

## CURRICULUM VITAE

Qiong FU, Ph. D.

**Professor of Practice**

Lehigh University

College of Education

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### EDUCATION

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**Ph.D.**      **University of Illinois at Chicago (UIC);** Department of Educational Psychology  
2010      Specialty: Measurement, Evaluation, Statistics, and Assessment (MESA)  
Dissertation: *Comparing accuracy of parameter estimation using item response theory  
models in the presence of guessing.*  
(Chair: Dr. Everett V. Smith)

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**M.A.**      **Tsinghua University, Beijing, China;** Department of English Languages  
2001      Thesis: *Validating the College English Band-6 reading comprehension tests in China.*  
(Chair: Dr. Wen-Xia ZHANG)

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**B.A.**      **Peking University, Beijing, China;**  
1991      Department of English Language and Literature  
Thesis: *Jane Eyre's Pilgrimage.* (Supervisor: Prof. Nai-Zheng QI)

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### PROFESSIONAL DEVELOPMENT (Workshops I attended)

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11/2015<sup>a</sup>. *Mediation and Moderation Analysis: A Second Course* (using SPSS/ PROCESS),  
taught by Dr. A. Hayes.

07/2015<sup>a</sup>. *Social Network Analysis* (using UCINET), taught by Dr. S. Borgatti.

06/2014<sup>a</sup>. *Multilevel Modeling: A Second Course* (using Mplus), taught by Dr. K. Preacher.

05/2013<sup>a</sup>. *SEM: A Second Course* (using Mplus), taught by Dr. G. Hancock.

08/2012<sup>b</sup>. *Mplus Workshop for Statistics*, taught by Drs. B. Muthén, Asparouhov, Masyn,  
Lubke, van de Schoot, Nylund-Gibson, and Petras.

12/2011<sup>a</sup>. *Missing Data* (using SAS), taught by Dr. P. Allison.

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a. Two days in Philadelphia.

b. Five days at John Hopkins University.

## WORK EXPERIENCES

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08/2016 – present	<p><b>Professor of Practice</b> at the College of Education (COE), Lehigh University.</p> <p><b><u>Duties:</u></b></p> <ul style="list-style-type: none"><li>(1) Teaching graduate-level courses in statistics, research, &amp; psychometrics;</li><li>(2) Collaborating as statistician and evaluator on grant proposals and research projects in education, psychology, &amp; bioscience fields;</li><li>(3) Providing consultation in quantitative research design, measurement/psychometrics, statistics, and evaluation for COE faculty and graduate students</li></ul> <p><b><u>Courses Taught:</u></b></p> <p>EDUC408–Introduction to Statistics (Fall, 13-14, 16-20; Online Sp., 15, 17, 19); EDUC409–Analysis of Experimental Data (Sp., 11 to 14, 16, 18-21); EDUC410–Univariate Statistical Models (Fall, 11, 12, 15); EDUC412–Advanced Applications of Psychometric Principles (Sp. 16; Sp. 20); EDUC403–Research (Sp. 11).</p> <p><b><u>Workshops:</u></b> (2015, 2017; Fall 2019—Spring 2020)</p> <p>Mediator Moderator Analyses (for SEM in Mplus; for regression in SPSS /PROCESS); Power Analyses (G*Power); Logistic Regression in SPSS; Rasch Modeling (WINSTEPS); Training for software (SPSS, SAS).</p>
10/2010 – 08/2016	<p><b>Research Scientist</b> at COE, Lehigh University. Same duties as above.</p>
05/2004– 08/2010	<p><b>Research Assistant (Consultant)</b> at the MESA Lab, University of Illinois at Chicago (UIC). Part-time (10-20 hours per week).</p>
Sp. 2010	<p><b>Instructor</b> for EPSY505 (Advanced ANOVA and Regression) at UIC.</p>
Summer 2007	<p><b>Intern</b> for 8 weeks in the Research Department at the Houghton Mifflin Harcourt Company, IL. Participated in (a) large-scale operational data editing, test/item analysis Rasch calibration, scaling, standard setting, and (b) national school sampling.</p>
08/1991– 07/2003	<p><b>Faculty</b> in the English Department, Peking University (PKU; aka. Beijing Univ.) Health Science Center (HSC; aka. Beijing Medical University by 2000), China. <b>Honors:</b> Excellent Teacher in 1995, 2002, and 2003.</p>
09/1996– 07/2003	<p><b>Leader</b> of the English Teaching Program for the Eight-Year M.D. or Ph.D. track students at PKU-HSC, Beijing, China.</p>
06/1995– 07/2003	<p><b>Item screener</b> for English vocabulary and reading comprehension tests, <b>essay rater</b>, and (in 2003) <b>rater supervisor</b> for the National College English Test Band-4/6 (CET-4/-6) in China. <b>Essay rater</b> and (2000~2004) reading comprehension <b>test writer</b> for doctoral students' entrance exams for the Ministry of Health in China.</p>

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## FUNDED GRANT PROJECTS (My roles: 1. Statistician\*; 2. Evaluator).

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06/2020 – 05/2024. Collaborative Research: Expanding Socio-Environmental Science Investigations with Geospatial Technologies in High Schools (\$1,667,845 for Lehigh Univ.). National Science Foundation (NSF): Innovative Experiences for Students and Teachers program. PIs: Drs. Thomas Hammond, Kate Popejoy, et al. [Role 1](#).

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09/2016 – 08/2019. *Socio-Environmental Science Investigations Using the Geospatial Curriculum Approach with Web Geospatial Information Systems* (\$1,199,794). National Science Foundation (NSF): Innovative Experiences for Students and Teachers program. PIs: Drs. Alec Bodzin, Thomas Hammond, et al. at Lehigh. [Role 1](#).

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09/2014 – 08/2018 with extension to 2019. *Multisite Study of School-Based Treatment Approaches for Adolescents with ADHD* (\$3.05 million). Institute of Education Sciences (IES). PIs: Drs. Steven Evans (Ohio U) and George DuPaul (Lehigh). [Role 1](#).

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09/2013 – 08/2015. *Little Talks: Developing the Role of Early Head Start Home Visitors to Provide Evidence-Based Intervention to Families* (\$889,102). U.S. Department of Health and Human Services, Health Resources and Service Availability. PI: Dr. Patricia Manz at Lehigh. [Role 1](#).

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07/2011 – 06/2013. *Promoting Spatial Thinking with Web-based Geospatial Technologies* (\$438,161). NSF. PI: Dr. Alec Bodzin at Lehigh. [Role 1](#).

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09/2017 – 05/2020. *The GAANN (Graduate Assistance in Areas of National Need) grant project*. U.S. Department of Education. PI: Dr. Almut Hupbach, Dept of Psychology at Lehigh. [Role 2](#).

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08/2017 – 07/2022. *Cognitive deficiency as a source of reproductive isolation between hybridizing species*. NSF. PI: Dr. Amber Rice, Biological Sciences at Lehigh. [Role 2](#).

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\* As a statistician, I contribute to research design and do write-up for Data Analysis in the proposal. If funded, I provide consultation, do random sampling, run the complex data analyses (e.g., HLM, SEM, LCA, Rasch), and participate in generation of reports, presentations, and publications.

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## CONSULTATION FOR GRADUATE STUDENTS' RESEARCH

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Research design; Sampling; Power analysis; Missing data;  
Psychometrics (classical & Rasch); Scale development, validation, or optimization;  
Statistics (Single or multi-level, cross-sectional or longitudinal data; Uni- or multivariate data analyses; Large-scale weighted data.)

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*Software:* SPSS, SAS, HLM7 or 8, Mplus, WINSTEPS

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## RESEARCH COMMITTEE MEMBERSHIP

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- **Completed Dissertation committees at Lehigh University:**

1. Amanda Gernhart (Chair: Dr. Patti Manz), 1/2014–5/2015.
  2. Ali Shameem (Chair: Dr. Tom Hammond), 8/2014–12/2016.
  3. Dolly Singley (Chair: Dr. Linda Bambara), 1/2015–5/2017.
  4. Gina Gullo (Chair: Dr. Floyd Beachum), 9/2016–4/2017.
  5. Preeti Kumari (Chair: Dr. Alex Wiseman), 8/2017–8/2018.
  6. Sam Hopp (Chair: Dr. Alex Wiseman), 8/2017–5/2018.
  7. Kelly Grace (Chair: Dr. Nikki Tannanbaum), 8/2017– 5/2019.
  8. Lauren Conston (Chair: Dr. Floyd Beachum), 9/2017–4/2019.
  9. Jessica Liu (Chair: Chris Liang) –March 2020
  10. Bob (Robert) Steckel, Jr. (Chair: Dr. Craig Hochbein) –April 2020
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- **Completed Dissertation committees at the UIC (2014 & 2017):**

- MESA Program, Department of Educational Psychology:  
Jonathan Brown (Chair: Dr. James Pellegrino), 4/2014–8/2014.
  - Marketing Department:  
Tatiana Barakshina (Chair: Dr. Alan Malter), 9/2015–8/2017
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- *Completed Qualifier Projects* for \_ Doctoral Students, Lehigh

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- **In-progress Dissertation committees** at Lehigh: 12 students (2 from CIE, 2 Educational Leadership, 2 TLT, 3 Counseling Psych, and 3 School Psych)
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## PUBLICATIONS

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- DuPaul, G., **Fu, Q.**, Anastopoulos, A., Reid, R., Power, T. (2020). ADHD Parent and Teacher Symptom Ratings: Differential Item Functioning Across Gender, Age, Race, and Ethnicity. *Journal of Abnormal Child Psychology*. 48: 679–691. <https://doi.org/10.1007/s10802-020-00618-7>
- Bodzin, A., Hammond, T., **Fu, Q.**, & Farina, W. (2020). Development of Instruments to Assess Students' Spatial Learning Attitudes (SLA) and Interest in Science, Technology and Geospatial Technology (STEM-GEO). *International Journal of Educational Methodology*, 6(1): 67 – 81.
- DuPaul, G., Dahlstrom-Hakki, I., Gormley, M., **Fu, Q.**, Pinho, T., & Banerjee, M. (2017). College students with ADHD and LD: Effects of support services on academic performance. *Learning Disabilities Research & Practice*, 32, 246-256.
- Shapiro, E. S., Gebhardt, S., Flatley, K., Guard, K. B., **Fu, Q.**, Leichman, E. S., Calhoon, M. B., & Hojniski, R. (2017). Development and validity of the Rating Scales of Academic Skills for Reading Comprehension. *School Psychology Quarterly*, 32(4):509-524. (Cont'd)

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## PUBLICATIONS (Cont'd)

- Manz, P. H., Bracaliello, C. B., Pressimone, V. J., Eisenberg, R. A., Gernhart, A. C., **Fu, Q.**, & Zuniga, C. (2016). Toddlers' expressive vocabulary outcomes after one year of Parent-Child Home Program services. *Early Child Development and Care*, 186(2): 229-248.
- Shapiro, E. S., Dennis, M. S., & **Fu, Q.** (2015). Comparing computer adaptive and curriculum-based measures of math in progress monitoring. *School Psychology Quarterly*, 30, 470-487. Available on <http://dx.doi.org/10.1037/spq0000116>
- Bodzin, A., **Fu, Q.**, Bressler, D. & Vallera, F. (2015). Examining the enactment of web GIS on students' geospatial thinking and reasoning and tectonics understandings. *Computers in the Schools*, 32, 63-81.
- Bodzin, A., **Fu, Q.**, Kulo, V., & Pepper, T. (2014). Examining the effect of enactment of a geospatial curriculum on students' geospatial thinking and reasoning. *Journal of Science Education and Technology*, 23(4): 562-574. DOI: 10.1007/s10956-014-9488-6
- Bodzin, A., & **Fu, Q.** (2014). The effectiveness of the geospatial curriculum approach on urban middle level students' climate change understandings. *Journal of Science Education and Technology*, 23(4): 575-590. DOI: 10.1007/s10956-013-9478-0
- Bodzin, A., **Fu, Q.**, Pepper, T., & Kulo, V. (2013). Developing energy literacy in U.S. middle level students using the geospatial curriculum approach. *International Journal of Science Education*, 35(9), 1561-1589. DOI: 10.1080/09500693.2013.769139
- DuPaul, G. J., Carson, K. M., & **Fu, Q.** (2013). Medical home care for children with special needs: Access to services and family burden. *Journal of Children's Health Care*, 42(1), 27-44. DOI: 10.1080/02739615.2013.753813
- Donahue, M., **Fu, Q.**, & Smith, E. V. Jr. (2012). Beliefs about Language Development: Construct Validity Evidence. *Journal of Applied Measurement*, 13(4), 336-359.
- DuPaul, G. J., Carson, K. M., & **Fu, Q.** (2011). Promoting comprehensive treatment for children with ADHD through medical home services. *The ADHD Report*, 19(6), 1-4.
- Yuen, M., Smith, E. V. Jr., Dobria, L., & **Fu, Q.** (2009). The Study Skills Self-Efficacy Scale for use with Chinese students. *Journal of Applied Measurement*, 10, 266-280.
- Fu, Q.**, & Zhang, W.-X. (2003). Verifying the construct validity of CET-6 reading comprehension tests. In W.-Zh. Hu (Ed.), *ELT in China 2001 – Papers presented at the third international symposium on ELT in China* (pp. 1032-1043). Beijing: Foreign Language Teaching and Research Press.
- Zhang, W.-X., & **Fu, Q.** (2002). Using verbal reports in verifying construct validity of CET-6 reading Tests. *Teaching English in China*, 25(4), 2-5. (CONT'D)
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## PUBLICATIONS (CONT'D)

- Fu, Q.**, & Zhang, W.-X. (2002). The role of verbal reports in exploring the reading comprehension tests. *Journal of Xi'an Foreign Language University*, 10(4), 90-93.
- Fu, Q.** (2001). Verifying the validity of CET-6 reading comprehension tests. In *Foreign Language Teaching* (pp. 94-99). Beijing: Tsinghua University Press.
- Fu, Q.** (1998). Transfer of Chinese language in English writing. In *Foreign Language and Culture Studies* (Vol. 3, pp. 27-30). Jilin Province, China: Jilin University Press.
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## CONFERENCE PRESENTATIONS

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- Bodzin, A. M., Hammond, T. C., **Fu, Q.**, & Farina, W. (2020, Apr.). *Optimizing Instruments for Students' Spatial Learning Attitudes and Interest in Science, Technology, and Geospatial Technology* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uy59wer> (Conference Canceled).
- DuPaul, G.J., Power, T.J., **Fu, Q.**, Anastopoulos, A.D., & Reid, R. (2020, Feb.). *ADHD parent and teacher ratings: Measurement invariance across child characteristics*. Paper presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Popejoy, K., Bodzin, A., Hammond, T., **Fu, Q.**, & Farina, W. (2020, Jan.). *The impact of STEM mentors in technology-driven socio-environmental science investigations*. Paper presented at the Association for Science Teacher Education (ASTE) Meeting, San Antonio, TX.
- Bodzin, A., Hammond, T., **Fu, Q.**, & Farina, W. (2019, Apr.). The Implementation of Socio-Environmental Science Investigations Using Mobile Learning and Web GIS: Pilot Test Findings. Paper presented at the annual NARST Conference, Baltimore, MD.
- Evans, S. W., DuPaul, G. J., Owens, J. S., Benson, K., Ray, A. R., & **Fu, Q.** (2018, Nov.). The BEST Program: Effects on Social and Behavioral Functioning. Paper presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Washington D.C.
- DuPaul, G. J., et al. (2018, Nov.). The Bridges to Educational Success for Teens (BEST) Program: Effects on Academic Functioning. Paper presented at the ABCT convention.
- Rocchino, G. H., Liang, C. T. H., **Fu, Q.**, Lin, X., Melo, K., Paulvin, C., & Suro, B. (2017, Aug.). *Project Up2: Testing a culturally-modified intervention to improve academic motivation & goal setting*. Poster presented at the Annual Convention of the American Psychological Association (APA), Washington D. C.
- Shapiro, E. S., Guard, K., Flatley, K., & **Fu, Q.** (2015, Feb.). *Larger-scale validation of teacher rating scales for assessing reading and mathematics*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
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## CONFERENCE PRESENTATIONS (CONT'D)

- Fu, Q.**, Bodzin, A., & Smith, E. V. Jr. (2014, Apr.). *Latent transition in geospatial thinking and reasoning for tectonics understanding*. Paper presented at the biennial International Objective Measurement Workshop (IOMW), Philadelphia, PA.
- Janney, D. M., Wood, B. K., & **Fu, Q.** (2014, Apr.). *Factors affecting teacher knowledge and use of evidence-based practices*. Paper presented at the International Council for Exceptional Children Convention, Philadelphia, PA.
- Janney, D. M., Wood, B. K., & **Fu, Q.** (2014, Mar.). *Teacher-identified contextual factors supporting use of evidence-based practices*. Paper presented as a paper at the 11th International Conference on Positive Behavior Support, Chicago, IL.
- Liu, X. L., Tao, Sh.-Q., & **Fu, Q.** (2014, Apr.). *The use of student growth percentiles in school accountability assessment*. Paper presented at the Annual Conference of National Council on Measurement in Education (NCME), Philadelphia, PA.
- DuPaul, G. J., Carson, K. M., & **Fu, Q.** (2011, Aug.). *Medical home care for children with ADHD: Access to services and family burden*. Poster presented at the APA meeting, Washington, D.C.
- Fu, Q.**, & Smith, E. V., Jr. (2011, Apr.). *Poor targeting and effects of the CUTLO method on Rasch ability estimation*. Paper presented at the AERA, New Orleans, LA.
- Fu, Q.**, Yuen, M., & Smith, E. V., Jr. (2007, Apr.). *Analysis of study skills self-efficacy of Hong Kong high school students*. Paper presented at the AERA, Chicago.
- Fu, Q.**, Bonner, G., & Smith, E. V., Jr. (2006, Dec.). *The African-American Family Caregivers Trust in Physicians Scale and its relationship to medical decision making*. Paper presented at Midwest Objective Measurement Seminar (MOMS), Chicago.
- Fu, Q.**, Yuen, M., Dobria, L., & Smith, E. V., Jr. (2005, Dec.). *Study skills self-efficacy of secondary school students in Hong Kong: DIF across gender, teaching languages and grades*. Paper presented at MOMS, Chicago.

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## INTERNAL PROJECT REPORT

- Smith, Jr., E.V., **Fu, Q.**, & Liu, X. L. (2004). *Psychometric evaluation of enGauge assessment*. Unpublished technical report for NCREL.
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