BARBARA SIEW SWAN HONG

MA, 01901 | TX 78251 | CA 91910
Phone: +1-814-441-7200
Email: contact@barbarahong.com
Website: barbarahong.com

EXECUTIVE SUMMARY OF COMPETENCIES

Mission-driven higher education executive, three-time tenured full professor, and academic strategist with more than 25 years of experience leading faculty affairs, academic planning, curriculum innovation, accreditation, institutional effectiveness, enrollment strategy, and student success across undergraduate, graduate, professional, online, and nontraditional learning environments. Former vice president and dean with a record of advising presidents and provosts, leading complex academic and administrative portfolios, and producing measurable gains in enrollment, retention, graduation, faculty effectiveness, and program performance.

Three-time Fulbright recipient and U.S. Department of State-appointed Speaker Specialist with extensive experience in shared governance, faculty mentoring, international education, workforce development, and cross-functional leadership. Recognized for translating evidence, regional workforce needs, and strategic priorities into sustainable academic programs, stronger degree pathways, and improved outcomes for first-generation, adult, transfer, multilingual, and historically underserved students.

EDUCATION

Oct 2002 **COLUMBIA UNIVERSITY, PH.D.**
Disability Studies; Psycho-educational Assessment
Department of Health and Human Behavior

May 2002 **COLUMBIA UNIVERSITY, MASTER OF PHILOSOPHY**
Educational Leadership & Policy Administration
(Licensed District Administrator)

Feb 2001 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF EDUCATION**
Instructional Practices for Diverse Learners
(Licensed Principal)

May 1999 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF ARTS**
Learning Disabilities; Learning Specialist
(Licensed Special Educator)

Jun 1997 **BRIGHAM YOUNG UNIVERSITY, Hawaii, BACHELOR OF SCIENCE**
Special Education, K-12, Summa Cum Laude
(Licensed K-12 Special Educator)

SELECTED EXECUTIVE IMPACT

- Led strategic enrollment and student-success reforms, producing **11.57%** enrollment growth, **a 9%** increase in graduation**,** and **94%** persistence among academically at-risk first-time students at a 20,000-student institution.

- Designed pandemic-era academic recovery systems that achieved **92.54% first-year retention**, returned **88%** of academically at-risk students to good standing, and reduced mathematics D/F/W rates from **71% to 33%**.

- Expanded a study-abroad philanthropic fund from **$75,000 to $320,000** in perpetual support, increasing access for students whose participation had been disrupted by the pandemic.

- Secured agreement among **7** school districts within six months on a regional **MOU** serving more than 1,300 students after approximately four years of unsuccessful negotiations.

- Led or managed grant-funded portfolios exceeding **$11 million**, with experience spanning federal, state, foundation, institutional, and philanthropic funding.

- Advised presidents, provosts, and vice presidents at five institutions on restructuring, enrollment stabilization, faculty development, accreditation, policy, compliance, and institutional sustainability.

- Supervised organizations of up to **400** employees and led student-success operations serving more than **20,000** students within a district of approximately **79,000** students**.**

- Represented institutions with government agencies, trustees, donors, foundations, community leaders, congressional offices, ministries of education, and international partners.

SELECTED ACADEMIC AFFAIRS LEADERSHIP

- Three-time tenured professor with more than 20 years of faculty experience.
- Led curriculum redesign, catalog revision, developmental education reform, FYE, honors, undergraduate research, multidisciplinary degrees, and online learning.
- Chaired faculty affairs and research committees and served in Faculty Senate leadership.
- Participated in P&T, faculty mentoring, faculty development, academic policy, and shared governance.
- Led or supported accreditation involving SACSCOC, WASC, CAEP, AAQEP, and NCATE.
- Supervised faculty and academic-support personnel and partnered with department chairs and faculty to improve gateway-course outcomes.
- Served as doctoral faculty and supervised graduate research.

LANGUAGES

Mandarin, Cantonese, Hokkien, Teochew, Malay
Spanish (currently studying)

PROFESSIONAL PROFILE

2014 – Present **U.S. STATE DEPARTMENT**
SPEAKER SPECIALIST & EXPERT IN DISABILITY, ACCESSIBILITY, AND INCLUSIVE SYSTEMS LEADERSHIP

- 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.

2018 – Present **LEARNING SPECIALISTS, LLC**

PRINCIPAL CONSULTANT FOR COLLEGIATE ACADEMY SYSTEMS DESIGN & POSTSECONDARY SUCCESS

Current Project: Danvers Public Schools — Massachusetts (Oct 2026—present)

- Lead the strategic design and development of the Danvers Commonwealth Collegiate Academy (DCCA), a comprehensive K–12-to-postsecondary model that integrates college-level learning, personalized academic pathways, student readiness, credential attainment, research, internships, and career-connected experiences.

- Direct a multi-year systems redesign focused on academic pathways, curriculum alignment, college-credit accumulation, student progression, advising, readiness, intervention, professional capacity, and postsecondary transition, with formal Academy launch targeted for Fall 2028.

- Design a differentiated Scholars, Honors, and Collegiate pathway structure to expand student access to meaningful college credit, certificates, associate-degree opportunities, university preparation, and career pathways based on readiness, interests, strengths, and long-term goals.

- Analyze enrollment, course performance, credit accumulation, persistence, graduation requirements, and postsecondary outcomes to identify systemic barriers and develop data-informed strategies for student placement, progression, intervention, and program improvement.

- Develop comprehensive student-success systems incorporating MTSS principles, academic readiness, early intervention, tutoring, structured support blocks, progress monitoring, advising checkpoints, self-advocacy, executive functioning, and student self-determination.

- Lead the development of a DCCA Graduate Profile defining the academic competencies, college and career readiness skills, professional dispositions, independence, and self-determination students should demonstrate upon completion.

- Advise district leadership on the alignment of middle school preparation, high school graduation requirements, college coursework, transfer pathways, postsecondary credentials, and career-connected learning to create a coherent Grades 7–12 progression model.

- Develop strategies for expanded partnerships with colleges, universities, employers, research organizations, and community partners to create opportunities for dual enrollment, research, mentorship, internships, credentials, and postsecondary transition.

- Design faculty, counselor, administrator, and staff professional learning focused on high-impact instruction, college readiness, MTSS, data-informed intervention, diverse and neurodivergent learners, academic policy, student engagement, and successful transition to postsecondary education.

- Incorporate principles from M.A.P.—My Aspiration Plan into student-readiness and professional-learning strategies to strengthen self-awareness, self-regulation, self-advocacy, executive functioning, academic independence, and ownership of postsecondary success.

- Advise district leadership on DCCA governance, staffing, sustainability, continuous improvement, branding, family engagement, recruitment, and long-term expansion as a destination collegiate academy serving students across multiple academic and postsecondary pathways.

- Convene and chair strategic stakeholder discussions involving district leaders, educators, postsecondary partners, families, community representatives, and industry partners to ensure the Academy reflects both rigorous academic expectations and community priorities.

2025 – 2026 **NORTH SHORE COMMUNITY COLLEGE, MASSACHUSETTS**
DEAN OF POSTSECONDARY TRANSITION PROGRAMS (RETIRED)

- Provide executive oversight of Early College, Dual Enrollment, Gateway to College, the Adult Learning and Career Readiness Center, and TRIO Upward Bound and Talent Search, managing a portfolio exceeding $11 million in public and grant funding**.**

- Secured consensus among 7 designated district partners representing more than 25 schools and executed a comprehensive regional MOU within six months, completing an initiative that had remained unresolved for approximately four years.

- Lead regional postsecondary pathways serving high school students, adult learners, multilingual learners, justice-involved individuals, first-generation students, and students with disabilities.

- Advise senior leadership on organizational restructuring, enrollment strategy, program sustainability, grant performance, resource alignment, and the long-term integration of transition programs into institutional operations.

- Lead cross-divisional planning involving academic affairs, student affairs, finance, advancement, institutional research, grants, communications, and external partners.

- Establish accountability frameworks linking partner commitments, student outcomes, fiscal investment, program performance, and long-term sustainability.

- Provide strategic oversight of curriculum alignment, scheduling, articulation agreements, faculty hiring, professional development, academic advising, and pathway design.

- Supervise senior administrators and professional staff, including an Assistant Dean, Assistant Directors, program coordinators, advisors, and classified personnel.

- Lead Massachusetts Inclusive Postsecondary Education initiatives that expand college access for students with intellectual and developmental disabilities while ensuring alignment with DESE requirements and federal regulations.

- Oversee grant compliance, performance reporting, fiscal stewardship, risk management, and continuous improvement across state- and federally funded programs.

- Strengthen institutional visibility and public trust through sustained engagement with trustees, donors, superintendents, municipal leaders, state officials, community organizations, employers, and regional partners.

- Represent NSCC in regional and statewide forums involving college access, workforce readiness, assessment, curriculum alignment, disability inclusion, and postsecondary policy.

2023 – 2025 **SAN ANTONIO COLLEGE, TEXAS**
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, within a 79,000+ student district.

- 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, advising, admissions and records, financial aid, accessibility, Title IX and student conduct, counseling and health services, veteran services, international programs, TRIO, dual enrollment, early college, GED, prison education, scholarships, and career services.

- Advised the President and executive cabinet on enrollment growth, student-success strategy, organizational design, policy implementation, and institutional response to emerging student needs.

- Led district-wide Strategic Enrollment Management and chaired tactical implementation teams, aligning data analytics, academic progress monitoring, financial aid, advising, and student support systems.

- Achieved 11.57% enrollment growth, a 9% increase in graduation rates, and 94% persistence among academically at-risk first-time-in-college students.

- Integrated enrollment, advising, financial aid, accessibility, career services, and academic partnerships into a coordinated student-lifecycle strategy designed to improve persistence and timely completion.

- 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, overseeing student rights, conduct, crisis response, regulatory compliance, and procedural integrity.

- Established the institution’s first year-round Bridge Program for high school students, developmental learners, returning adults, and historically underserved populations.

- Launched the college’s first Prison and Reentry Education Special Projects in partnership with the University of Texas at Austin.

- Served as district-level liaison for accessibility, international programming, and dual enrollment across the Alamo Colleges system.

- Founded the Campus Safety Task Force in collaboration with the Alamo Colleges Police Department to strengthen risk management and student well-being.

- Represented the college with trustees, donors, government agencies, workforce organizations, school districts, community partners, and educational institutions.

- Served as an executive member of the Aspen Unlocking Opportunities Task Force, advancing 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 services for 9,000+ students and supervising 200+ full- and part-time personnel, including 13 faculty members.

- Advised the President's Executive Team on pandemic recovery, academic restructuring, enrollment continuity, faculty engagement, institutional effectiveness, and evidence-based student retention strategies.

- Founded the Academic Center for Excellence, integrating advising, tutoring, faculty collaboration, predictive analytics, and early intervention into a coordinated student-success infrastructure.

- Achieved 92.54% first-time-in-college retention during COVID and restored 88% of academically at-risk students to good standing within two semesters through ACE Priority and targeted intervention systems.

- Partnered with Physics, Chemistry, Biology, and Mathematics faculty to redesign high-risk course interventions and strengthen faculty referral, tutoring, and progress-monitoring systems.

- Led developmental education reform, Summer Bridge, mathematics pathway realignment, and catalog revision using the Dana Center framework, increasing developmental mathematics passing rates from 35% to 83%.

- Partnered with Physics faculty on targeted redesign and academic support that reduced the course D/F/W rate from 71% to 33% within one year.

- Restructured First-Year Experience and Signature Courses using academic communities, community engagement, and the *My Aspiration Plan* curriculum to strengthen belonging, self-determination, and college readiness.

- Established ACE Transition to support transfer, international, and student-athlete populations before enrollment and during their transition into the university.

- Chaired the Dean's Advising Council and developed certification training for professional advisors to strengthen policy consistency, advising quality, and timely degree progression.

- Oversaw PK–16 initiatives, University Honors and Undergraduate Research, scholarship programs, Common Read, and the Multidisciplinary Baccalaureate degree.

- Co-chaired SACSCOC accreditation efforts and strengthened assessment, compliance, institutional reporting, and continuous-improvement systems.

- Developed annual budgets with the President's Executive Team and secured external resources, including collaboration on a $5 million NSF LSAMP grant supporting underrepresented students in STEM.

- Cultivated philanthropic support that expanded a study-abroad endowment from $75,000 to $320,000**,** creating permanent access for students following the pandemic.

- Delivered institution-wide faculty development on high-impact teaching, inclusive pedagogy, student engagement, and support for academically vulnerable students.

- Completed the AASCU *Becoming a Provost Academy* and mentored emerging higher education leaders through the Texas Academic Leadership Academy.

2015 – 2020 **BRIGHAM YOUNG UNIVERSITY—HAWAII**
SPECIAL ADVISOR 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 (CONTRACTED)

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.

BOARD, CABINET, AND SHARED GOVERNANCE LEADERSHIP

- Advised presidents, provosts, vice presidents, and executive cabinets on institutional strategy, policy, compliance, student success, organizational restructuring, and risk.

- Presented evidence, recommendations, and institutional updates to senior leadership, boards, trustees, faculty governance bodies, and external stakeholders.

- Held leadership roles in faculty senates, governing boards, accreditation teams, executive councils, policy review committees, and national professional associations.

- Built consensus across faculty, administrators, staff, trustees, government agencies, families, and community partners during periods of institutional change, regulatory pressure, and resource constraint.

- Translated evidence and stakeholder input into actionable policy, operational improvements, and sustainable institutional decisions.

SELECTED GOVERNANCE, ADVISORY, AND BOARD SERVICE

Governance & Board Leadership
- Board of Directors, Council for Exceptional Children
- President, Phi Kappa Phi Honor Society
- Founder & Executive Director, P.A.C.E.
- Professional Chair, Koʻolauloa Children's Community Council
- Headquarters Chair, International Committee, Kappa Delta Pi

Advisory & Public Service
- U.S. Department of State Speaker Specialist & Disability Expert
- Reviewer, U.S. Department of Education State Education Plans
- Advisory Council Member, Oxford Educational Research Symposium
- Special Advisor, Office of International Programs, Alamo Colleges District

Accreditation & Institutional Leadership

- Accreditation Representative, Western Association of Schools and Colleges
- Executive Secretary, University Faculty Senate
- Deputy Title IX Coordinator
- Vice Chair, Faculty Research Committee
- Chair, University Technology Committee
- Chair, First-Year Success Committee
- Chair, Disability Advisory Council
- Promotion and Tenure Committee Member
- Capital Campaign Committee Member
- Equal Opportunity Task Force Member

PHILANTHROPY, FUNDRAISING, AND EXTERNAL RESOURCE DEVELOPMENT

- Cultivated relationships with individual donors, foundations, trustees, alumni, government agencies, and community stakeholders to advance institutional priorities.

- Expanded a study-abroad fund from **$75,000 to $320,000 in perpetual support** following the pandemic, increasing long-term access for students.

- Directed fiscal planning and resource allocation across complex student-success portfolios, aligning personnel, operating budgets, and grant investments with enrollment, retention, completion, and institutional priorities.

- Advised executive leadership on program restructuring, resource reallocation, and operational sustainability during periods of enrollment disruption and changing federal and state requirements.

- Partnered with advancement and grants offices to develop proposal cases, steward donor relationships, and align philanthropic investments with student access, persistence, and completion.

- Contributed to federal, state, foundation, and institutional initiatives exceeding **$20 million** across workforce development, STEM, student success, adult education, access, and inclusion.

- Served on a capital campaign committee and represented institutions at donor, trustee, civic, and community events.

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 serves over 135 students. $584,000
- 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 Louis 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)

EXTERNAL RELATIONS, PUBLIC LEADERSHIP, AND INSTITUTIONAL VISIBILITY

- Represented institutions before donors, trustees, elected officials, congressional offices, state agencies, ministries of education, professional associations, school districts, and community organizations.

- Delivered keynote addresses, policy briefings, commencement remarks, and executive presentations nationally and internationally.

- Strengthened institutional visibility through civic engagement, community partnerships, public advocacy, international affiliations, and thought leadership.

- Engaged community leaders, donors, board members, employers, and educational partners to advance institutional reputation, public trust, and strategic priorities

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.

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)

LANGUAGES

Mandarin, Cantonese, Hokkien, Teochew, Malay
Spanish (currently studying)

SELECTED RESEARCH CITATIONS & SCHOLARLY IMPACT

- 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)

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

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.

- Freshmen Seminars
- Signature courses for freshmen success
- Legal Foundation of Special Education
- Inclusive Special Education Foundations
- Psycho-Educational Assessment
- Adapting Curriculum for Students with Special Needs (UDL)
- Working with Families & Professionals in Special Education
- Inclusive Education & Assessment
- Evidence-Based Instruction for Students with Disabilities in Reading, Math, Writing, Spelling, & Handwriting
- Special Education, Etiologies, Law, & Implications for Practice
- Adapting Instruction for Diverse Learners
- Collaboration in Special Education
- Educational Psychology
- Autism Spectrum Disorders: Issues & Concerns
- Applied Behavior Analysis
- Critical Issues in Education
- Organization & Evaluation of Curriculum
- Leadership in Technology for School Administrators (developed online course)
- Practicum in School Supervision
- History & Philosophy of Education
- Educational Theory and Philosophy Disability Issues
- Managing Students with Behavior Disorders
- Autism Spectrum Disorders
- Master Thesis
- Research Design

SUMMARY OF RESEARCH, SCHOLARSHIP, AND FACULTY LEADERSHIP

- Three-time tenured professor with a record of peer-reviewed scholarship in student persistence, faculty effectiveness, self-determination, disability, college transition, and educational leadership.
- Chaired faculty research and faculty affairs committees; mentored faculty, doctoral candidates, emerging academic leaders, and Fulbright applicants.
- Supported faculty research, undergraduate research, externally funded initiatives, accreditation, and professional development across multiple institutions.
- Published more than 20 peer-reviewed articles and scholarly chapters, authored three books, and developed six assessment instruments housed in the Educational Testing Service database.
- Translated research into institutional practice, including predictive analytics, faculty-led interventions, academic recovery models, and high-impact teaching strategies that improved retention and reduced D/F/W rates.

SELECTED KEYNOTE & PROFESSIONAL DEVELOPMENT

Hong, B. S. S. (2026, January 29). *High-impact teaching and learning for Early College students* [Professional development]. North Shore Community College.

Hong, B. S. S. (2026, January 29–30). *FERPA* [Early College professional development, Student Success Series]. North Shore Community College.

Hong, B. S. S. (2024, December). *Proactively engaging students and managing classroom behavior for students with disabilities* [Professional development]. Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

Hong, B. S. S. (2024, November). *Understanding faculty's rights when working with students with disabilities* [Professional development]. Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

Hong, B. S. S. (2024, September). *How do students with learning disabilities learn?* [Professional development]. Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

Hong, B. S. S. (2024, August). *High-impact teaching and learning* [Professional development]. Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

Hong, B. S. S. (2024, August). *Navigating student behavior, learning needs, and accommodations* [Professional development]. Student Success Series, Center for Teaching & Learning, San Antonio College, San Antonio, TX.

Hong, B. S. S. (2023, August 13). *Secrets to college success* [Freshman convocation address]. Freshman Welcome, Georgia Southwestern State University, Americus, GA.

Hong, B. S. S. (2023, June 15–16). *Through the eyes of the students* [Invited presentation]. Texas A&M University–San Antonio, San Antonio, TX.

Hong, B. S. S. (2022, October 5). *Support at-risk students with proactive tutoring strategies* [Keynote address]. EngineeRica Education Keynote Series.

Hong, B. S. S. (2021, November). *Turning my fears of failures into opportunity* [Invited presentation]. *Faceplant*, Series 2, Million Stories, Singleton Foundation.

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

Hong, B. S. S. (n.d.). *Formative and summative assessment* [Faculty professional development]. PROF Center, Texas A&M International University.

Hong, B. S. S. (n.d.). *Making your course content accessible and Universal Design for Learning (UDL)* [Faculty professional development]. PROF Center, Texas A&M International University.

Hong, B. S. S. (n.d.). *High-impact teaching* [Faculty professional development]. PROF Center, Texas A&M International University.

Hong, B. S. S. (2016, October 13). *College students with learning disabilities* [Faculty forum]. Faculty Advisory Council, Brigham Young University–Hawaii.

INTERNATIONAL FACULTY DEVELOPMENT & INVITED SCHOLAR APPOINTMENTS

U.S. Department of State Speaker Specialist / Fulbright-Hays Fellow — Qatar | 2014

Invited by the U.S. Embassy in Qatar in consultation with the Supreme Education Council, Qatar Foundation, Rumailah Hospital, and Hamad Medical Corporation to provide professional development on teacher quality, student learning, disability, behavior, and instructional improvement.

Selected topics:

- *Improving Teacher Quality, Student Learning, and School Outcomes: Implications for Impactful Change*
- *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 Adolescent Depression and Mental Health*
- *Behavior Disorders and Emotional Disturbances*
- *Science Spectacular: Hands-on Science Modules on Energy, Motion, Sound, Pressure, Light, Forces, and Electricity*

Senior Fulbright Specialist — Zirve University, Gaziantep, Turkey | 2014
Selected to lead faculty development in cognitive science, instructional reform, inclusive pedagogy, learning disabilities, and teacher preparation.

Selected topics:
- *What Are Developmentally Appropriate Practices?*
- *We Know How the Brain Works, But How Does It Learn?*
- *What You Think You Know: Five Myths About Teaching and Learning*
- *If Critical Thinking Is So Important, Why Is It So Difficult to Teach?*
- *How Do Students with Learning Disabilities Really Learn?*
- *Hearing and Visual Impairment: Adaptations for Teachers*
- *Early Math Learning: Red Flags for Mathematics Difficulties*
- *Communicating With and About People with Disabilities*

Honorable Visiting Scholar — Taiwan Municipal University of Education | 2011
Conducted professional development for educators and consulted with Taiwan teacher-education leaders.

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

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.

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.

Hong, B. S. S., & Chick, K. A. (2013). Understanding students with learning difficulties: How do they learn? *Kappa Delta Pi Record, 49*(1), 30–36.

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.

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.

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.

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: Research, Theory & Practice, 8*(3), 289–309.

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.

Hong, B. S. S., & Shull, P. J. (2009). Self-determination as an outcome for students: An educational paradigm shift [Lithuanian translation: *Apsisprendimas kaip aukléjimo rezultatas: Paradigmos kaita*]. *Special Education [Specialusis Udgymas], 2*(21), 76–82.

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.

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.

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.

Hong, B. S. S. (2008). Integrating Internet resources for English learners. *Central American Journal of Indigenous Education: Qatz'oloq—Our Education, 1*. Fundación Rigoberta Menchú Tum.

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.

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.

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.

BOOKS

Hong, B. S. S. (2025). M*.A.P. My Aspiration Plan Workbook* (2nd 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.

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

BOOK CHAPTERS

Hong, B. (2017). Seduction of East Asian schools. In D. Ness & S. J. Farenga (Eds.), *Studies in education and neoliberalism: Alternatives to privatizing public education and curriculum*. Routledge.

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*. Libri.

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

SELECTED PROFESSIONAL DEVELOPMENT & INSTRUCTIONAL CONSULTATION

Hong, B. S. S. (2025, February). *7 habits of equitable accommodations for college students with disabilities* [Conference presentation]. 44th Annual Conference on the First-Year Experience.

Hong, B. S. S. (2025, February). *STOP THE LEAK: Retention through the eyes of the students* [Conference presentation]. 44th Annual Conference on the First-Year Experience.

Hong, B. S. S. (2023, January). *Support at-risk students through intentional intervention* [Conference presentation]. First-Year Experience National Resource Center.

Hong, B. S. S. (2022, November 3–5). *Mixed methods framework for implementing best practices for supplemental instruction STEM programs at minority-serving institutions* [Conference presentation]. Transforming STEM Higher Education Conference, Washington, DC.

Hong, B. S. S. (2018, July 27–29). *Myths of learning* [Conference chair]. International Conference on Teaching, Learning, Innovation & Educational Technology, Singapore.

Hong, B. S. S. (2016, December 7–9). *College tutor and academic advisor understanding in working with students identified as learning disabled* [Conference presentation]. Oxford University Education Research Symposium, Oxford, UK.

Hong, B. S. S. (2016, March 17–20). *Faculty perceptions of college students with disabilities* [Conference presentation]. Oxford University Education Research Symposium, Oxford, UK.

Hong, B. S. S. (2014, March 31–April 3). *Why American schools should not be like Asian schools* [Conference presentation]. American Association for the Advancement of Curriculum Studies Annual Conference, Acadia University.

Hong, B. S. S. (2013, September 2–4). *Have technology and multitasking changed the way we learn?* [Workshop]. World Congress on Education, London, UK. **Best Workshop Award.**

Hong, B. S. S. (2013, June 17–20). *Impact of institutional support services on the persistence and graduation of college students with disabilities* [Conference presentation]. 26th International Conference on the First-Year Experience, Waikoloa, HI.

Hong, B. S. S. (2013, June 3–5). *Cultivating high-quality teacher dispositions for working with students with special needs* [Conference presentation]. Redesigning Pedagogy International Conference, Centre for Research in Pedagogy and Practice and The Learning Sciences Lab, National Institute of Education, Singapore.

Hong, B. S. S. (2013, March 17–20). *Qualitative analysis of the barriers college students with disabilities experience* [Conference presentation]. Oxford University Education Research Symposium, Oxford, UK.

Hong, B. S. S. (2012, October 13). *Cognitive science of learning* [Faculty professional development]. New Faculty Effective Teaching Workshop, Penn State Altoona.

Hong, B. S. S. (2012, April 16–18). *Critical thinking: Can you teach it?* [Conference presentation]. International Conference on Education, Dublin, Ireland.

Hong, B. S. S. (2011, October 14). *Successful students are self-determined students* [Professional development]. Title V Sophomore Success and PROF Center, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2011, October 14). *Promoting self-determination and self-directed learning with college students* [Professional development]. Title V Sophomore Success and PROF Center, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2011, October 14). *Why students think they understand when they don't: Differentiating learning skills and studying habits* [Professional development]. Title V Sophomore Success and PROF Center, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2011, October 14). *Promoting student outcomes of self-efficacy, locus of control, persistence, and commitment* [Professional development]. Title V Sophomore Success and PROF Center, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2011, October 14). *How to reach students with learning difficulties: Is it what you teach or how you teach?* [Professional development]. Title V Sophomore Success and PROF Center, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2011, October 14). *How college students engage, retain, and transfer what they have learned* [Professional development]. Title V Sophomore Success and PROF Center, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2011, March 20). *Integrating Universal Design for Learning and assistive technology for educational leaders* [Professional development]. College of Education, Department of Educational Leadership, Qatar University.

Hong, B. S. S. (2011, March 10 & 20). *How do students learn best? Brain research on knowledge, depth, intentions, and emotions* [Professional development]. Qatar University.

Hong, B. S. S. (2011, March 13). *Establishing a research agenda* [Research seminar]. Department of Psychological Sciences, Qatar University.

Hong, B. S. S., Herbert, J. T., & Byun, S. (2011). *Postsecondary outcomes of students receiving services from the Office for Disability Services: A pilot study* [Conference presentation]. 28th conference.
Note: Your original entry does not identify the full conference name, so I would not invent it.

Hong, B. S. S. (2010, October). *Faculty attitudes and knowledge toward promoting self-determination and self-directed learning for college students with and without disabilities* [Conference presentation]. The Clute Institute for International College Teaching & Learning, Las Vegas, NV. **Best Paper Award.**

Hong, B. S. S. (2010, October). [Conference chair]. *The Clute Institute for International College Teaching & Learning*, Las Vegas, NV.

Hong, B. S. S. (2010, July). *How to reach students with learning difficulties: Is it what you teach or how you teach?* [Conference presentation]. 17th International Conference on Learning, Hong Kong, China.

Hong, B. S. S. (2010, March). *How do students with learning disabilities really learn?* [Conference presentation]. 3rd Annual Information and Communication Technology in Education Conference, College of the North Atlantic and Supreme Council of Information and Communication Technology, Qatar.

Hong, B. S. S. (2010, January). *Impact of faculty value of teaching on undergraduate engineering student learning outcome* [Conference presentation]. World Universities Forum, Davos, Switzerland.

Hong, B. S. S. (2010, January). *Attitude is everything: Perceptions of faculty toward college students with disabilities* [Conference presentation]. World Universities Forum, Davos, Switzerland.

Hong, B. S. S. (2010, January). *Student perceptions of faculty and their impact on student retention* [Conference presentation]. World Universities Forum, Davos, Switzerland.

Hong, B. S. S. (2009, November). *Engaging reluctant learners through effective pedagogies: Understanding diverse needs of students with learning difficulties* [Conference presentation]. Educational Research Association of Singapore Conference, Nanyang Technological University, Singapore.

Hong, B. S. S. (2009, October). *College students with learning difficulties: What vs. how you teach?* [Faculty professional development]. Teaching and Learning Consortium, Penn State Altoona.

Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2009, June). *Leaders exerting pressure for positive change: Leverage for educational leadership reform* [Conference presentation]. 9th International Conference on Knowledge, Culture, and Change in Organizations, Northeastern University, Boston, MA.

Hong, B. S. S. (2007, April). *Empowering culturally and linguistically diverse students with disabilities* [Conference presentation]. 13th Annual International Association of Intercultural Communication Studies Conference, Harbin, China.

Hong, B. S. S. (2007, March). *Strategies for working with diverse students with disabilities* [Conference presentation]. 5th Annual Bilingual Conference, Texas A&M International University, Laredo, TX.

Hong, B. S. S. (2006, December). *Adapting instruction for university students with disabilities* [Professional development]. Disability Training Network, Texas A&M University, College Station, TX.

Hong, B. S. S. (2006, February). *Accommodating culturally and linguistically diverse students with disabilities* [Professional development]. Teach for America Fellows, Pace University, New York, NY.

Hong, B. S. S. (2004, July). *Facilitating special education teacher preparation in Singapore* [Invited professional development]. Pathlight School Board, Singapore.

PUBLICATION IN REFEREED DATABASE

Hong, B. S. S. (2016). *College Learning Assessment of Student Scale (CLASS)* [Assessment instrument]. Educational Testing Service. Call No. TC024712.

Hong, B. S. S. (2016). *Faculty Caring Scale (FCS)* [Assessment instrument]. Educational Testing Service. Call No. TC024711.

Hong, B. S. S. (2016). *Perceptions of College Students With Disabilities, Revised* [Assessment instrument]. Educational Testing Service. Call No. TC024709.

Hong, B. S. S. (2016). *Self-Determination in Higher Education (SDHE)* [Assessment instrument]. Educational Testing Service. Call No. TC024710.

Hong, B. S. S. (2009). *Perceptions of Students With Disabilities (PSWD)* [Assessment instrument]. Educational Testing Service. Call No. TC023926.

Hong, B. S. S. (2009). *Teacher-Candidate Perceptions of Mathematics* [Assessment instrument]. Educational Testing Service. Call No. TC023927.

INSTITUTIONAL & TECHNICAL SYSTEMS EXPERTISE (SAMPLE)

Enrollment & Student Success Platforms
DegreeWorks, Salesforce, Banner, Civitas, Illume, INSPIRE, EAB Navigate, Who's Next, Zogotech, Navigate

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