

Invited Panel Discussion

Early Career Development: Grant Writing and Publications

Organizer: Chuang Wang (Professor of Educational Research, Department of Educational Leadership, University of North Carolina at Charlotte)

A group of established scholars will share their experience of grant writing, publications, and tenure and promotion in US institutions. These scholars have received multi-million dollar grants from National Science Foundation (NSF), Institute of Education Sciences (IES), National Institutes of Health (NIH), Spencer Foundation, and the Department of Education from multiple states in the US. These tenured professors also have published hundreds of journal articles and book chapters. This panel discussion is aimed to help young scholars (assistant professors and graduate students who want to work in the academia) go through the tenure and promotion process in their institutions.



Xitao Fan is Chair Professor & Dean, Faculty of Education, *University of Macau*, China. He is an AERA Fellow (2012). Prior to his current appointment, he was associate, full, and endowed chair professor (*Curry Memorial Professor of Education*) in the *University of Virginia*, and assistant/associate professor in *Utah State University*. His teaching and research interests are interdisciplinary education research, quantitative methods, measurement issues, etc. He served as associate editor (2000-2004) and editor (2004-2010) of *Educational and Psychological Measurement* (EPM; Sage Publications). He has been involved in numerous grants funded by US federal agencies and other organizations (e.g., *NSF*, *IES*, *NIH*). He has published over 130 journal articles and book chapters in competitive outlets, and his research has been widely cited internationally (e.g., *Google Scholar* citations > 10,000; *h* index = 45).

Richard Lambert currently serves as a Professor in the Department of Educational Leadership at the University of North Carolina at Charlotte, as Director of the *Center for Educational Measurement and Evaluation*, and as Editor of *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*. He earned his Ph.D. in Research, Measurement, and Statistics and an Ed.S. degree in counseling psychology from Georgia State University. He has received over 20 million dollars in funding for research during his career. His research interests include assessment for young children, applied statistics, and teacher stress and coping.



Do-Hong Kim is an Associate Professor of Educational Research at the University of North Carolina at Charlotte (UNCC). She supports graduate programs in the College of Education at UNCC through teaching and research in the areas of research, statistics, assessment, and evaluation. Dr. Kim received her Ph.D. in Educational Psychology and Research from the University of South Carolina. Her research interests include the application of psychometric and quantitative methods to issues in educational and psychological assessment. One area of measurement in which she is especially interested is that of assessment of special populations, particularly English language learners and children with disabilities. She is pursuing this line of research within the context of formative assessment and has initiated several innovative studies in the area.



CHINESE AMERICAN EDUCATIONAL
RESEARCH & DEVELOPMENT ASSOCIATION