

SUNGGYE HONG, Ph.D.

David and Minnie Meyerson Distinguished Professor & Special Education Unit Chair

Department of Disability and Psychoeducational Studies

College of Education, University of Arizona

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EDUCATION

- **2002 | Doctor of Philosophy (Ph.D.) in Education**
University of Arizona, Tucson, AZ
Special Education: Visual Impairment
Dissertation: *The Impact of Early Exposure to Uncontracted Braille by Students with Visual Impairments*
- **1998 | Master of Arts (M.A.)**
University of Arizona, Tucson, AZ
Special Education: Visual Impairment
- **1996 | Bachelor of Arts (B.A.)**
Daegu University, Daegu, South Korea
Special Education: Visual Impairment

ACADEMIC APPOINTMENTS

- **University of Arizona, Tucson, AZ**
Professor, Department of Disability & Psychoeducational Studies (2024–Present)
David and Minnie Meyerson Distinguished Professor in Disability & Rehabilitation (2022–Present)
Special Education Unit Chair (2018–Present)
Program Coordinator, Visual Impairment Program (2014–Present)
Associate Professor (2014–2024)
- **San Francisco State University, San Francisco, CA**
Associate Professor, Department of Special Education (2013–2014)
Program Coordinator, Visual Impairment Program (2011–2014)
Assistant Professor (2007–2013)
- **University of Northern Iowa, Cedar Falls, IA**
Assistant Professor, Department of Special Education (2003–2007)
- **Kongju National University, South Korea**
Research Professor / Lecturer (2002–2003)

AWARDS AND HONORS

- Research Leadership Institute Cohort, University of Arizona (2024)
- David and Minnie Meyerson Distinguished Professorship (2022)
- Fulbright U.S. Scholar Award (2020)
- JVIB Peer Reviewer of the Year Award (2011)

- Dean's Faculty Award for Research, SFSU (2010)
- Faculty Diversity Support Award, SFSU (2008)
- Faculty Travel Award, SFSU (2008)
- Donald D. Hammill Foundation Doctoral Fellowship (2001)
- Meyerson Disability Research Grant (2001)
- Tucson Association for the Blind Scholarships (1997, 1998)

PUBLICATIONS

Peer-Reviewed Journal Articles

Park, J., Kim, D., & **Hong, S.** (2023). Digital tactile graphic interface: What do we need to consider? *Korean Journal of Visual Impairment*, 39(3), 49-67.

Hong, S., Topor, I., Park, J., & Alshuli, T. (2023). Out-of-school STEM Program for Students with Visual Impairments: Adaptations and Outcomes During the COVID-19 Pandemic. *Journal of Science Education for Students with Disabilities*, 26(1), 1-10.

Lunsford, L., **Hong, S.**, Tsinajinie, G., Buxner, S., & Topor, I. (2023). Online Mentor Education for Mentors of Youth with Visual Impairments. *Journal of Blindness Innovation and Research*, 13(1)

Park, J., **Hong, S.** (2022). Creating tactile graphics in school settings: A survey of training experience, competence, challenges, and future support needs. *British Journal of Visual Impairment*.

Kortenkamp, S., Park, J., Alshuli, T., Tsinajinie, G., Buxner, S., Topor, I., & **Hong, S.** (2022). Touching the Solar System: A Project-Based Learning Astronomy Program for Students with Visual Impairments. *Connected Science Learning*, 4(4).

Ramadan, B., Fink, W., Nuncio Zuniga, A., Kay, K., Powers, N., Fuhrman, C., & **Hong, S.** (2022). VISTA™: Visual Impairment Subtle Touch Aid™ – a range detection and feedback system for sightless navigation. *Journal of Medical Engineering & Technology*, 46(1), 59-68.

Fink, W., Ramadan, B., Zuniga, A. N., Powers, N., Kay, K., & **Hong, S.** (2021). VISTA™: Visual Impairment Subtle Touch Aid™. *Investigative Ophthalmology & Visual Science*, 62(8), 3530.

Lee, Y., Park, E., Kim, W., Pyo, Y., & **Hong, S.**, (2021). Supporting the Participation and Improving the Outcomes of Students with Visual Impairments in Higher Education: Support Systems in South Korea and the United States. *JOEC*, 27(5), 339-364.

Hong, S., Topor, I., & Erin, J. (2021). A comparison of Distance and On-campus Learning Models to Prepare Teachers of Students with Visual Impairments. *Journal of Visual Impairment and Blindness*, 116(3), 343–353.

Tsinajinie, G., Kirboyun, S., & **Hong, S.**, (2021). An Outdoor Project-Based Learning Program: Strategic Support and the Roles of Students with Visual Impairments Interested in STEM. *Journal of Science Education and Technology*, 30(1), 74-86.

Hong, S., & Erin, J. N. (2017). Community mentors: The perspectives of working adults with visual impairments. *Journal of Visual Impairment and Blindness*, 111(6), 605-610.

Hong, S., Rosenblum, L. P., & Campbell, A. F. (2017). Implementation of Unified English Braille by Teachers of Students with Visual Impairments in the US. *Journal of Visual Impairment and Blindness*, 111(6), 543-555.

Rosenblum, L. P., **Hong, S.**, & Amato, S. (2013). The Abacus: Teachers Preparation and Beliefs About Their Abacus Pre-Service Preparation. *Journal of Visual Impairment and Blindness*, 107(4), 274-285.

Amato, S., **Hong, S.**, & Rosenblum, L. P. (2013). The Abacus: Instruction by Teachers of Students with Visual Impairments. *Journal of Visual Impairment and Blindness*, 107(4), 262-272.

Choi, E., Oh, K., Yoon, S. M., **Hong, S.** (2012). A Literature Review of Implementing Response to Intervention for English Language Learners. *Journal of Special Education Apprenticeship*, 1(2) 1-17.

Hong, S. (2012). An Alternative Option to Dedicated Braille Notetakers for People with Visual Impairments: Universal Technology for Better Access. *Journal of Visual Impairment and Blindness*, 106, 650–655.

Hong, S. (2011). A Descriptive Study between Classroom Teachers and Teachers of Students with Visual Impairments: Do They Collaborate? *Korean Journal of Visual Impairment*, 27, 77–92.

Hong, S. (2009). This Mattered to Me. *Journal of Visual Impairment and Blindness*, 103, 247–248.

Rosenblum, L. P., **Hong, S.**, & Harris, B. (2009). Experiences of Parents with Visual Impairments who are Raising Children. *Journal of Visual Impairment and Blindness*, 103, 81–92.

Hong, S. (2007). Unemployment and Underemployment of people with visual Impairments: Literature review on recent trends and issues. *The Asia-Pacific Journal of Inclusive Education*, 4, 135–152.

Agran, M., **Hong, S.**, & Blankenship, K. (2007). Promoting the Self-Determination of Students with Visual Impairments: Reducing the Gap between Knowledge and Practice. *Journal of Visual Impairment and Blindness*, 101, 453–464.

Erin, J. N., **Hong, S.**, Schoch, C., & Kuo, Y. (2006). Relationships Among Testing Medium, Test Performance, and Testing Time of High School Students Who Are Visually Impaired. *Journal of Visual Impairment and Blindness*, 100, 523–532.

Hong, S., & Lee, H. (2005). The development of braille instructional strategies in regards to early literacy needs for students with visual impairments and those with additional disabilities: Literature review. *The Journal of Special Education: Theory and Practice*, 9, 355–374.

Hong, S. (2005). Practical Cases of Compensatory Assessment for Visually Impaired Children. *Korean Journal of Visual Impairment*, 21(1), 43–63.

Hong, S., & Erin, J. N. (2004). The impact of early exposure to uncontracted braille reading on students with visual impairments. *Journal of Visual Impairment and Blindness*, 98, 325–340.

Hong, S., & Erin, J. N. (2003). Comment on the needs of interventional research studies for students with visual impairments. *Journal of Visual Impairment and Blindness*, 97, 501–502.

Hong, S. (2003). Discussion on the Use of Contracted Braille for early graders: Comparison between Korean and American Braille Instruction Methods. *Education for Learners with Visual Impairment*, 1, 43–62.

Hong, S. (2003). Placement options and Expanded Core Curriculum for Students with Visual Impairments. *Journal of Special Education*, 7, 121–134.

Hong, S. (2001). An Extended Time in a Testing Situation for People Who are Blind and Visually Impaired: Time Variable and Other Variables Affecting an Outcome. *Korean Journal of Visual Impairment*, 17, 123–136.

Hong, S., Rosenblum, L. P., Petrovay, D. W., & Erin, J. N. (2000). A Survey of Reasons Professionals Enter the Field of Visual Impairment. *RE:view*, 32, 55–66.

Manuscripts Submitted / In Review

Buxner, S., Tsinajinie, G., **Hong, S.**, Kortenkamp, S., Lipson, R., & Alshuli, T., (2025). *Project POEM: Fostering inclusive informal education STEM spaces for students with visual impairments through project-based learning and mentoring*. [Manuscript submitted for publication]. *Frontiers in Education*.

Non-Peer Reviewed Articles and Newsletters

Park, K., Lee, T., Ko, E., & **Hong, S.** (2021). A study on practices of education and support for students with deaf-blindness. *Korean Ministry of Education, National Institute of Special Education*.

Hong, S. (2018). What's New at the University of Arizona? *Arizona View*, Fall 2018 Newsletter, 11–14.

Hong, S. (2017). The University of Arizona, Specialization in Visual Impairments. *Visual Impairment and Deafblind Education Quarterly (VIDEQ)*, 62(1), 29–37.

Hong, S. (2015). Paper vs. Electronic Braille Display: Which is Better for Students with Visual Impairments? *Imagine Research*, Fall 2015, 3–4.

Hong, S. (2009). Raising children: What parents tell us and how TVIs, O&M specialists, and CVRTs can prepare children and adults for parenthood. *AERial View*, 22(2), 4–7.

Books and Book Chapters

Hong, S. (2025). Assessment of braille competencies and strategies for braille reading. In T. Lee (Ed.), *Literacy Skills of Students with Visual Impairments*. Korean Foundation of Special Education.

Hong, S. (2023). Issues and current trends of research in braille for people with visual impairments: Questions and implications. In Tierney, R. J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education* (4th ed.), v. 10, pp. 423-433. Elsevier.

Topor, I., & **Hong, S.** (2017). Creating and nurturing effective educational teams. In *Foundations of Education* (3rd Ed., Vol II). Instructional Strategies for Teaching Children and Youths with Visual Impairments. New York: AFB Press.

Mellor, C. M. (2011). *Louis Braille: A Touch of Genius* (**S. Hong** et al., Trans.). Seoul, South Korea: Hasang Social Welfare Center for People with Disabilities. (Original work published 2006).

OTHER SCHOLARSHIP AND CONSULTANCY

- 2024–2026: Technical Panel Member and Chapter Writer, Korean Institute of Special Education (Deafblindness resources).
- 2021–2025: Consultant, NASA Planetary Learning that Advances the Nexus of Engineering Technology and Science (PLANETS) Co-Design.
- 2021–2023: Consultant, Hasang Social Welfare Center for People with Disabilities, Korea.
- 2021: Co-PI, Korean National Institute for Special Education (Deafblind education policy).
- 2020–2021: Evaluator/Reviewer, National Center on Accessible Educational Materials (AEM Center).
- 2019: Invited Collaborator, CRESON (Hermosillo, Sonora, Mexico) for UA-CRESON partnership.
- 2018–2020: Proposal Reviewer, NSF ITEST Program.
- 2018: Mentor, NSF ITEST Proposal Development Course, STELAR.
- 2016–2017: Technical Reviewer, Educational Testing Service (ETS), Accessibility of NOTE series exam.

- 2015: Curriculum Developer, Unified English Braille video lectures for Korean transcribers.
- 2014–2016: Member, Praxis Braille National Advisory Committee, Educational Testing Service (ETS).
- 2014–2016: Reviewer, OSEP 325K Personnel Development Application Panel.
- 2013: Lead Trainer, Korean Department of Labor (UDL strategies for vocational education).
- 2011: Consultant, Chengdu City Government, China (Special Education Policies).
- 2010: Revision Committee, California Program Guidelines for Visually Impaired Individuals.
- 2010: Multimedia Content Developer, English Braille for Korean Transcribers.
- 2008: Content Developer, Online History of Tactile Reading, Braille Korea.

SCHOLARLY PRESENTATIONS

Hong, S. (2025). *Disability is not inability: Transforming the potentials of persons with disabilities through assistive technology* (Invited keynote address). Hybrid International Symposium, Debre Markos University, Ethiopia.

Hong, S., & Mogan, M. (2025). *Empowering science learning for students with visual impairments*. CTEBVI, San Francisco, California.

Hong, S., & Mogan, M. (2025). *Phonological awareness for students with visual impairments and extensive support needs*. CTEBVI, San Francisco, California.

Hong, S. (2024). *Paraeducator Training- Module 4: Material Preparation Including the Use of Technology*. CTEBVI, Los Angeles, CA.

Hong, S. (2023). *Paraeducator Training- Module 4: Material Preparation Including the Use of Technology*. CTEBVI, San Francisco, CA.

Macfarland, S., & **Hong, S.** (2022). *Current practices and implications of Deafblind education including Van Dyke approach*. Siloam Welfare Center for the Blind, Seoul, South Korea.

Furbush, P., & **Hong, S.** (2022). *Interventional strategies and current practices of children and youths with deafblindness*. Jeju Social Welfare Center for the Deaf, Jeju, South Korea.

Hong, S. (2022). *Community Experiences of Teachers of Students with Visual Impairments in Creating Math and Science Tactile Graphics*. 2022 AER International Conference, St. Louis, Missouri.

Tsinajinie, G., **Hong, S.**, et al. (2022). *Building and Sustaining STEM Career Interests and Motivation through STEM Activities and E-mentoring*. 2022 AER International Conference.

Alshuli, T., Park, J., & **Hong, S.** (2022). *Touching the Solar System: Utilizing Project-based Learning Curriculum*. 2022 AER International Conference.

Hong, S. (2021). *Legislative actions and program development pathways of Deafblind education in Korea*. Siloam Welfare Center for the Blind, Seoul, South Korea.

Park, J., & **Hong, S.** (2021). *Tactile Graphics in Math and Science*. 2021 61st annual conference, CTEBVI, Los Angeles, CA.

Hong, S., Park, J., & Tsinajinie, G. (2020). *A Short Term Placement Option for Increasing Awareness Towards STEM for Students with Visual Impairments*. WEB-ICEVI Joint Assemblies 2020.

Park, J., & **Hong, S.** (2020). *Creating Tactile Graphics: A Survey on Training, Competency, and Future Support Needs*. 2020 AER International Conference.

Hong, S., Park, J., & Tsinajine, G. (2019). *Transitioning to College: Navigating the Campus as a Student with Visual Impairments*. 2019 AZAER Fall Conference, Tucson, AZ.

Hong, S., & Tsinajinie, G. (2018). *Conversations and Controversies in Cortical/Cerebral Visual Impairment*. 2018 AZAER Fall Conference, Flagstaff, AZ.

Hong, S., Siu, Y., Blitzer, Y., & Bozeman, L. (2018). *A Personnel Prep Roundtable: Moving Towards Robust Distance Instruction Practices*. 2018 AER International Conference, Reno, NV.

Hong, S., & Topor, I. (2017). *Project-Based Learning Opportunities and Exploration of Mentorship for Students with Visual Impairments in STEM*. AZAER Fall Conference, Sedona, AZ.

Hong, S. (2017). *Technology Options for Creating Braille Math Materials in UEB and the Nemeth Code*. AZAER Spring Conference, Tucson, AZ.

Hong, S., Rosenblum, L.P., & Campbell, A. (2016). *Transition to and Implementation of UEB: Experiences of University Instructors and TVIs*. 2016 AER International Conference.

Hong, S. (2016). *Cranmer Abacus Hands-On Practice*. 2016 57th annual conference CTEBVI, Los Angeles, CA.

Hong, S. (2015). *Universal Design and Its Connection to Universal Design for Learning*. Cheon-An, Korea.

Hong, S. (2015). *Unified English Braille Math: Focused on Differences with Nemeth Code*. AZAER Fall Conference, Tucson, AZ.

Hong, S. (2014). *The use of the Macintosh computer with VoiceOver and Zoom*. 2014 Arizona AER State Conference, Sedona, AZ.

Hong, S. (2013). *A Quick Comparison Between Android™ and iOS Smartphones: Focused on Accessibility*. 2013 CTEBVI, Burlingame, CA.

Rosenblum, L. P., & **Hong, S.** (2013). *Abacus Instruction by Teachers of Students with Visual Impairments*. 2013 CTEBVI, Burlingame, CA.

Hong, S., & Rosenblum, L. P. (2012). *Abacus Instruction by Teachers of Students with Visual Impairments*. 2012 AER International Conference, Bellevue, WA.

Hong, S. (2012). *Access to Macintosh Computers for People with Visual Impairments with the Use of VoiceOver*. 2012 AER International Conference, Bellevue, WA.

Hong, S. (2011). *iPhone Apps for TVIs*. CTEBVI, Oakland, CA.

Hong, S. (2010). *Apple Voiceover: Screen Reading solution for McIntosh Computers, iPhones, and iPads*. Northern California AER workshop, San Francisco, CA.

Hong, S. (2009). *Expanded Core Curriculum: The Primary Framework of Independence and Self Esteem*. Workshop for Korean Parents and Educators, San Bernardino, CA.

Hong, S., & Ka, H. (2009). *The use of Microsoft Windows on Intel-Based McIntosh Platform*. 24th annual CSUN Conference, Los Angeles, CA.

Rosenblum, P., **Hong, S.,** & Harris, B. A. (2008). *Strategies and Challenges of Raising Children when you have a Visual Impairment*. 2008 AER International Conference, Chicago, IL.

Hong, S., & Kohler, F. (2008). *A Study on the Relationship between Classroom Teachers and Teachers of Students with Visual Impairments*. 2008 AER International Conference, Chicago, IL.

Hong, S. (2008). *Learning Through Navigating: Using the Internet for Promoting Literacy Skills*. 49th Annual conference CTEBVI, Los Angeles, CA.

Hong, S. (2007). *Using the Internet for Promoting Literacy Skills of Students with Visual Impairments*. Getting in Touch with Literacy, St. Pete Beach, FL.

Agran, M., **Hong, S.,** & Blankenship, K. (2006). *Promoting Self-Determination and Student-Directed Learning for Students with Visual Impairments*. 2006 AER International Conference, Snowbird, UT.

Hong, S. (2005). *Reexamining the early use of uncontracted and contracted Braille*. Getting in Touch with Literacy, Denver, CO.

Hong, S. (2005). *The Implications of Expanded Core Curriculum and the Use of Comprehensive Assessment*. 21st Annual Convention, Korea.

Hong, S. (2004). *Assistive Technology for the Next Environment*. Great Expectations Transition Conference, Des Moines, IA.

Hong, S. (2003). *The Impact on Early use of Uncontracted and Contracted Braille*. 19th Annual Convention, Yuseong, Korea.

Hong, S., & Erin, J. N. (2002). *The Impact of Early Exposure to Uncontracted Braille by Students with Visual Impairments*. CEC International Conference, New York, NY.

Hong, S. (2001). *The Impact of Early Exposure to Uncontracted Braille*. State AER Conference, Flagstaff, AZ.

Hong, S., Rosenblum, L. P., & Erin, J. N. (2000). *A Survey of Reasons Professionals Enter the Field of Visual Impairment*. AER International Conference, Denver, CO.

GRANTS AND CONTRACTS

Awarded Grants

2025 – 2030: *Collaborative Approaches to Impactful Special Education Leadership*.
PI: Lansey; Co-PIs: **Hong**, Gonzalez. **\$1,250,000**.

2022 – 2027: *Preparing Orientation and Mobility Specialists... Integrating Culturally Responsive Practices*. PI: Tsinajinie; Co-PIs: McFarland, **Hong**. **\$1,086,928**.

2020 – 2024: Project PIVIT: *Preparation of Individuals with Visual Impairments in Transition*.
PI: **Hong**; Co-PI: Hartley. OSEP, U.S. Dept. of Education. **\$1,243,301**.

2017 – 2020: *PROJECT POEM: Project-Based Learning Opportunities and Exploration of Mentorship*. PI: **Hong**; Co-PI: Kortenkamp. NSF. **\$1,196,860**.

2016 – 2019: *An Intervention to Provide Youth with Visual Impairments with Strategies to Access Graphical Information*. PI: Beal; Sub-contract PI: **Hong**. IES. **\$575,771**.

2016 – 2017: *Arizona Teachers of Visually Impaired Students*.
PI: **Hong**; Co-PI: Topor. ADE. **\$92,365**.

2014 – 2018: *Rehabilitation Counseling specializing in rehabilitation of people who are visually impaired*. PI: Chou; Co-PI: **Hong**. RSA.

2014 – 2017: *Preparation of Teachers of Students with Visual Impairments through Parallel Models*. PI: **Hong**. OSEP. **\$1,248,651**.

2014 – 2016: *Preparation of Teachers for Students with Vision Impairment*.
PI: **Hong**. ADE. **\$809,894**.

2013 – 2014: *Project PETT*. OSEP. **\$1,239,826**.

2013 – 2014: *Mobile App Development for Indoor Navigation*. SFSU. **\$25,000.**

2008 – 2013: *Project READ*. OSEP. **\$339,842.**

2006: Iowa Department of Education. **\$40,000.**

2006: Carver Foundation **Grant. \$50,000.**

2005: Iowa School for the Blind Teacher Training Grant. **\$25,000.**

2005 Fall: Iowa School for the Blind (Iowa Department of Education, Part B) Research and Professional **Grant: \$12,800**

2004 Spring: Iowa School for the Blind Professional **Grant: \$1,800**

2004 Spring: Carver Foundation **Grant: \$50,000**

Submitted/Pending/Unfunded Grants

- **2025 Summer - 2030 Summer** *Project Culturally Inclusive and Responsive Teaching for Collaborative Learning and Education for Students with Sensory Disabilities* (Project CIRCLES): \$1,218,917 (Direct: TBD, Indirect: TBD), PI: Tsinajinie, Garrison, CO-PI: Rivera, M. Christina; Hong, Sunggye; Tsinajinie, Garrison, Funding Agency: Office of Special Education Programs, US Department of Education.
- **2025 Summer - 2030 Summer** *Intersectional Leadership for Equity and Justice in Inclusive Education*: \$1,250,000 (Direct: TBD, Indirect: TBD), PI: Lansey, Kirsten Rebecca, CO-PI: Hong, Sunggye; Gonzalez, Taucia, Funding Agency: Office of Special Education Programs, US Department of Education.
- **2024 Fall - 2029 Fall** *OSEP Subaward (Cal State LA)*: \$35,000 (Direct: TBD, Indirect: TBD), PI: Hong, Sunggye, CO-PI: Hong, Sunggye, Funding Agency: Office of Special Education Programs, US Department of Education.
- **2024 Fall - 2029 Fall** *Consortium for Leadership in Transformative Urban Special Education (CULTURE)*: \$1,004,439 (Direct: TBD, Indirect: TBD), PI: Hong, Sunggye, CO-PI: Hong, Sunggye, Funding Agency: Office of Special Education Programs, US Department of Education.
- 2023 – 2028 Preparing Administrative Leaders (PALs) in Diverse Settings: The Collaborative. Total: \$3,508,356
- Western Regional Doctoral Training Program in Visual Impairment and Deafblindness aims: \$968,699, pending, Direct (\$944,113), Indirect (\$24,586). PI (sub-contract): Hong (50%), CO-PI: Bertrand, Mruczek, Tsinajine.

- 2023 – 2027 SENSETech: Empowering Transition of Students with Sensory Disabilities through Technology: \$2,371,977, pending, Direct (\$1,556,917), Indirect (\$815,060), PI: Hong (55%), CO-PI: Mcfarland, Rivera, Tsinajinie.
- 2023 – 2027 Preparation of Culturally Sustaining Leaders in Special Education Through Apprenticeship Learning: \$1,073,711, pending, Direct (\$1,058,701), Indirect (\$187,624), PI: Tefera, CO-PI: Liaupsin, Gonzalez, Lansey, Hong (15%).
- 2022 – 2025 Creating Culturally Sustaining and Learner-Oriented College Courses Based on Universal Design for Learning: \$60,000, unfunded, Direct (\$60,000), Indirect (\$0), PI: Hong (100%).
- 2022 – 2026 Preparation of Culturally Sustaining Leaders in Special Education Through Apprenticeship Learning: \$1,094,276, unfunded, Direct (\$1,091,891), Indirect (\$20,363), PI: Liaupsin, CO-PI: Gonzalez, Tefera, Hong (25%).
- 2021 – 2025 Preparation of Culturally Sustaining Leaders in Special Education Through Apprenticeship Learning: \$1,094,276, unfunded, Direct (\$1,092,046), Indirect (\$20,376), PI: Liaupsin, CO-PI: Gonzalez, Tefera, Hong (25%).
- 2019 Jan-2024 Dec Project iVictory: Interdisciplinary Visual Impairments in Counselors and Teachers of Rehabilitation Youths (Department of Education): \$1,250,000, unfunded, Direct (\$1,213,506), Indirect (\$32,886), PI: Hong (50%), CO-PI: Hartley.
- 2017 July – 2022 June Preparation of Effective Teachers of Students with Visual Impairments for Transition through an Interdisciplinary Model with Rehabilitation Counselors (Department of Education): \$ 1,245,000, unfunded, Direct (\$1,210,564), Indirect (\$34,436), PI: Hong (50%), CO-PI: Hartley.
- 2017 Jan-2019 Dec PROJECT MOVIES: Mentoring Opportunities for Visually Impaired Students to Explore STEM (National Science Foundation): \$1,196,403, unfunded, Direct (\$820,375), Indirect (\$376,028), PI: Hong (60%), CO-PI: Kortenkamp.
- 2016 – 2020 Establishing evidence-based writing competencies of students with visual impairments through quantitative and qualitative analysis. (Institute of Education Sciences), \$1,530,685, unfunded, Direct (\$1,020,276), Indirect (\$510,409), PI: Hong (50%), CO-PI: Rosenblum.
- 2016 Fall-2019 Summer Collaborative Research: Supporting STEM teachers of students with disabilities through online professional development: The case of visual impairment (National Science Foundation): \$394,399, unfunded, Direct (\$256,937), Indirect (\$137,462), PI: Beal, CO-PI: Hong.

SERVICE AND OUTREACH

University and College Level (University of Arizona)

- 2024 – Present: Member, Personnel and Salary Committee, College of Education
- 2023 – 2024: Chair, Search Committee
- 2022 – 2023: Chair, Search Committee
- 2021 – Present: Member, DPS Tenure Track Promotion Committee
- 2021 – 2023: Chair, College Council, College of Education
- 2021 – 2022: Co-Chair, Search Committee
- 2018 – 2019: Chair, Search Committee
- 2016 – 2017: Member, Search Committee for Dean of College of Education
- 2015 – 2016: Member, Search Committee for Counseling Program
- 2014 – Present: Member, Human Subjects Review Committee (DPS)
- 2014 – Present: Member, Academic Program Review Committee (DPS)

University and College Level (Previous Institutions)

- 2013 – 2014: Member, Search Committee for Dean of College of Education, SFSU
- 2011 – 2014: Chair, Teacher Credential Committee, SFSU
- 2011 – 2014: Member, All-University Teacher Education Committee, SFSU
- 2011 – 2012: Member, Search Committee (Mild/Moderate Program), SFSU
- 2009 – 2014: Member, Graduate Committee, College of Education, SFSU
- 2008 – 2014: Member, Teacher Credential Committee, SFSU
- 2007 – 2014: Member, Joint Doctoral Committee, SFSU
- 2007 – 2008: Member, Search Committee of DPRC Managing Director, SFSU
- 2005 – 2007: Member, Award Committee, College of Education, UNI
- 2005 – 2007: Member, CTE Diversity Committee, UNI
- 2003 – 2007: Member, Graduate Committee, Department of Special Education, UNI

Local and State Level

- 2022 – 2025: Member, Fulbright National Screening Committee
- 2015 – 2021: Program Representative, National Leadership Consortium in Sensory Disabilities (UA)
- 2015 – 2020: Membership Committee Chair & Treasurer, Board of Arizona AER
- 2014 – 2020: Board Member, Arizona AER
- 2013 – 2020: Board Member, California Transcribers and Educators for the Blind (CTEBVI)
- 2007 – 2014: Advisory Committee Member, California School for the Blind
- 2007 – 2014: Advisory Committee Member, Blind Baby Foundation
- 2004 – 2007: Advisory Committee Member, Iowa School for the Blind

National and International Level (Editorial and Review)

- 2022 – Present: Editorial Board Member, International Journal of Science, Technology and Society

- 2022 – Present: Peer Reviewer, Education Sciences (MDPI)
 - 2021 – Present: Peer Reviewer, British Journal of Visual Impairment
 - 2020 – Present: Peer Reviewer, Journal of Science Education for Students with Disabilities
 - 2017 – Present: Peer Reviewer, Teaching Exceptional Children (CEC)
 - 2007 – Present: Member, Advisory Committee for Braille Development, National Korean Language Institute
 - 2002 – Present: Peer Reviewer, Journal of Visual Impairment and Blindness (AFB)
 - 2023: External Reviewer for Promotion, San Francisco State University
 - 2021 – 2023: Member, Advisory Committee for Korean Braille Portal, Hasang Social Welfare Center
 - 2019 – 2020: Peer Reviewer, Journal of Science Education and Technology
 - 2017: External Reviewer for Promotion, University of Kentucky
 - 2017: External Dissertation Reviewer, The University of British Columbia, Canada
 - 2010 – 2014: Co-Chair, Communication Committee, National Leadership Consortium in Sensory Disabilities
 - 2007 – 2008: Member, Advisory Committee for Korean Braille Portal, Hasang Welfare Center
 - 2005 – 2007: Member, Iowa Deafblind Project Advisory Committee
 - 1998 – 2002: Member, Advisory Committee for Braille of Arizona
 - Editorial Board Member, *International Journal of Science, Technology and Society* (2022–Present)
 - Peer Reviewer, *Journal of Visual Impairment and Blindness* (2002–Present)
- Fulbright National Screening Committee (2022–2025)