Qatar Foundation, Hamad Medical Corporation) on early childhood behavioral health and neurodevelopmental conditions.

### **Turkey – Senior Fulbright Specialist (2014)**

- Selected by Zirve University to lead faculty development on cognitive science, instructional reform, and inclusive pedagogy; advised master's and doctoral candidates in education policy and special education.

### **Taiwan – Honorable Visiting Scholar (2011)**

- Provided national-level teacher training on cognitive psychology, universal design for learning (UDL), and international special education policy trends.

### **Singapore – Education & Disability Consultant (1986–Present)**

- Advises schools and educational leaders on teacher preparation, inclusive pedagogy, and systems development for students with disabilities.
- Consulted with Autism Pathlight School and Nanyang Technological University on inclusive program design and disability frameworks.
- Provided program development guidance for residential services supporting individuals with severe and intellectual disabilities, focusing on independent living, functional adaptation, and workforce preparation.

### **Malaysia – Clinical & Educational Collaboration**

- Collaborated with therapists serving children and young adults with autism, fetal alcohol syndrome, intellectual disabilities, and developmental delays to strengthen interdisciplinary intervention approaches.

### **Guatemala – Technology & Access Initiative (2008–Present)**

- Consulted with the Rigoberta Menchú Foundation and Teaching Services Latin America on English language curriculum design and technology integration to expand educational access in rural communities.

## INSTITUTIONAL & TECHNICAL SYSTEMS EXPERTISE (SAMPLE)

### **Enrollment & Student Success Platforms**

Salesforce, Banner, Civitas, Illume, INSPIRE, EAB Navigate, Who's Next

### **Learning Management & Academic Systems**

Blackboard, Canvas, TutorTrac, TracCloud, Ready Education Campus Engagement

### **Conduct, Case Management & Compliance Systems**

Maxient, Guardian

### **Enterprise Resource & Financial Systems**

PeopleSoft, Workday, Concur, FAMIS, Maestro

### **Productivity & Collaboration Tools**

Microsoft Office Suite (Excel, PowerPoint, Outlook), Teams, SharePoint

### **Document Management & Records Systems**

Laserfiche

## SCHOLARLY EDITORIAL LEADERSHIP

### **Associate Editor**

- *Journal of Curriculum Studies Research* (2019–Present)
- *International Journal of Learning* (2009–Present)
- *International Journal of Leadership in Education* (2009–Present)
- *International Journal of Educational Policy and Leadership* (2009–Present)
- *International Journal of Technology, Knowledge, and Society* (2009–Present)
- *International Journal of World Universities Forum* (2009–Present)

### **Editorial Board Member**

- *Journal of Research on Leadership Education* (2006–Present)

### **Peer Reviewer – Scholarly Journals**

- *Disability, CBR & Inclusive Development* (2012–Present)
- *Journal of College Student Retention: Research, Theory & Practice* (2012–2019)
- *National Council of Professors of Educational Administration (Connections Journal)* (2006–2008)
- *Current Issues in Education* (2006–2007)
- *School Leadership Review* (2006)
- *Teacher Education and Practice* (2006)

### **Book Manuscript Reviewer**

- John Wiley & Sons (2009–Present)
- Rowman & Littlefield (2009–Present)
- Houghton Mifflin (2006–Present)
- Pearson (2004–2006)

## SELECTED RESEARCH CITATIONS & SCHOLARLY IMPACT

Research and publications cited or referenced by:

- *Handbook of Adult and Continuing Education* – American Association of Adult & Continuing Education
- *Career Development for Exceptional Individuals* – Hammill Institute on Disabilities
- *Higher Education Abstracts* – Wiley Online Library
- Council for Exceptional Children (Transition Specialists Literature Report; Division on Career Development and Transition)
- University of North Carolina (Transition Module Suggested Readings)
- Vanderbilt University (Advanced Instructional Principles for Students with Severe Disabilities)
- Syracuse University Center on Human Policy, Law, and Disability Studies
- British Library Direct Database – British Library Board
- The Hong Kong Institute of Education Library
- The Russian-American Education Forum
- *Journal of Higher Education Theory and Practice*
- Northeastern Educational Research Association (University of Connecticut)

## SELECTED COURSES TAUGHT

Undergraduate, Master's, and Doctoral-level instruction across programs leading to licensure in:

- School Administration and Educational Leadership
- Special Education (K–12)
- Early Childhood Education
- Elementary Education

Courses have included leadership theory, special education law and policy, inclusionary practices, cognitive science of teaching and learning, curriculum design, assessment, first-year experience, developmental education, and doctoral research supervision.

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| <ul style="list-style-type: none"> <li>• Freshmen Seminars</li> <li>• Signature courses for freshmen success</li> <li>• Legal Foundation of Special Education</li> <li>• Inclusive Special Education Foundations</li> <li>• Psycho-Educational Assessment</li> <li>• Adapting Curriculum for Students with Special Needs (Universal Designed Learning)</li> <li>• Working with Families and Professionals in Special Education</li> <li>• Inclusive Education and Assessment</li> <li>• Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, Writing, Spelling, and Handwriting</li> </ul> | <ul style="list-style-type: none"> <li>• Foundations of Special Education, Etiologies, Law, and Implications for Practice</li> <li>• Adapting Instruction for Diverse Classrooms</li> <li>• Collaboration in Special Education</li> <li>• Educational Psychology</li> <li>• Autism Spectrum Disorders: Issues &amp; Concerns</li> <li>• Applied Behavior Analysis</li> <li>• Critical Issues in Education</li> <li>• Organization and Evaluation of Curriculum</li> <li>• Leadership in Technology for School Administrators (+ developed online course)</li> <li>• Practicum in School Supervision</li> </ul> |
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- History and Philosophy of Education
- Educational Theory and Philosophy  
Disability Issues
- Management of Students with Behavioral Problems
- Introduction to Autism Spectrum Disorders: Issues and Concerns
- Master Thesis
- Research Design
- Individualized Education Program and Assessment

## **SELECTED KEYNOTE & PROFESSIONAL DEVELOPMENT**

**High-Impact Teaching & Learning for Early College Students, Professional Development**, North Shore Community College, Jan 29, 2026.

**FERPA. Early College Professional Development, *Student Success Series***, North Shore Community College, Jan 29-30, 2026.

**Navigating Student Behavior, Learning Needs, and Accommodations.** (2024, August). Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

**High-Impact Teaching and Learning.** (2024, August). Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

**How do Students with Learning Disabilities Learn?** (2024, September). Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

**Understanding Faculty's Rights when Working with Students with Disabilities.** (2024, November). Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

**Proactively Engaging Students and Managing Classroom Behavior for Students with Disabilities.** (2024, December). Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

**Failing Up** [Keynote Address]. (2024, October). Georgia Southwestern State University, Americus, GA.

**Graduation Speaker** [Commencement Address]. (2024, May). Universidad Nacional Autonoma de Mexico - San Antonio, San Antonio, TX.

**Leadership through the lens of International Education** [Forum Presentation]. (2024, February 16). San Antonio International Education (SAIE) Forum, San Antonio, TX.

**Secrets to College Success** [Welcome Address]. (2023, August 13). Freshmen Welcome at Georgia Southwestern State University, Americus, GA.

**Through the Eyes of the Students.** (2023, June 15-16). Texas A&M University in San Antonio, San Antonio, TX.

**Secrets to Success** [President's Leadership Program Presentation]. (2022, November). Christopher Newport University, Newport News, VA.

**Support At-Risk Students with Proactive Tutoring Strategies** [Keynote Address]. (2022, October 5). EngineeRica Education Keynote Series.

**Turning My Fears of Failures into Opportunity** [Invited Presentation]. (2021, November). Million Stories, *Faceplant. Appearance in Series 2*, Singleton Foundation.

**Texas Computer Education Association** [Conference Presentation]. (2021, October 2). Area 1 Ed Tech Conference.

**Department of Teacher Education** [Invited Presentation]. (2021, July). University of Mississippi, Oxford, MS.

**Education Transformation Office** [Invited Presentation]. (2021, July 29). Miami-Dade County Public Schools, Miami, FL.

**Formative and Summative Assessment.** Texas A&M International University. PROF Center.

**Making Your Course Content Accessible & Universal Designed Learning (UDL).** Texas A&M International University. PROF Center.

**High Impact Teaching.** Texas A&M International University. PROF Center.

**Don't Leave the Parents Out: Understanding the Critical Power of Family Partnerships.** (2020, August 3rd-5th). Closing the Research to Practice Gap. Inclusive and Supportive Education Conference.

**Everyone Matters.** (2020, July 14-16). Alpha Delta Kappa. Hawaii.

**Autism: What It Is and What It's Not.** (2019, September 21). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**Failing UP.** (2018, November 16). Brigham Young University-Hawaii International Week.

**How to Advocate for My Child.** (2018, October 13). Parent Panel. Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**How do I Help my Child with Learning Difficulties.** (2018, October 13). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**How I Landed here: Failing Up.** (2018, October 4). BYU-H Women's Organization, Brigham Young University-Hawaii.

**Teaching Math the Correct Way.** (2018, October 13). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**Secrets to Success: Failing Up.** (2018, September 27). Kaimuki High School, Hawaii.

**Response to Intervention (RTI): What it is and what it's not.** (2018, September 4). Ewa Beach Elementary School, Hawaii.

**Embracing Failures.** (2018, August 18). Alpha Phi Kappa, Hawaii.

**To Be or Not to Be: The Price for Earning a Prize.** (2018, July 29). Singapore.

**Early Career Starters: Picking Yourself Up after a Rejection.** (2018, July 28). Malaysia.

**Learning Disabilities vs Learning Difficulties.** (2018, July 21). Hong Kong Educators.

**The Gift of Trials.** (2018, July 21). Malaysia.

**LDS Educators Association Annual Conference.** (2018, July 6). Provo, Utah.

**Bureau for Fetal Alcohol Syndrome Disorder.** (2018, May 10). Hawaii.

**7 Myths of Reading—From Learning to Read to Reading to Learn.** (2018, April 7). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**Reading Diagnosis and Interventions.** (2018, March 24). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**Integrating Qualitative Reading Inventory (QRI) in Response To Intervention (RTI) Approaches.** (2018, March 16). Professional Development, Laie Elementary School, Hawaii.

**Response to Intervention (RTI) Diagnosis: Reading Difficulties vs Learning Disabilities.** (2018, March 8). Professional Development, Laie Elementary School, Hawaii.

**Diagnosis and Application of Spelling Error Patterns.** (2018, March 3). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**Establishing Critical Baselines in Response to Intervention (RTI).** (2018, February 13). Professional Development, Laie Elementary School, Hawaii.

**How Children Learn to Spell.** (2018, February 17). Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii.

**Has Technology Changed the way Students Learn?** (2017, July 18). Pathlight School, Singapore.

**Spelling is More than ABC.** (2017, July 19). Pathlight School for Autism, Singapore.

**If Critical Thinking is So Important, Why is it so Hard to Teach?** (2017, July 20). Pathlight School for Autism, Singapore.

**Seek Learning, Even By Study and By Faith.** (2017, July 16). Stake Youth Fireside, The Church of Jesus Christ of Latter-Day Saints, Singapore.

**Disability Issues Around the Globe: Attitudes, Perspectives, and Challenges.** (2016, October 26). Clemson University, Education and Human Development.

<https://www.clemson.edu/education/research/documents/hong-visiting-scholar2.pdf>

- Thinking of Becoming a Fulbright Scholar?** (2016, October 26). Clemson University, Education and Human Development. Retrieved from <https://www.clemson.edu/education/research/documents/hong-visiting-scholar2.pdf>
- College Students with Learning Disabilities.** (2016, October 13). Faculty Forum, Faculty Advisory Council at Brigham Young University, Hawaii.
- Understanding the Individualized Education Program Process from the Start.** (2016, October 1). 9th Annual Traveling Mini-Conference, Building Bridges and Paving Pathways. Learning Disabilities Association of Hawaii, Honolulu, HI.
- Communicating with and About People with Disabilities.** (2016, May 6). Business Department, Brigham Young University, Hawaii.
- Understanding Autism from the Social Worker's Perspective.** (2016, March 23). Social Work Department, Brigham Young University, Hawaii.
- International Education Opportunities for Students and Professionals.** (2015, October 22-24). Panelist, International Committee of Kappa Delta Pi, Convocation, Orlando, FL.
- Who Are Our Students: Responding to Students' Learning Needs in the Classroom.** (2015, January 15). Edgewood College, Madison, WI.
- Improving Teacher Quality, Student Learning, and School Outcome: Implications for Impactful Change.** (2014, April 2-May 2). U.S. Department of State Speaker and Specialist. Invited by the U.S. Embassy in Qatar in consultation with the Supreme Education Council, Qatar Foundation, Rumailah Hospital, and Hamad Medical Corporation.
- Myths about Teaching and Learning*  
*How to Teach Reading*  
*How to Teach Math*  
*What are Learning Disabilities*  
*How to Handle Difficult Behaviors in the Classroom*  
*Diagnosis of Childhood and Teens Depression and Mental Health*  
*Behavior Disorders and Emotional Disturbances; Social Maladjustment; Childhood Schizophrenia*
- U.S. DEPARTMENT OF STATE SPEAKER, FULBRIGHT HAYS.** (2014, November 20-28).
- Science Spectacular: Hands-on Science Modules on Fundamental Scientific Principles on Energy, Motion, Sound, Pressure, Light, Forces, and Electricity.** U.S. Embassy in Doha, Qatar and in collaboration with the Qatar Scientific Foundation. <http://www.altoonamirror.com/news/local-news/2014/10/locals-to-help-teachers-in-qatar/>

**HONORABLE VISITING SCHOLAR**, Taiwan Municipal University of Education. (2011, June 11-18). Conducted Professional Development for educators and consulted with Taiwan Teacher Education.

*Integrating Universal Design for the Diverse Learners*  
*U.S. Trends in Special Education*  
*Understanding How the Brain Works*  
*International Trends in Special Education*

**SENIOR FULBRIGHT SPECIALIST**, Zirve University, Gaziantep, Turkey (2014, Feb 9-March 10). <http://news.psu.edu/story/305767/2014/02/26/academics/professor-hong-chosen-fulbright-specialist>

*What are Developmentally Appropriate Practices?*  
*We Know How the Brain Works, But How Does It LEARN?*  
*What You Think You Know: 5 Myths about Teaching and Learning*  
*If Critical Is So Important, Why is it so Difficult to Teach?*  
*How Do Students with Learning Disabilities Really Learn?*  
*Students with Learning Disabilities: How do they learn?*  
*Hearing and Visual Impairment: Adaptations for teachers*  
*Early Math Learning: Red flag for math difficulties*  
*Communicating with and about People with Disabilities*

## **SELECTED RESEARCH PUBLISHED IN REFEREED JOURNALS**

- Hong, B. S. S. (2015). Qualitative Analysis of the Barriers College Students with Disabilities Experience in Higher Education. *Journal of College Student Development*, 56(3), 209-226. The Johns Hopkins University Press. Retrieved May 29, 2015, from Project MUSE database. [https://muse.jhu.edu/journals/journal\\_of\\_college\\_student\\_development/v056/56.3.hong.pdf](https://muse.jhu.edu/journals/journal_of_college_student_development/v056/56.3.hong.pdf)
- Herbert, J. T., Hong, B. S. S., Byun, S., Welsh, W., Kurz, C. A., & Atkinson, H. A. (2014). Persistence and graduation of college students seeking disability support services. *Journal of Rehabilitation*, 80(1), 22-32. <http://connection.ebscohost.com/c/articles/95211397/persistence-graduation-college-students-seeking-disability-support-services>
- Hong, B. S. S. (2014). Why schools in America should not be like schools in Singapore. The American Association of School Administrators—*Journal of Scholarship and Practice*. Invited Author Special Issue, 10(4), 43-50. <http://connection.ebscohost.com/c/articles/94258748/why-schools-america-should-not-be-like-schools-singapore>
- Hong, B. S. S., & Chick, K. A. (Jan, 2013). Understanding students with learning difficulties –How do they learn? *Kappa Record*, 49(1), 30-36. <http://www.tandfonline.com/doi/abs/10.1080/00228958.2013.759829?journalCode=ukdr20#.VdJ1onh7XrQ>
- Chick, K. & Hong, B. S. S. (2012). Differentiated instruction made simple: Where do teachers begin. *Journal of Social Studies Research and Practice*, 7(2), 114-121. [http://www.socstrpr.org/wp-content/uploads/2013/01/06449\\_no8.pdf](http://www.socstrpr.org/wp-content/uploads/2013/01/06449_no8.pdf)

- Schulte, D. P., & Hong, B. S. S. (2012). Portraits of Leaders: Striving for a fuller humanity. *Journal of Cases in Educational Leadership*, 14(4), 31-46. <http://jel.sagepub.com/content/14/4/31.full.pdf>
- Hong, B. S. S., Haefner, L. A., & Slekar, T. D. (2011). Faculty attitudes toward promoting self-determination and self-directed learning with college students with and without disabilities. *International Journal of Teaching and Learning in Higher Education*, 23(2), 175-185. <http://files.eric.ed.gov/fulltext/EJ946142.pdf>
- Hong, B. S. S., Herbert, J. T., & Petrin, R. A. (2011). A Ten-Year Analysis of the Postsecondary Outcomes of Students with Disabilities at The Pennsylvania State University. *Journal of Education for Teaching*, 37(2), 237-238. <http://www.tandfonline.com/doi/abs/10.1080/02607476.2011.558291#.VdJ56nh7XrQ>
- Hong, B. S. S., Shull, P. J., & Haefner, L. A. (2011). Impact of perceptions of faculty on student outcomes of self-efficacy, locus of control, persistence, and commitment. *Journal of College Student Retention: Theory, Practice, & Research*, 8(3), 289-309. <http://eric.ed.gov/?id=EJ945738>
- Hong, B. S. S., & Slekar, T. D. (2010). Preservice elementary teacher attitudes and perceptions of mathematics and mathematics learning in college. *Journal of World Universities Forum*, 3(6), 17-30. <http://wuj.cgpublisher.com/product/pub.173/prod.278>
- Hong, B. S. S., Slekar, T., & Himmel, J. (2010). Faculty attitudes toward college students with disabilities. *Journal of World Universities Forum*, 3(2), 71-90. <http://wuj.cgpublisher.com/product/pub.173/prod.221>
- Hong, B. S. S., & Shull, P. J. (2009). Self-determination as an outcome for students: An educational paradigm shift [Translated to Lithuanian: Apsisprendimas kaip auklėjimo rezultatas: Paradigmos kaita. *Special Education [Specialusis Udgymas]*, 2(21), 76-82. [http://www.sumc.lt/images/journal2009\\_2\\_21/15\\_hong\\_shull\\_en\\_doc.pdf](http://www.sumc.lt/images/journal2009_2_21/15_hong_shull_en_doc.pdf) [http://vddb.library.lt/fedora/get/LT-eLABa-0001:J.04~2009~ISSN\\_1392-5369.N\\_2\\_21.PG\\_69-82/DS.002.0.01.ARTIC](http://vddb.library.lt/fedora/get/LT-eLABa-0001:J.04~2009~ISSN_1392-5369.N_2_21.PG_69-82/DS.002.0.01.ARTIC) [In Lithuanian]
- Hong, B. S. S., & Shull, P. J. (2009). A retrospective study of how faculty dispositions influenced the learning experiences of undergraduate engineering students. *College Student Journal*, 44(2), 226-238. <http://connection.ebscohost.com/c/articles/51362161/retrospective-study-impact-faculty-dispositions-have-undergraduate-engineering-students>
- Hong, B. S. S., & Shull, P. J. (2009). Impact of teacher dispositions on student self-determination. *International Journal of Learning*, 16(1), 261-271. <http://commonground.cgpublisher.com/product/pub.30/prod.2018>
- Hong, B. S. S., Ivy, W. F., & Schulte, D. P. (2009). Dispositions for special educators: Cultivating high-quality traits for working with students with special needs. *International Journal of Learning*, 16(1), 75-90. <http://ijl.cgpublisher.com/product/pub.30/prod.2006>
- Hong, B. S. S., & Schulte, D. P., & Ivy, W. F. (2009). Engaging reluctant learners through the web: Where do teachers start? *International Journal of Technology, Knowledge and Society*, 5(1), 127-140. <http://ijt.cgpublisher.com/product/pub.42/prod.548>

- Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2009). Leaders exerting pressure for positive change: Leverage for educational leadership reform. *International Journal of Knowledge, Culture, and Change Management*, 9, 103-110. <http://ijm.cgpublisher.com/product/pub.28/prod.997>
- Schulte, D. P., Schulte, R., Ivy, W. F., & Hong, B. S. S. (2009). The cost of leadership for social justice: The price is 'Right.' *Journal of Knowledge, Culture, and Change Management*, 9(1), 227-238. <http://ijm.cgpublisher.com/product/pub.28/prod.1003>
- Hong, B. S. S. (2008). Integrating Internet resources for English learners. Central American Journal of Indigenous Education: Qatz'oloq-Our Education. *Fundación Rigoberta Menchú Tum*, 1. Available in English and Spanish translation. <http://www.frmtrcei.com/english.html>
- Hong, B. S. S., Ivy, W. F., Gonzalez, H. R., & Ehrensberger, W. J. (2007). Preparing students for postsecondary education: What K-12 teachers and higher education faculty can do to empower students with and without disabilities. *TEACHING Exceptional Children*, 40(1), 32-38. <http://eric.ed.gov/?id=EJ849737>
- Hong, B. S. S., & Ehrensberger, W. J. (2007). Assessing the mathematical skills and knowledge of students with special needs. *Preventing School Failure*, 52(1), 41-47. <http://assessmentsforswd.wikispaces.com/file/view/Assessing%20the%20Mathematical%20Skills%20of%20Students%20with%20Disabilities.pdf/474279096/Assessing%20the%20Mathematical%20Skills%20of%20Students%20with%20Disabilities.pdf>
- Schulte, D., Ivy, W., & Hong, B. S. S. (2007). A multidimensional approach to educating all children: Empowering stakeholders to make appropriate decisions. National Council of Professors of Educational Administration (NCPEA) *Connexions Knowledge Base Project*. <http://ijelp.expressacademic.org/article.php?autoID=176&issueID=60>
- Casarez, L., & Hong, B. S. S. (2007). Integrating computer-assisted language programs for students with limited English proficiency. *Texas Reading Report*, 34(3): 2-4.
- Hong, B. S. S. (2006). The TRUTH about Asia's schools: A comparative understanding between schools in Asia and the United States (abstract). *4<sup>th</sup> Hawaii International Conference on Education: Conference Proceedings*, January.
- Ivy, W. Fred, Schulte, D. P., & Hong, B. S. S. (2006). Leverage for freedom or wedge of compliance? A simple tool for positive organizational and leadership change. *4<sup>th</sup> Hawaii International Conference on Education: Conference Proceedings*, January.
- Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2006). Countdown to inclusion: The Rainbow Continuum for increasing mainstream services. Proceedings published in the *4<sup>th</sup> Annual Hawaii International Conference on Education*, January.
- Hong-Foster, B., & Ehrensberger, W. (2005). Empower students with your words. *Teaching Exceptional Children Plus*, 1(6), 4. <http://eric.ed.gov/?id=EJ966526>

**PUBLICATIONS/BOOKS**

Hong, B. S. S. (2025). *M.A.P. My Aspiration Plan Workbook* (2<sup>nd</sup> ed.): *I Can Take Charge of my College Success*. Education Publish.

Hong, B. S. S. (2024). *Fallando hacia el éxito: La odisea de una profesora sobre el fracaso, la determinación y la esperanza* (Spanish Edition). Education Publish.

Hong, B. S. S. (2018). *Failing Up: A Professor's Odyssey of Flunking, Determination, and Hope*. Columbia Publishing House.

Hong, B. (2021). *M.A.P. My Aspiration Plan Workbook*. Freshmen peer mentor curriculum. Texas A&M International University.

Hong, B. S. S. *Failing Up: A Professor's Odyssey of Flunking, Determination, and Hope*. Columbia Publishing House, April 12, 2018.

**\*\*Earned KIRKUS STAR REVIEW; Selected as 100 Indie Books of 2018**

**BOOK CHAPTER**

Hong, B. (2017). Seduction of East Asian Schools. Edited by Ness, D., & Farenga S. J., in *Studies in Education and Neoliberalism: Alternatives to Privatizing Public Education and Curriculum*. New York, NY: Routledge. [https://www.amazon.com/Alternatives-Privatizing-Public-Education-Curriculum-ebook/dp/B06XPQHMPQ/ref=sr\\_1\\_2?ie=UTF8&qid=1493426665&sr=8-2&keywords=alternatives+to+privatization](https://www.amazon.com/Alternatives-Privatizing-Public-Education-Curriculum-ebook/dp/B06XPQHMPQ/ref=sr_1_2?ie=UTF8&qid=1493426665&sr=8-2&keywords=alternatives+to+privatization)

Hong, B. S. S., & Weitman, C. (2012). Strategies for augmenting students' attention in higher education. In R. Barnett, C. Nygaard, J. Branch, C. Holtham, Eds. *Learning in University Education—Contemporary Standpoints*. International Academic Association for the Enhancement of Learning in Higher Education. Oxfordshire, UK: Libri. [https://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Daps&field-keywords=learning+in+higher+education+contemporary+standpoint](https://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=learning+in+higher+education+contemporary+standpoint)

Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2013). Leaders exerting pressure for positive change: Leverage for educational leadership reform. In Westover, J, Ed. *Leadership and Organizational Change*. Champaign, IL: Common Ground Publishing LLC. <http://ijm.cgpublisher.com/product/pub.28/prod.997>

**U.S. DEPARTMENT OF STATE SPEAKER AND SPECIALIST**, April 24-May 2, 2014.

**The Power of Words: Empowering Students in Early Childhood Learning**. (2014, February 1). Early Childhood Conference, Penn State Extension, State College, PA.

**How Are You the Same as People with Disabilities?** (2013, November 20). Diversity Ambassador Training. Office of Institutional Equity, Diversity & International Student Services, Penn State.

**Early Childhood Around the Globe: Mozambique, South Africa, Turkey, The Netherlands, and Singapore.** (2013, September 28). Sponsored by Central Region PENNAEYC, Mount Nittany Elementary School.

**How the Brain Work: Best Ways to Help Your Child Learn.** (2013, June 8). Community Outreach Program, Singapore.

**Have Technology and Multitasking Rewired How Students Learn?** (2013, June 7). Early Childhood and Special Needs Academic Group, National Institute of Education, Nanyang Technological University, Singapore.

**Students with Mild Intellectual Disabilities: Focus on Numeracy.** (2013, June 6). Association for Persons with Special Needs, Singapore.

**Parenting Strategies for Working with Students with Attention Deficit Disorder.** (2013, June 5). St. Joseph Institute, Singapore.

**Cultivating High-Quality Teacher Dispositions for Working with Students with Special Needs.** (2013, June 3-5). Redesigning Pedagogy International Conference. Centre for Research in Pedagogy and Practice and The Learning Sciences Lab. National Institute of Education, Singapore.

**Students with Cognitive Disabilities: How Do They Learn?** (2013, June 3). Rainbow Special Schools, Singapore.

**Working with Parents of Children with Special Needs.** (2013, May 29). Assumption Pathway Special School, Singapore.

**Cognitive Science of Learning.** (2012, October 13). Penn State Altoona, New Faculty Effective Teaching Workshop.

*How to Reach Students with Learning Difficulties: Is It What You Teach or How You Teach?*

*How College Students Engage, Retain, and Transfer What They Have Learned*

**Title V Sophomore Success and PROF Center.** (2011, October 14). Texas A&M International University, Laredo, Texas.

*Successful Students are Self-Determined Students*

*Promoting Self-Determination and Self-Directed learning with College Students*

*Why Students Think They Understand When They Don't: Differentiating Learning Skills and Studying Habits*

*Promoting Student Outcomes of Self-Efficacy, Locus of Control, Persistence, and Commitment*

*How to Reach Students with Learning Difficulties: Is it What You Teach or How You Teach*

**Learning Disabilities vs. Learning Difficulties.** (2011, June 24). Jamiyah Education, Early Childhood, Singapore.

**Learning Disabilities: Differentiation, Identification, & Strategies.** (2011, May 17 & 24). Qatar University.

**Communicating with and about People with Disabilities.** (2011, May 25). College of Pharmacy, Qatar University.

**Universal Design Learning for the Diverse Classroom: Teaching Students in the Digital Age.** (2011, April 16, 17, & 18). 4<sup>th</sup> Annual Information and Communication Technology (ICT) in Education, College of the North Atlantic and the Supreme Council of Information and Communication Technology, Qatar.

**SENIOR FULBRIGHT SCHOLAR.** Professional Development at **Qatar University** (2011, Jan to May).

**What Every Healthcare Professionals Should Know About Learning Disabilities.** (2011, March 17). Education for Healthcare Providers, Qatar Rumailah Hospital.

**Self-Determination for People with Disabilities.** (2011, March 16). College of Education, Research Seminar, Qatar University.

**How do Students Learn Best: Brain Research on Knowledge, Depth, Intentions, Emotions.** (2011, March 10 & 20). Qatar University.

**Establishing a Research Agenda.** (2011, March 13). Research Inquiry, Department of Psychological Sciences, Qatar University.

**Integrating University Design Learning and Assistive Technology for Educational Leaders.** (2011, March 20). College of Education, Department of Educational Leadership, Qatar University.

**Adjustments to Middle School.** (2011, January). Young Scholars of Central Pennsylvania Charter School, State College, PA.

**Every Moment is a Teaching Moment: Engaging Young Children in Early Literacy Skills.** (2011, January). Early Years and Learning Years Conference, Panel Chair, Penn State Extension, State College, PA.

**Transition into High School: What to Expect and How to be Prepared?** (2010, December). Young Scholars of Central Pennsylvania Charter School, State College, PA.

**The Clute Institute for International College Teaching & Learning.** (2010, October). Conference Chair, Las Vegas, NV.

**Children with Learning Disabilities: How Do They Learn?** (2010, September). Family Medicine Seminar Series, Mt. Nittany Medical Center, State College, PA, Pennsylvania.

**Teaching Children in the Home.** (2010, April). Relief Society Women's Day Conference.

**How do Students with Learning Disabilities Really Learn?** (2010, March). 3rd Annual Information and Communication Technology in Education, College of the North Atlantic and the Supreme Council of Information and Communication Technology, Qatar.

**Engaging Reluctant Learners Through the Web: Where Do Teachers Start?** (2010, March). 3rd Annual Information and Communication Technology in Education, College of the North Atlantic and the Supreme Council of Information and Communication Technology, Qatar.

**Managing Difficult Behaviors.** (2010, February). In-service training for LDS Primary Teachers.

**Learning Disabilities or Learning Difficulties: Identification and Differentiation.** (2010, January). Continuing Education for the Early Years and Learning Years Conference, Penn State Extension, State College, PA.

**College Students with Learning Difficulties: What vs. How You Teach?** (2009, October). Teaching and Learning Consortium, Penn State Altoona.

**Rights of College Students with Disabilities: How the Law Can Impact Your Teaching.** (2009, September). Teaching and Learning Consortium, Penn State Altoona.

**What Are Your Child's Educational Rights from Infancy to College?** (2009, July). Community Outreach Programs. State College, PA.

**How to Identify Reading and Math Learning Difficulties?** (2009, July). Community Outreach Programs. State College, PA.

**Strategies for Working with Diverse Students with Disabilities.** (2007, March). 5th Annual Bilingual Conference, Texas A&M International University, Laredo, TX.

**Accommodating Culturally and Linguistically Diverse Students with Disabilities.** (2006, February). Teach for America Fellows, Pace University, New York, NY.

**Adapting Instruction for University Students with Disabilities.** (2006, December). Disability Training Network, Texas Texas A&M University, College Station, TX.

**Asian Education: A Kaleidoscopic Perspective** (with F. A. Samuel and Y. W. Wang). (2005, February). Annual Cultural Theme, Dowling College, Oakdale, NY.

**Current Issues and Practices of Special Education: Implications for Children with Special Needs in Singapore.** (2004, July). Autism Resource Center, Key Management Board Meeting, Ministry of Education and the National Council of Social Services, Singapore.

**Facilitating Special Education Teacher Preparation in Singapore.** (2004, July). Pathlight School Board, Singapore.

**Communicating with and about People with Disabilities: Appropriate Language and Body Language.** (2003, July). National Technological University, Singapore.

**Life Assessment: Are You Self-Determined to Make a Difference to Your Life?** (2003, July). Singapore.

**Self-Determination and Children with Autism: Improving Capacity and Enhancing Opportunity.** (2003, July). Autism Resource Center, Singapore.

**Attitudes towards People with Disabilities.** (2001, April). Panelist on Multiculturalism Colloquium, St. Joseph College, West Hartford, CT.

## SELECTED PRESENTATION AT PROFESSIONAL MEETINGS

**7 Habits of Equitable Accommodations for College Students with Disabilities.** (2025, February). 44th Annual Conference on the First-Year Experience.

**STOP THE LEAK: Retention Through the Eyes of the Students.** (2025, February). 44th Annual Conference on the First-Year Experience.

**Support At-Risk Students through Intention Intervention.** (2023, January). First Year Experience National Resource Center.

**Support At-Risk Students with Proactive Tutoring Strategies.** (2022, December 13-15). Oxford Educational Research Symposium, Oxford, England.

**Mixed Methods Framework for Implementing Best Practices for Supplemental Instruction STEM Programs at Minority Serving Institutions.** (2022, November 3-5). Transforming STEM Higher Education Conference, Washington, DC.

**Myths of Learning: Chair of International Conference on Teaching Learning Innovation & Educational Technology.** (2018, July 27-29). Singapore.

**Making Sense of Your Child's IEP.** (2017, October 7). PACE Symposium—Parents as Advocates for Change in Education, Brigham Young University, Hawaii, School of Education.

**College Tutor and Academic Advisor Understanding in Working with Students Identified as Learning Disabled.** (2016, December 7-9). Oxford University Education Research Symposium, Oxford, UK.

**Six Essential Milestones Every Parent Should Know.** (2016, August 27). PACE Symposium—Parents as Advocates for Change in Education, Brigham Young University, Hawaii, School of Education.

**Faculty Perceptions of College Students with Disabilities.** (2016, March 17-20). Oxford University Education Research Symposium, Oxford, UK.

**Why American Schools Should Not Be Like Asian Schools.** (2014, March 31-April 3). American Association for the Advancement of Curriculum Studies Annual Conference, Acadia University.

**Have Technology and Multitasking Changed the Way We Learn?** (2013, September 2-4). Workshop at the World Congress on Education, London, UK. **BEST WORKSHOP AWARD.**

**Impact of Institutional Support Services on the Persistence and Graduation of College Students with Disabilities.** (2013, June 17-20). 26th International Conference on The First-Year Experience, Waikoloa, Hawaii.

**Qualitative Analysis of the Barriers College Students with Disabilities Experience.** (2013, March 17-20). Oxford University Education Research Symposium, Oxford, UK.

**Critical Thinking: Can You Teach It?** (2012, April 16-18). International Conference on Education, Dublin, Ireland.

**Multitasking in the 21st Century: Is it Helping or Hurting kids?** (2012, April 16-18). Ireland International Conference on Education, Dublin, Ireland.

**Post-Secondary Outcomes of Students Receiving Services from the Office for Disability Services: A Pilot Study.** (with Dr. James Herbert and Dr. Soo-yong Byun from Penn State University). (2011). 28th.

**Aspire to be a Fulbright Scholar? How to Apply, Be One, and Return with Honor.** (2011, November 3-5). Kappa Delta Pi 88th Biennial Convocation, Indianapolis, IN.

**I Am A Good Teacher. Why Aren't My Students Motivated To Learn?** (2011, November 3-5). Kappa Delta Pi 48th Biennial Convocation, Indianapolis, IN.

**Faculty Attitudes and Knowledge Toward Promoting Self-Determination and Self-Directed Learning for College Students With and Without Disabilities.** (2010, October). The Clute Institute for International College Teaching & Learning, Las Vegas, NV. **AWARDED BEST PAPER.**

**Treading a Familiar Path: The Framing and Re-Framing of Gendered Career Choices by Female College Students Majoring in Elementary Education.** (with Dr. Carrie Freie). (2010, October). The Clute Institute for International College Teaching & Learning, Las Vegas, NV.

**How to Reach Students with Learning Difficulties: Is It What You Teach or How You Teach?** (2010, July). 17th International Conference on Learning, Hong Kong, China.

**Impact of Faculty Value of Teaching on Undergraduate Engineering Student Learning Outcome.** (2010, January). World Universities Forum, Davos, Switzerland.

**Attitude Is Everything: Perceptions of Faculty toward College Students with Disabilities.** (2010, January). World Universities Forum, Davos, Switzerland.

**Student Perceptions of Faculty and Their Impact on Student Retention.** (2010, January). World Universities Forum, Davos, Switzerland.

- Engaging Reluctant Learners through Effective Pedagogies: Understanding Diverse Needs of Students with Learning Difficulties.** (2009, November). Educational Research Association of Singapore Conference, Nanyang Technological University, Singapore.
- Do You Have What It Takes to be a Special Educator? Exploring Teacher Dispositions and the Effects on Students with Disabilities.** (2009, July). 16th International Conference on Learning, University of Barcelona, Spain.
- Leaders Exerting Pressure for Positive Change: Leverage for Educational Leadership Reform.** (2009, June). 9th International Conference on Knowledge, Culture, and Change in Organization, Northeastern University, Boston, MA.
- Engaging Reluctant Learners through the Web: Where Do Teachers Start?** (2009, January). 5th International Conference on Technology, Knowledge and Society, Huntsville AL.
- A Multidimensional Approach to Educating All Children: Empowering Stakeholders to Make Appropriate Decisions.** (2008, July). 11th Biannual International Association of Special Education Conference, Alicante, Spain.
- Correlation between Teacher Disposition and Student Self-Determination.** (2007). 2nd Annual Asia-Pacific Education Research Association Conference, Nanyang Technological University, Singapore.
- Empowering Culturally and Linguistically Diverse Students with Disabilities.** (2007, April). 13th Annual International Association of Intercultural Communication Studies, Harbin, China.
- 'TRUTH' about Asia's Schools: A Comparative Perspective about Schools in Asia and the United States.** (2006, January). 4th Annual Hawaii International Conference on Education, Honolulu, HI.
- A Continuous Dilemma: Leverage for Freedom or Wedge of Compliance?** (with W. F. Ivy and D. P. Schulte). (2006, January). 4th Annual Hawaii International Conference on Education, Honolulu, HI.
- Countdown to Inclusion: 'The Rainbow Continuum' for Increasing Mainstream Services** (with W. F. Ivy and D. P. Schulte). (2006, January). 4th Annual Hawaii International Conference on Education, Honolulu, HI.
- Using Empowering Words to Help Students with Disabilities Become Self-Determined.** (2004, November). New York Federation of the Council for Exceptional Children Annual Conference, Rochester, NY.
- Promoting Mother-Child Attachment in Infants with Blindness or Visual Impairment through the Use of Infant Massage.** (with<sup>1</sup> G. Lappin). (2000, July). New York State Council for Exceptional Children, Niagara Falls, NY.

## SAMPLE BOOK REVIEWS

- Hong, B. S. S.** (2011). Review of Instructional Materials: Identities: English is Part of Who I Am. 4-Semester English Series for Mexican High Schools by Douglas Tedford, Cengage Learning, Mexico. *Journal of Applied Instructional Design*, 1(2), 26-29.
- Hong, B. S. S.** (2010). Foreword. In Stephen J. Farenga, Daniel Ness, Bonnie Johnson, and Dale D. Johnson (Eds.), *In The Importance of Average: Playing the Game of School to Increase Success and Achievement* (pp. iii-iv). Lanham MD: Rowman and Littlefield.
- Foster, B. (2003). A review of *The Survival Guide for Kids with L[earning] D[ifficulties]* by Gary Fisher and Rhoda Cummings. *Metapsychology Online Reviews*.  
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- Hong, B. S. S.** (2016). *Perceptions of College Students with Disabilities, Revised* (Instrument for assessment). Educational Testing Services database. Access Key: [Redacted]; Call Number: TC024709.
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- Hong, B. S. S.** (2016). *College Learning Assessment of Student Scale (CLASS)* (Instrument for assessment). Educational Testing Services database. Access Key: [Redacted]; Call Number: TC024712.
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## IN-HOUSE PUBLICATION

- Owusu, L., & **Hong, B. S. S.** (Ed.). (2017, March). Autism Awareness. *Ke Alaka'i, BYUH*.
- Hong, B.** (2017, March). Dear O'Hana Letter: Treatment of Pregnant Student. *Ke Alaka'i, BYUH*.
- Bachelor, S., & **Hong, B.** (Ed.). (2016, December). University Disability Council. *Ke Alaka'i, BYUH*. <https://kealakai.byuh.edu/content/university-disability-council>

Bachelder, S., & **Hong, B.** (Ed.). (2016, October). Faculty Forum: College Students with Learning Disability. *Ke Alaka'i, BYUH*.

Peterson, K., & **Hong, B. S. S.** (Ed.). (2016, July). Improving Disability Awareness. *Ke Alaka'i, BYUH*.

**Hong, B.** (2016, July). Definitions of the Most Common Disabilities. *Ke Alaka'i, BYUH*.

**Hong, B.** (2016, August). Disability Myths. *Ke Alaka'i, BYUH*.

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**Hong, B.** (2006). *Graduate Handbook for College of Education*. Texas A&M International University.

**Hong, B.** (2010). Adapting Books for Young Children in Babies Rock with Books. Centre County Smart Start Parenting and Literacy Committee.

**Hong, B.** (2010). Books for Children with Diverse Needs in Babies Rock with Books. Centre County Smart Start Parenting and Literacy Committee.

**Hong, B.** (2010). Self-Help Books for Children in Babies Rock with Books. Centre County Smart Start Parenting and Literacy Committee.

## **COLLABORATIVE LEADERSHIP & COMMUNITY ENGAGEMENT GOVERNANCE & BOARD LEADERSHIP**

- Board of Directors, Council for Exceptional Children
- President, Phi Kappa Phi Honor Society (BYU–Hawaii Chapter)
- Founder & Executive Director, P.A.C.E. (Parents as Advocates for Change in Education)
- Professional Chair, Ko‘olauloa Children’s Community Council
- Headquarters Chair, International Committee, Kappa Delta Pi
- Chapter Counselor, Kappa Delta Pi, International Honor Society in Education
- Coordinator, Learning Disability Association of Hawaii

## **ADVISORY & POLICY LEADERSHIP**

- Advisory Council Member, Oxford Educational Research Symposium
- U.S. Department of State Speaker Specialist & Disability Expert
- Reviewer, State Education Plans, U.S. Department of Education
- Special Advisor, Office of International Programs, Alamo Colleges District
- Advisor, University Disability Council (BYU–Hawaii)
- Consultant, Special Education Advisory Council
- Reviewer, Pennsylvania Framework for K–4 Programmatic Assessment

## **ACCREDITATION & NOMINATIONS**

- Accreditation Commission Representative, Western Association of Schools and Colleges (WASC)
- Nomination Committee Member, Council for Exceptional Children (Hawaii Chapter)
- Fulbright Nomination Review Committee (through AVP Office)

## **DISABILITY, EQUITY & COMPLIANCE CONSULTING**

- Consultant, Hawaii Department of Education
- Consultant, International Dyslexia Association (Hawaii)
- Consultant, Hawaii Fetal Alcohol Syndrome Disorder Steering Committee & Speaker Bureau
- Consultant, Hawaii Special Parent Information Network (SPIN)
- Consultant, Hawaii Families As Allies (Keynote Presenter, Annual 'Ohana Institute)
- Consultant, Title IX Office (Policy Review & Sexual Assault Study)
- Consultant, Human Resources ADA Policy Development
- Consultant, Students Advocating for Disability Awareness (SADA)

## **COMMUNITY-BASED EDUCATIONAL ENGAGEMENT**

- County Representative, Pennsylvania Association for the Education of Young Children
- Member, Interagency Coordinating Council (PA)
- Editor, Smart Start Parenting & Literacy Committee (PA)
- Co-Organizer, MathCounts & Math League (Penn State)
- Member, Family Living Program Development Committee, Centre County Cooperative Extension

## **UNIVERSITY LEADERSHIP & SHARED GOVERNANCE**

- Equal Opportunity Task Force
- Digital Accessibility Audit
- Deputy Title IX Coordinator
- Executive Secretary, University Faculty Senate
- Vice Chair, Faculty Research Committee
- Member, Faculty Affairs Committee
- Chair, University Technology Committee
- Chair, First-Year Success Committee
- Chair, Disability Advisory Council
- Promotion & Tenure Committee Member
- Judicial Hearing Board Member
- Capital Campaign Committee Member
- Academic Integrity Committee Member