

# SUNG TAE JANG

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## SUMMARY

The primary goal of my research is to impact educational leadership for social justice, policies, and school culture to create more just schools. My research makes groups that are excluded from education leadership and policy more visible and answers the critical question of whose voices are still unheard. My teaching focuses on preparing my students to be effective leaders, educators, and scholars who can contribute to the realization of educational equity and social justice. To enact this goal, I use a diverse array of teaching materials, methods, and assessments in classes that are authentic, creative, collaborative, and reflective. The pursuits of diversity and inclusiveness in organizations and society are critical to my research, teaching, and service.

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## EDUCATION

- 2018            **PhD, Education Policy and Leadership**, University of Minnesota, Minneapolis, MN  
Minor in Quantitative Methods in Education Program  
*Dissertation title:* “Schooling Experiences and Educational Outcomes of Southeast Asian Female Secondary Students in the United States: A Critical Quantitative Intersectionality Analysis”  
*Committee:* Nicola Alexander, Muhammad Khalifa, Ernest Davenport, Jr., Karen Seashore Louis (Chair)
- 2012            **MA, Educational Administration**, Korea University, Seoul, Korea
- 2005            **BEd, Elementary Education**, Seoul National University of Education, Seoul, Korea  
Honors: *summa cum laude*

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## EMPLOYMENT

- 01/2022-Present    **The University of Hong Kong**, *Assistant Professor*  
Social Contexts and Policies in Education  
Faculty of Education, Hong Kong SAR
- 07/2018-12/2021    **The Education University of Hong Kong**, *Assistant Professor*  
Faculty of Education and Human Development  
Department of Education Policy and Leadership, Hong Kong SAR  
(Appointed by the Faculty’s Strategic Recruitment)
- 09/2017-05/2018    **Minnesota Office of Higher Education**, *Research Analyst*  
Minneapolis, MN

- 09/2015-08/2016 **Midwestern Higher Education Compact, Research Assistant**  
Minneapolis, MN
- 09/2013-05/2016 **University of Minnesota, Teaching Assistant**  
Minneapolis, MN
- 09/2012-06/2018 **University of Minnesota, Graduate Research Assistant**  
Minneapolis, MN
- 03/2005-08/2012 **Geowon Elementary School, Elementary School Teacher**  
Seoul, Korea

#### AWARDS & HONORS

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- 06/2020 **Dean's Research Award Finalist, The Education University of Hong Kong, Faculty of Education and Human Development, Hong Kong**
- 07/2019 **Dean's Research Award, The Education University of Hong Kong, Faculty of Education and Human Development, Hong Kong**
- 04/2019 **University of Minnesota CEHD Rising Alumni Award, University of Minnesota College of Education & Human Development, USA**
- 03/2019 **AERA SIG RWE Selma Greenberg Dissertation Award, American Educational Research Association Special Interest Groups Research on Women and Education, USA**
- 04/2018 **AERA SIG REAPA Outstanding Dissertation Award, American Educational Research Association Special Interest Groups Research on the Education of Asian and Pacific Americans, USA**
- 06/2016 **UCEA Graduate Research Fellowship Award, University Council for Educational Administration, USA**
- 02/2016 **Burkhardt Endowed Fellowship Award, University of Minnesota, USA**
- 03/2015 **Bruininks-Hagstrum Fellowship Award, University of Minnesota, USA**
- 04/2015 **Colonial Dames Scholar Award, National Society of Colonial Dames of America, USA**
- 09/2014 **Distinguished Korean Methodist Church Fellowship, Korean Methodist Church, South Korea**
- 05/2002 **Australian Government Endeavour Scholarships & Fellowships, Department of Education, Skills and Employment, Australia**
- 03/2001-02/2005 **SADO Scholarships, Seoul National University of Education, South Korea**

## LIST OF PUBLICATIONS

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- 2022
- Jang, S. T.** (*under review*). The role of school leaders in creating a positive and equitable sense of school belonging among diverse students in the United States: A critical quantitative intersectionality analysis. *American Educational Research Journal*.
- Jang, S. T.** (*under review*). Disrupting stereotypical and deficit-oriented narratives to foster educational equity: A critical quantitative intersectionality analysis. *Educational Researcher*.
- Jang, S. T.** (*under review*). School belonging among diverse high school students in the United States: A critical quantitative intersectionality analysis. *Race Ethnicity and Education*.
- Alexander, N. A., & **Jang, S. T.** (*under review*). ‘Synonymization’ threat, equity, and the funding of districts with relatively high populations of Latinx students. *Education Policy Analysis Archives*.
- 2021
- Jang, S. T.**, & Alexander, N. A. (2021). Black women principals in American secondary schools: Quantitative evidence of the link between their leadership and student achievement in challenging contexts. *Educational Administration Quarterly*.  
[doi:10.1177/0013161X211068415](https://doi.org/10.1177/0013161X211068415)
- Jang, S. T.**, Halse, C., Lee, D. H. L., & Hon, Q. C. K. (2021). Belongingness and national belonging among youth in Hong Kong. *Youth & Society*. Advance online publication. <https://doi.org/10.1177/0044118X211022393>
- 2020
- Jang, S. T.** (2020). The schooling experiences and aspirations of students belonging to intersecting marginalisations based on race or ethnicity, sexuality, and socioeconomic status. *Race Ethnicity and Education*. Advance online publication. doi: 10/1080/13613324.2020.1842350
- Jang, S. T.** (2020). Contextualized effects of racial/ethnic matching between students and teachers in urban, suburban, and rural high schools. *Teachers College Record*. Advance online publication. <https://www.tcrecord.org/Content.asp?ContentID=23488>
- Taliaferro, L. A., **Jang, S. T.**, Westers, N. J., Muehlenkamp, J. J., Whitlock, J. L., & McMorris, B. J. (2020). Associations between connections to parents and friends and non-suicidal self-injury among adolescents: The mediating role of developmental assets. *Clinical Child Psychology and Psychiatry*, 25(2), 359-371.
- 2019
- Jang, S. T.** (2019). Schooling experiences and educational outcomes of Latinx secondary school students living at the intersections of multiple social constructs. *Urban Education*. Advance online publication. [doi:10.1177/0042085919857793](https://doi.org/10.1177/0042085919857793)
- Alexander, N. A., & **Jang, S. T.** (2019). ‘Synonymization’ threat and the implications for the funding of school districts with relatively high populations of black students. *Race Ethnicity and Education*, 22(2), 151-173.
- Alexander, N., & **Jang, S. T.** (2019). Expenditures on the professional development of teachers: The case of Minnesota. *Journal of Education Finance*, 44(4), 385-404.

Horn, A. S., Lee, G., **Jang, S. T.**, & Lee, J. (2019). Towards reasonable efficiency in degree production: A method for benchmarking the educational expenditures of postsecondary institutions. *KEDI Journal of Educational Policy*, 16(1), 105-123.

2018 **Jang, S. T.** (2018). The implications of intersectionality of race, gender, and socioeconomic status on Southeast Asian female students' educational outcomes: Critical quantitative intersectionality analysis. *American Educational Research Journal*, 55(6), 1268-1306.

Alexander, N., & **Jang, S. T.** (2018). Policy, poverty, and student achievement in an age of increased accountability. *Educational Policy*, 34(4), 674-704.

2017 Alexander, N., **Jang, S. T.**, Kankane, S. (2017). The performance cycle: The association between student achievement and state policies tying together teacher performance and accountability. *American Journal of Education*, 123(3), 413-446.

Alexander, N., & **Jang, S. T.** (2017). Balancing act for English learners: Efficiency and equity in Minnesota over the past decade. *Education Policy Analysis Archives*, 25(15), 1-31.

## RESEARCH GRANTS

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### Principal Investigator

2022-2025 **Competitive Research Grants Council General Research Fund (Submitted)**  
 Project Title: Understanding the Schooling Experiences of Hong Kong Secondary School Students: Interactional Analysis to Advance Equity in Hong Kong  
 Funding Organization: Research Grants Council, Hong Kong  
 Proposed amount: HK\$961,418

2019-2020 **Internal Research Grant**  
 Project Title: Does Social Justice Leadership Make a Difference in Diversifying Hong Kong Secondary Schools?  
 Funding Organization: The Education University of Hong Kong, Hong Kong  
 Approved amount: HK\$80,000

2018-2019 **Start-Up Grant**  
 Project Title: Does Social Justice Leadership Make a Difference in Diversifying Hong Kong Secondary Schools? A Pilot Study.  
 Funding Organization: The Education University of Hong Kong, Hong Kong  
 Approved amount: HK\$30,000

2016-2017 **Competitive UCEA Research Grant**  
 Project Title: Sustainable Bridges—Building Sustainable Bridges of Collaboration Through Online Voices  
 Funding Organization: University Council for Educational Administration, USA  
 Approved amount: US\$5,000

### Co-Investigator

2020-2022 **Internal Research Grant**  
 Project Title: Diversity, Equity and Social Inclusion Research  
 Funding Organization: The Education University of Hong Kong, Hong Kong  
 Approved amount: HK\$2,201,314

- 2019-2022      **Internal Research Grant**  
 Project Title: How Educational Policy Supports Low SES Students' Academic Achievement: Students' Experiences  
 Funding Organization: The Education University of Hong Kong, Hong Kong  
 Approved amount: HK\$180,000
- 2017-2019      **Internal Research Grant**  
 Project Title: Intercultural Studies Area of Strength  
 Funding Organization: The Education University of Hong Kong, Hong Kong  
 Approved amount: HK\$2,535,142
- 2016-2018      **Center for Urban and Regional Affairs Faculty Interactive Research Grant**  
 Project Title: Re-engaging Student and Improving School Climate and Safety in Saint Paul Public Schools: A Descriptive Pilot Study  
 Funding Organization: University of Minnesota, Center for Urban and Regional Affairs  
 Approved amount: US\$48,970

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 NON-REFEREED PUBLICATIONS
 

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- 2017      Beckman, K. J., **Jang, S. T.**, & McMorris, B. J. (2017). Findings from a qualitative study of family group conferences facilitated by Legal Right Center in partnership with Saint Paul Public Schools. *School of Nursing and the Health Youth Development, Prevention Research Center, Department of Pediatrics, University of Minnesota*: Minneapolis, MN. <http://www.legalrightscenter.org/reports.html>
- Horn, A. S., & **Jang, S. T.** (2017). The impact of graduate education on teacher effectiveness: Does a master's degree matter? *Midwestern Higher Education Compact*: Minneapolis, MN.  
[http://www.mhec.org/sites/mhec.org/files/teacherprep1\\_20170301.pdf](http://www.mhec.org/sites/mhec.org/files/teacherprep1_20170301.pdf)
- Jang, S. T.**, & Horn, A. S. (2017). The relative effectiveness of traditional and alternative teacher preparation programs: A review of recent research. *Midwestern Higher Education Compact*: Minneapolis, MN.  
[http://www.mhec.org/sites/mhec.org/files/teacherprep2\\_20170301.pdf](http://www.mhec.org/sites/mhec.org/files/teacherprep2_20170301.pdf)
- Jang, S. T.**, & Horn, A. S. (2017). The effectiveness of the National Board for Professional Teaching Standards (NBPTS) certification program. *Midwestern Higher Education Compact*: Minneapolis, MN.  
[http://www.mhec.org/sites/mhec.org/files/teacherprep3\\_20170301.pdf](http://www.mhec.org/sites/mhec.org/files/teacherprep3_20170301.pdf)
- 2016      Horn, A. S., Reinert, L., **Jang, S. T.**, & Zinth, J. R. (2016). Faculty qualification policies and strategies relevant to dual enrollment programs: An analysis of states and regional accreditation agencies. *Midwestern Higher Education Compact*: Minneapolis, MN. [http://www.mhec.org/sites/mhec.org/files/20160701Faculty\\_Qualifications.pdf](http://www.mhec.org/sites/mhec.org/files/20160701Faculty_Qualifications.pdf)
- 2014      Ryu, B. L., Kin, K., Chung, K. H., Kin, S. S., Lee, J. Y., & **Jang, S. T.** (2014). Learning practices of middle school students and policy agenda for their improvements. *Korean Educational Development Institute*: Seoul, Korea.

CONFERENCE PRESENTATIONS/INVITED TALKS

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- 04/2022 **Jang, S. T.** (accepted). *The role of school leaders in creating positive and equitable students' sense of school belonging*. The Annual Meeting of the American Educational Research Association, San Diego, CA.
- 11/2021 **Jang, S. T., & Alexander, N. A.** (2021). *Black women principals in American secondary schools: Quantitative link between their leadership and student achievement*. The 35<sup>th</sup> annual University Council for Educational Administration Convention, Virtual conference.
- 10/2021 **Jang, S. T.** (2021). *Contextualized effects of racial/ethnic matching between students and teachers in urban, suburban, and rural high schools*. The 3<sup>rd</sup> Center for SSK Multi-cultural Research (CSMR) Webinar. Hanyang University, Seoul, Korea.
- 08/2021 **Jang, S. T.** (2021). *Disrupting stereotypical and deficit-oriented narratives to foster educational equity: A critical quantitative intersectionality analysis*. Re/framing Educational Equity: An International Collaboration, University of Strathclyde, Virtual conference.
- 04/2021 Alexander, N. A., & **Jang, S. T.** (2021). *'Synonymization' threat, equity, and the funding of districts with relatively high populations of Latinx students*. The Annual Meeting of the American Educational Research Association, Virtual conference.
- 12/2020 **Jang, S. T., Lee, D. H. L., Hon, Q., & Halse, C.** (2020). *Sense of belonging of Hong Kong youths living at the intersections of multiple social constructs*. The annual Korean Association of Multicultural Educational, Virtual conference.
- 11/2020 **Jang, S. T.** (2020). *Women of color principals in American secondary schools: The contexts, praxis, and contributions to equity of their leadership*. The 34<sup>th</sup> annual University Council for Educational Administration Convention, Virtual conference.
- 10/2020 **Jang, S. T.** (2020). *The implications of intersectionality for educational equity and leadership*. The 3<sup>rd</sup> Center for SSK Multi-cultural Research (CSMR) Webinar. Hanyang University, Seoul, Korea.
- 04/2020 Alexander, N. A., & **Jang, S. T.** (2020). *'Synonymization' threat, equity, and the funding of districts with relatively high populations of Latinx students*. The 78<sup>th</sup> Annual Midwest Political Science Association Conference, Chicago, IL.
- 04/2020 Alexander, N. A., & **Jang, S. T.** (2020). *The road to equity is paved with good intentions: The problem with colorblind policies in school finance models*. The 2020 National Education Finance Conference, Birmingham, AL.
- 11/2019 **Jang, S. T.** (2019). *Heterogeneous associations between secondary school students' schooling experiences and sexuality intersecting with race and poverty*. The 33<sup>rd</sup> annual University Council for Educational Administration Convention, New Orleans, LA.

- 11/2019 **Jang, S. T.** (2019). *Educational experiences and aspirations of Somali girls in American postcolonial schooling: A critical quantitative intersectionality analysis*. The Australian Association for Research in Education, Kelvin Grove, Australia.
- 05/2019 **Jang, S. T.** (2019). *Implications of intersectionality in multicultural education*. The annual Korean Association of Multicultural Education, Seoul, Korea.
- 04/2019 **Jang, S. T.** (2019). *Applying a critical quantitative intersectionality framework in the United States*. The Annual Meeting of the American Educational Research Association, Toronto, Canada.
- 11/2018 Alexander, N. A., **Jang, S. T.**, Rolle, R. A., Rodriguez, G. M., & Rojo, J. (2018). *We're talking about a revolution: Re-evaluating the role of school finance and economics in leadership preparation*. Critical Conversation at the 32<sup>nd</sup> annual University Council for Educational Administration Convention, Houston, TX.
- 11/2018 **Jang, S. T.** (2018). *Schooling experiences and educational aspirations of Latinx students living at the intersections of ethnicity, gender, and immigration*. The 32<sup>nd</sup> annual University Council for Educational Administration Convention, Houston, TX.
- 04/2018 Taliaferro, L. A., Muehlenkamp, J. J., Westers, N. J., Whitlock, J. L., **Jang, S. T.**, & McMorris, B. J. (2018). *Adult and friend connections and non-suicidal self-injury among adolescents: Mediating role of developmental assets*. The 2018 Biennial Meeting of the Society for Research on Adolescence, Minneapolis, MN.
- 11/2017 **Jang, S. T.** (2017). *The implications of intersectionality of race, gender, and language on Southeast Asian students' experiences and outcomes*. The 31<sup>st</sup> Annual Meeting of the University Council for Educational Administration, Denver, CO.
- 11/2017 Alexander, N., & **Jang, S. T.** (2017). *Student voice, school funding, and the role of context*. The 31<sup>st</sup> Annual Meeting of the University Council for Educational Administration, Denver, CO.
- 04/2017 Foster, J. L., Olson, A., & **Jang, S. T.** (2017). *Building sustainable bridges of collaboration through online voices*. The Annual Meeting of the American Educational Research Association, San Antonio, TX.
- 02/2017 Alexander, N., & **Jang, S. T.** (2017). *Exploring the links among race, poverty, and school finance in Minnesota, 2000-2015*. The 7<sup>th</sup> Annual Meeting of the National Education Finance Conference, Cincinnati, OH.
- 03/2016 **Jang, S. T.** (2016). *Whose race matters: Rethinking cultural dissonance between students and teachers*. The 41<sup>st</sup> Annual Meeting of the Association of Education Finance and Policy, Denver, CO.
- 02/2016 Alexander, N., & **Jang, S. T.** (2016). *Balancing act: Efficiency and equity in Minnesota over the past decade, 2001-2011*. The 6<sup>th</sup> Annual Meeting of the National Education Finance Conference, Jacksonville, FL.

- 11/2015 Alexander, N., & **Jang, S. T.** (2015). *Accountability and investment in the professional development of teachers*. The 29<sup>th</sup> Annual Meeting of the University Council for Educational Administration, San Diego, CA.
- 05/2015 Goldfine, L., Soria, K., & **Jang, S. T.** (2015). *Frankendata: Stitching together faculty and student experience surveys*. The Annual Conference of the Association for Institutional Research, Denver, CO.
- 04/2015 **Jang, S. T.** (2015). *Intersectionality of race, gender, and socioeconomic status of American secondary school students*. The 40<sup>th</sup> Annual Meeting of the American Educational Research Association, Chicago, IL.
- 02/2015 Alexander, N., & **Jang, S. T.** (2015). *Accountability and investment in the professional development of teachers*. The 40<sup>th</sup> Annual Meeting for the Association of Education Finance and Policy, Washington, D.C.
- 02/2015 Alexander, N., & **Jang, S. T.** (2015). *Accountability and investment in the professional development of teachers*. The Annual Meeting of the National Education Finance Conference, St. Louis, MO.
- 01/2015 **Jang, S. T.** (2015). *A structural analysis of the effectiveness of school autonomy in South Korea*. The 28<sup>th</sup> International Congress for School Effectiveness and Improvement, Cincinnati, OH.

#### TEACHING

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**EDA 3026: Teachers and Teaching in Context.** Postgraduate course. The Education University of Hong Kong. Mode: On Campus & Online

**EDA 5015: Teacher Leadership and Professionalism in Changing Contexts.** Postgraduate course. The Education University of Hong Kong. Mode: On Campus

**EPA 6095: Effective Educational Leadership.** Master's course. The Education University of Hong Kong. Mode: On Campus & Online

**GEE 1002: General Education Foundation Course.** Undergraduate course. The Education University of Hong Kong. Mode: On Campus & Online

**OLPD 3318: Introduction to Project Management.** Undergraduate course. University of Minnesota. Mode: On Campus & Online

**OLPD 4401: E-marketing.** Undergraduate course. University of Minnesota. Mode: On Campus & Online

#### PROFESSIONAL AFFILIATIONS

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- 2012-Present American Educational Research Association  
 2012-Present Association for Education Finance and Policy  
 2012-Present International Congress for School Effectiveness and Improvement  
 2018-Present Korean Association for Multicultural Education



2012-Present Midwest Political Science Association  
 2013-Present National Education Finance Academy  
 2012-Present University Council for Educational Administration

#### SERVICE

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##### **Internal Service (at The Education University of Hong Kong)**

07/2020-12/2021 Coordinator, Academic Review Committee, Department Research and Higher Degree Committee  
 09/2019-12/2021 Research Cluster Member, Diversity, Equity and Social Inclusion Research Group  
 09/2019-12/2021 Research Cluster Member, Department of Education Policy and Leadership  
 08/2019-12/2021 Member, Department Research and Higher Degrees Committee  
 08/2019-12/2021 Coordinator, Department Honours Project  
 09/2019-12/2021 Member, Board of Examiners for BEd(EL) and Double Degree of BA(Language Studies) & BEd(EL) 2019/20  
 09/2018-08/2019 Member, Course Development Committee of the General Education Interdisciplinary Courses, "Who are the Educators in the 21<sup>st</sup> Century?"

##### **External Service**

05/2021-Present Reviewer, International Journal of Educational Management  
 09/2019-Present Reviewer, American Educational Research Journal  
 07/2019-Present Book review editor, Multicultural Education Review  
 09/2013-Present Reviewer, University Council for Educational Administration

#### EDITORSHIP

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07/2019-Present Book review editor, Multicultural Education Review (Routledge)