

CURRICULUM VITAE

Qiong FU, Ph. D.

Research Associate Professor

College of Education (COE), Lehigh University

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EDUCATION

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)

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)

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

PROFESSIONAL DEVELOPMENT (WORKSHOPS I ATTENDED)

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- 11/2020. Intensive Longitudinal Methods (remote) taught by Dr. D. Hedeker.
11/2015^a. Mediation/Moderation Analysis: A Second Course (in PROCESS) by Dr. A. Hayes.
06/2014^a. Multilevel Modeling: A Second Course (in Mplus) by Dr. K. Preacher.
05/2013^a. Structural equation modeling (SEM): A Second Course (in Mplus) by Dr. G. Hancock.
08/2012^b. Mplus Workshop for Statistics, taught by B. Muthén, Asparouhov, Masyn, et al.
12/2011^a. 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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- 08/2022 – **Research Associate Professor** at COE, Lehigh University. **Duties:**
Present (1) Teaching graduate-level courses in statistics.
 (2) Collaborating as a statistician, evaluator, or methodologist on grant proposals and research projects.
 (3) Providing consultation in quantitative research design, measurement/psychometrics, statistics, and evaluation for COE faculty and graduate students.
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08/2016 – 08/2022	Professor of Practice at COE, Lehigh University. Same duties as above.
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10/2010 – 08/2016	Research Scientist at COE, Lehigh University. Same duties as above. [Service: 2013-2015: College of Education Multicultural Diversity Committee.]
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05/2004– 08/2010	Research Assistant (Consultant) at the MESA Lab, University of Illinois at Chicago (UIC). Part-time (10-20 hours per week).
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Sp. 2010	Instructor for EPSY505 (Advanced ANOVA and Regression) at UIC.
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Summer 2007	Intern 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; (b) national school sampling.
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08/1991– 07/2003	Faculty in the English Department, Peking University (PKU; aka. Beijing Univ.) Health Science Center (HSC; aka. Beijing Medical University by 2000), China.
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FUNDED GRANT PROJECTS

2024-2025. Immersive Learning with Headset Virtual Reality for Non-Formal Learning. COE Strategic Research Opportunity Grant. Lehigh University. (\$30,095). PIs: Bodzin, A., Hammond, T., Pan, Z, & **Fu, Q.**

2023-2024. Immersive Learning with Headset Virtual Reality Gameful Experiences (\$5,949). OVPR Faculty Research Grant. Lehigh University. PIs: Bodzin, A., Hammond, T., Pan, Z, & **Fu, Q.**

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: Hammond, T., Popejoy, K., et al. (**Role:** Statistician)

09/2016–08/2019. *Socio-Environmental Science Investigations Using the Geospatial Curriculum Approach with Web Geospatial Information Systems* (\$1,199,794). NSF. PIs: Bodzin, A., Hammond, T., et al. (**Role:** Statistician)

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: Evans, S., DuPaul, G. (**Role:** Statistician)

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: Manz, P. at Lehigh. (**Role:** Statistician)

07/2011–06/2013. *Promoting Spatial Thinking with Web-based Geospatial Technologies* (\$438,161).

NSF. PI: Dr. Alec Bodzin at Lehigh. (**Role:** Statistician)

09/2017–05/2020. *The GAANN (Graduate Assistance in Areas of National Need) project*. U.S.

Department of Education. PI: Hupbach, A. (Dept of Psychology at Lehigh). (**Role:** Evaluator)

08/2017–07/2022. *Cognitive deficiency as a source of reproductive isolation between hybridizing*

species. NSF. PI: Rice, A. (Biological Sciences at Lehigh). (**Role:** Evaluator for Proposal and Year 1—2018. Evaluation ended with the pandemic.)

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

COURSES TAUGHT

EDUC408–Introduction to Statistics (Fall 2013-14, 2016–24; Online Sp. 2015, 17, 19).

EDUC409–Analysis of Experimental Data (Sp., 2011 to 14, 2016, 2018–25).

EDUC 411–Multivariate Statistical Models (Sp. 2022).

EDUC412–Advanced Applications of Psychometric Principles (Sp. 2016, 21, 24).

EDUC403–Research (Sp. 2011). EDUC410–Univariate Statistical Models (Fall 2011, 12, 15).

CONSULTATION FOR GRADUATE STUDENTS

1) **Committee member for dissertation studies** (11 *in progress* at Lehigh; 28 *completed* at Lehigh; 2 *completed* at UIC)

2) **Consultation** (in progress or ended in 2024 for 22 students, ended in 2020 to 2023 for at least 40 students, and more earlier). Topics/Skills for Statistical/Research Consultation:

Psychometrics (classical & IRT); Scale development, validation, or optimization;

Statistics: Single or multi-level, cross-sectional or longitudinal data; Uni- or multivariate data analyses; Moderator/mediator analyses (in regression or in SEM); Latent class/profile analysis; Non-parametric; Power analysis; Missing data; Large-scale weighted data; Sampling. *Software*: SPSS, SAS, HLM 8, Mplus, Winsteps.

PUBLICATIONS—REFERRED ARTICLES

Manz, P. H., Roggman, L. A., Power, T. J., **Fu, Q.**, Eisenberg, R. A., Leonhardt, N. V., Wallace, L. E.

Ridgard, T., & Manzo, J. (2024). Little Talks: Building home visiting's capacity to promote communication and language skills for children under three years of age. *Children and Youth Services Review*, 164. DOI: <https://doi.org/10.1016/j.childyouth.2024.107865>

- Beachy, S., Liang, C., Fizur, P., **Fu, Q.**, & Johnson, N. (2024). Disentangling the coping process in White rural men who carry guns. *Psychological Reports*. PMID: 38770861
DOI: [10.1177/00332941241252771](https://doi.org/10.1177/00332941241252771)
- Rosenthal, E., **Fu, Q.**, DuPaul, G. J., Reid, R., Anastopoulos, A. D., & Power, T. (2024). Assessing ADHD-related impairment: Differential item functioning based on child demographic characteristics. *School Psychology*. <https://dx.doi.org/10.1037/spq0000643>
- Wood, C., Manz, P. H., Sawyer, P., & **Fu, Q.** (2024). The influence of student language and student-teacher relationships on student-specific teacher self-efficacy in early childhood. *Bilingual Research Journal*, 47(2), 134–148. DOI: <https://doi.org/10.1080/15235882.2024.2322744>
- DuPaul, G. J., Evans, S. W., Cleminshaw-Mahan, C. L., & **Fu, Q.** (2024) School-based intervention for adolescents with ADHD: Predictors of effects on academic, behavioral, and social functioning. *Behavior Therapy*, 55(4), 680-697. DOI: <https://doi.org/10.1016/j.beth.2024.01.010>
- Bodzin, A., **Fu, Q.**, Araujo-Junior, R. M., Hammond, T., Anastasio, D., & Schwartz, C. (2024). Implementation of a desktop virtual reality field trip in public outreach settings. *Multimedia Tools and Applications*, 83, 55405–55426. DOI: <https://doi.org/10.1007/s11042-023-17729-0>
- Evans, S. W., DuPaul, G. J., Benson, K., Owens, J. S., **Fu, Q.**, Cleminshaw, C. L., Kipperman, K., & Margherio, S. (2023). Social Functioning Outcomes of a High School-Based Treatment Program for Adolescents with ADHD. *Journal of Clinical Child & Adolescent Psychology*. DOI: <https://doi.org/10.1080/15374416.2023.2235693>
- Nielsen-Pheiffer, C., Lindstrom, E., & **Fu, Q.** (2023). Teacher Use of Evidence Based Practices in Juvenile Justice Settings: A National Survey. *Journal of Correctional Education*.
- Franklin-Gillette, S., DuPaul, G. J., **Fu, Q.**, & Fogt, J. (2022). Peer influence in a school for youth with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*. DOI: [10.1177/1063426221076471](https://doi.org/10.1177/1063426221076471)
- DuPaul, G. J., Evans, S. W., Owens, J. S., Cleminshaw, C. L., Kipperman, K., **Fu, Q.**, & Benson, K. (2021). School-based intervention for adolescents with attention-deficit/hyperactivity disorder: Effects on academic functioning. *Journal of School Psychology*. 87: 48-63. ISSN 0022-4405. <https://doi.org/10.1016/j.jsp.2021.07.001>
- DuPaul, G. J., **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. J., 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., Calhoun, M. B., & Hojnosi, R. (2017). Development and validity of the Rating Scales of Academic Skills for Reading Comprehension. *School Psychology Quarterly*, 32(4):509-524.
- 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., & Peffer, 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](https://doi.org/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](https://doi.org/10.1007/s10956-013-9478-0)
- Bodzin, A., **Fu, Q.**, Peffer, 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](https://doi.org/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](https://doi.org/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.
- 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.

- 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 (2020 TO PRESENT)

- Bodzin, A., **Fu, Q.**, Araujo-Junior, R. M., Hammond, T., Anastasio, D., & Schwartz, C. (2024, Jan.). *Learning with a desktop virtual reality field trip in public outreach settings*. Paper to be presented at the 2024 Association for Science Teacher Education (ASTE) Annual Meeting in New Orleans, LA.
- Ahn, J. H., DuPaul, G. J., Dever, B. V., & **Fu, Q.** (2024, February). STEM interest and achievement in high school freshmen with ADHD. Paper to be presented at the National Association of School Psychologists (NASP) Annual Convention in New Orleans, LA.
- DuPaul, G. J., Evans, S. W., Cleminshaw-Mahan, C. L., & **Fu, Q.** (2023, Nov.). *School-based intervention for adolescents with ADHD: predictors of effects on academic, behavioral, and social functioning*. Poster presented at the annual conference of the Association for Behavioral and Cognitive Therapies (ABCT), Seattle.
- Evans, S. W., Margherio, S., DuPaul, G. J., **Fu, Q.**, & Owens, J. S. (2023, June). *Contrasting findings of a training RCT across developmental levels and degrees of treatment completion: To what extent does dosage matter for organization training*. Paper presented at the biennial conference of the International Society for Research in Child and Adolescent Psychopathology, London, England.
- Gross, Y., Manz, P. H., **Fu, Q.**, & Wood, C. (2022, Sept.). *Using the PIEL to measure parent involvement*. A paper presentation at the Parents as Teachers Annual International Conference. Denver: CO.
- DuPaul, G. J., Evans, S. W., & **Fu, Q.** (2022, Apr.). *School-Based Intervention for Adolescents with ADHD: Predictors of Effects on Academic Performance*. Paper to be presented at the annual American Educational Research Association (AERA).
- Franklin-Gillette, S., DuPaul, G. J., **Fu, Q.**, & Fogt, J. B. (2021, November). *The importance of classroom context in behavior change for youth with EBD*. Poster presented at the annual conference of the Association for Behavioral and Cognitive Therapies, virtual.
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Fu, Q., DuPaul, G. J., & Evans, S. W. (2021, Apr.). *Treatment Outcome Measurement using the Homework Problems Checklist for High School Students with ADHD*. Paper presented for the paper Session “Rasch Modeling in Educational Settings” at the annual American Educational Research Association (AERA).

Chen, R., Kern, L., & **Fu, Q.** (2021, March). *Stress among Racial Minority Parents of Adolescents with Emotional and Behavioral Problems*. Poster presented at the Council for Exceptional Children Conference, Baltimore, MD.

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 at the virtual AERA, San Francisco <http://tinyurl.com/uy59wer>.

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.

*Omitting earlier years.

SERVICES

Review Panel Member, National Science Foundation (NSF) DRK-12 program (2022).

Reviewer of manuscripts for journals.

Consultant/Statistician for internal and external grant proposals.

Contributing to faculty search and evaluation.

Writing recommendation letters for students applying for jobs, internship, doctoral programs, or dissertation awards.

Co-mentor for an interdisciplinary collaboration project Data for Impact (D4I)

Project at Lehigh (Spam Spotting, led by Dr. Sihong Xie; summer 2020).

Providing workshops for the College of Education, Lehigh (2015, 2017, 2019, 2020).

Updated January 2025