

Hong Ni

PROFESSIONAL STUDIES

- 2008 Doctor of Philosophy (Ph.D.) in Educational Psychology, University of Nebraska-Lincoln, Lincoln, Nebraska
- 2005 Educational Specialist (Ed.S.) in School Psychology, University of Nebraska-Lincoln, Lincoln, Nebraska.
- 1995 Master of Arts (M.A.) in Sociology, Nanjing University, Nanjing, P. R. China.
- 1992 Bachelor of Arts (B.A.) in Sociology, Nanjing University, Nanjing, P.R. China. Major in Economic Sociology.

PROFESSIONAL EXPERIENCE

- 8/2015- present Associate professor, Psychology Department, California State University-Fresno, Fresno, CA
- 8/2009- 7/2015 Assistant professor, Psychology Department, California State University-Fresno, Fresno, CA
- 8/ 2005- 6/2009 School psychologist, Grant Wood Area Education Agency, Cedar Rapids, Iowa
- 9/1995—5/2000 Assistant professor, Sociology Department, Nanjing University, P.R. China

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists (NASP)
 Association of Chinese Helping Professionals and Psychologists—International (ACHPPI)

RESEARCH & PUBLICATIONS

Publications

- Doll, B., and Ni, H., (in press). Resilience classrooms and schools. In P. Lazarus, S. Suldo and B. Doll (Eds.) *Fostering the emotional well-being of our nations' youth: A school-based approach*. National Association of School Psychologists, Bethesda: Maryland.
- Ni, H., Li, C., Li, B., & Xi, H. (2018). Elementary students' perceptions of classroom resilience promoting factors in China and the U.S. *International Journal of School and Educational Psychology*.
- Ni, H., Li, C., & Wang, C. (2016). Students' perceptions of resilience promoting factors in Chinese and American middle schools. *School Psychology International*, 37, 435-455.
- Li, C., Ni, H., & Stoianov, D. (2015). Meeting the Psychoeducational Needs of Minority Students: A discussion of the necessity of multicultural competence. *School Psychology Forum*, 9, 88-95..
- Wang, C., Ni, H., Ding, Y., & Yi, C. (2015). Chinese Teachers' Perceptions of the Roles and Functions of School Psychological Service Providers in Beijing, *School Psychology International*, 36, 77-93.

- Ni, H., Li, C. & Zhao, J. (2014). Cultural considerations of resilience for Chinese immigrant children and adolescents, *North American Journal of Medicine and Science*, 3(7), 112-117.
- Ni, H. & Li, C. (2013). Cultural differences in teachers' narrative evaluations of students: A study of school report cards of students from four ethnic backgrounds. *International Journal of Quantitative Research in Education*, 1(2), 123-146.
- Ni, H., Jones, C., & Bruning, R. (2012). Chinese teachers' evaluation criteria as reflected in narrative student evaluations: Implications for psychological services in schools. *School Psychology International*, 34(2), 223-238.

Recent Presentations

- Ni, H. (2020). A case study of the school psychological service model in China. National Association of School Psychologists 2020 Convention, Baltimore, MA.
- Ni, H., Chen, W., Yu, J., & Wang, M. (2019). A Model for establishing school psychology university preparation programs in non-Western cultures—An example in China. National Association of School Psychologists 2019 Convention, Atlanta, GA.
- Ni, H. & Deng, L. (2018). School psychology or school counseling? Training of school mental health teachers in mainland China. Poster presentation at American Psychological Association 2018 Annual Convention, San Francisco, USA.
- Li, B., Ni, H., & Li, C. (2018). Elementary students' perceptions of classroom resilience factors in China and the U.S. Poster presentation at American Psychological Association 2018 Annual Convention, San Francisco, USA.
- Ni, H. & Li, C. (2017). Internationalizing School-Based Research and Practice: Practical Suggestions and Lessons Learned Symposium presentation: International Collaboration with Colleagues on School-Based Research: Expanding Our Multicultural Perspectives. American Psychological Association 2017 Annual Convention, Washington, D. C., USA
- Ni, H. (2017). What kind of school mental health education is needed? Chinese Counseling and Clinical Psychology Annual Conference, Beijing, China
- Ni, H. (2017) Conversations between Chinese Psychologists overseas and mainland China. Chinese Counseling and Clinical Psychology Annual Conference, Beijing, China
- Ni, H., Wang, C., & Ding, Y. (2016). Consultation and early prevention and intervention in Chinese schools. International Conference of Chinese Applied Psychology, Beijing, China.

Grants

- 2015-2016 California State University Fresno Assessment Grant: Assessing Foundational Skills of School Psychology Graduate Students—Critical thinking, Communication, and Cultural Competency Skills
- 10/2012 Wilson, M. (PI) & Ni, H. (Co-PI) (2012-2017). TRAIN: Tools to Reach Adolescents and Children in High Need Project. Training Personnel in Minority Institutions to Serve Children with Disabilities. Personnel preparation training grant (\$ 1,140,685.00) Awarded by Office of Special Education Program, US Department of Education.