VITA
BRIAN LEVENTHAL
leventbc@jmu.edu
540-568-5004

ADDRESS
298 Port republic Road, MSC 6806, Harrisonburg, VA 22807

EDUCATION
Ph.D.   (Major: Research Methodology, Measurement, and Statistics), School of Education, University of Pittsburgh, 2017.
M.A.   (Applied Statistics), School of Arts and Sciences, University of Pittsburgh, 2013.
B.S.   (Major: Mathematics, Minors: Economics, Statistics, Computational Science), Clarkson University, 2011.

EMPLOYMENT HISTORY
2018 – Present   Coordinator. Psychological Sciences: Concentration in Quantitative Psychology Master's Program. James Madison University, Harrisonburg, VA.

2017 – Present   Assistant Assessment Specialist. Center for Assessment and Research Studies (CARS). James Madison University, Harrisonburg, VA.

2017 – Present   Assistant Professor. Department of Graduate Psychology. James Madison University, Harrisonburg, VA.

2014 – 2017   Instructor. Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.

2012 – 2017   Instructor. Department of Statistics, University of Pittsburgh, Pittsburgh, PA.

2016   Intern. National Board of Medical Examiners, Philadelphia, PA.

2015   Intern. American Institute of Certified Public Accountants, Ewing, NJ.

2013 – 2015   Instructor. Heinz College - JSI PPIA, Carnegie Mellon University, Pittsburgh, PA.

2013 – 2014   Graduate Student Assistant, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.

2011 - 2012   Teaching Assistant, Department of Statistics, University of Pittsburgh, Pittsburgh, PA.

2009 – 2011   Teaching Assistant, Department of Mathematics, Clarkson University, Potsdam, NY.

2009 – 2011   Integrated Math and Physics for Entry to Undergraduate STEM (IMPETUS) Fellow, Clarkson University, Potsdam, NY.

TEACHING EXPERIENCE
Graduate
    Classical Test Theory & Generalizability Theory, Assessment and Measurement PhD Program, James Madison University
    Statistical/Measurement Consultation, Assessment and Measurement PhD Program,

James Madison University
Intermediate Inferential Statistics, Psychological Sciences Master's Program,
James Madison University
Introductory Statistics, Research Methodology PhD Program,
University of Pittsburgh
Introduction to Research Methods, Research Methodology PhD Program,
University of Pittsburgh
Undergraduate
Introductory Statistics, Department of Statistics, University of Pittsburgh
Applied Statistics for Public Policy, Carnegie Mellon University
Statistics for Economics and Management, Department of Statistics, University of Pittsburgh,

PUBLICATIONS (* indicates student)

Leventhal, B. C., Schubert, L., & Trybus, M. (*in press*). The SELAP Continuum: How to assess student employee learning and job performance. *Assessment Update.*

Leventhal, B.C. & *Gregg, N. (*in press*). Reliability and Measurement Error. In *The Routledge Encyclopedia of Education*.

*Myers, A. J., Ames, A. J., Leventhal, B. C., & *Holzman, M. A.(2020). Validating rubric scoring processes: An application of an item response tree model. *Applied Measurement in Education*. doi: 10.1080/08957347.2020.1789143

Spratto, E., Leventhal, B. C., & Bandalos, D. (2020). Seeing the forest and the trees: Comparison of two IRTree models to investigate the impact of full vs. endpoint-only response option labeling. *Educational and Psychological Measurement.* doi: 10.1177/0013164420918655

Ames, A. J., Leventhal, B.C., & *Ezike, N. C. (2020). Monte Carlo simulation in item response theory applications using SAS. *Measurement: Interdisciplinary Research and Perspectives, 18*(2), 55-74. doi: 10.1080/15366367.2019.1689762

Leventhal, B. C., & Ames, A. J. (2020). Monte Carlo simulation studies in IRT [Digital ITEMS Module 13]. *Educational Measurement: Issues and Practice*, 39(2).

Leventhal, B. C. & Grabovsky, I. (2020). Adding objectivity to Standard Setting: Evaluating consequence using the conscious and subconscious weight methods. *Educational Measurement: Issues and Practice, 39*(1), 30-36. doi: 10.1111/emip.12316

Leventhal, B.C. (2019). Extreme response style: A simulation study comparison of three multidimensional item response models. *Applied Psychological Measurement. 43*(4), 322-335.

Leventhal, B. C. (2018). Introduction to SPSS using Simulation via T tests, regression, and ANOVA. James Madison University. *Assignment Library.* National Institute for Learning Outcomes Assessment.

Leventhal, B.C., & Stone, C.A. (2018). Bayesian analysis of multidimensional item response theory models: A discussion and illustration of three response style models. *Measurement: Interdisciplinary Research and Perspectives*, 16(2), 114-128.

Leventhal, B. C., Horst, S. J., *Sauder, D. C., & Ford, K. (2018). Can a three-day intensive statistics boot

camp increase graduate students' core knowledge and self-efficacy? In M. A. Sorto, A. White, & L. Guyot (Eds.), *Looking back, looking forward. Proceedings of the Tenth International Conference on Teaching Statistics (ICOTS10, July, 2018)*, Kyoto, Japan. Voorburg, The Netherlands: International Statistical Institute. Retrieved from https://iase-web.org/icots/10/proceedings/pdfs/ICOTS10_C302.pdf

Stone, C. & Leventhal, B. (2017). Accounting for multidimensionality in item responses in patient-centered and patient reported outcomes measurement. *International Journal of Person-Centered Measurement, 6*(4), 274-288.

Lane, S. & Leventhal, B. (2015). Psychometric challenges in assessing English language learners and students with disabilities. *Review of Educational Research, 29*(1), 165-214.

Leventhal, B., Fu, X., Fowler, K. & Eslinger, O. (2015). Parameter identification and sensitivity analysis to a thermal diffusivity inverse problem. *Involve: A Journal of Mathematics, 8*(3), 385 – 400.

Dziak, C., Leventhal, B., Luttman, A. & Skufca, J. (2014). Vertically integrating professional skills throughout a mathematics major. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies, 24*(4), 301-308.

Lowenstein, K., Leventhal, B., Drouin, K., Dowman, R., Fowler, K. & Mondal, S. (2011). Simulation and model calibration with sensitivity analysis for threat detection in the brain. *International Journal of Simulation and Process Modelling,* Proceedings of The 23rd European Modeling & Simulation Symposium, Rome, Italy.

CONFERENCE PRESENTATIONS (* indicates student)

Leventhal, B. C. & *Thompson, K. N (2020, June 23). *The current state of educational measurement and what we've learned*. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Virtual Presentation.

*Gregg, N. & Leventhal, B. C. (2020, April). *An IRTree method to investigating stability of extreme and midpoint response style*. Paper accepted to be presented at the Annual Meeting of the National Council on Measurement in Education (NCME), San Francisco, CA. (Conference Cancelled)

Leventhal, B. C. & Zigler, C. (2020, April). *A tree-based approach to identifying response styles with anchoring vignettes*. Paper accepted to be presented at the Annual Meeting of the National Council on Measurement in Education (NCME), San Francisco, CA. (Conference Cancelled)

*Ezike, N., Ames, A., & Leventhal, B. C. (2020, April). *Evaluation of the SAS IRT procedure: Parameter recovery and item fit*. Paper accepted to be presented at the Annual Meeting of the National Council on Measurement in Education (NCME), San Francisco, CA. (Conference Cancelled)

*Thompson, K. N. & Leventhal, B. C. (2020, April). *The impact of undesirable distractors on estimates of ability*. Paper accepted to be presented at the Annual Meeting of the National Council on Measurement in Education (NCME), San Francisco, CA. (Conference Cancelled)

Leventhal, B. C. (2020, April). *The effects of a common cut score on misclassifying examinees*. Paper accepted to be presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. http://tinyurl.com/t5sb832. (Conference Cancelled)

Hazard, G., Clarke, K., & Leventhal, B. C. (2019, November 14). *Students' value of general education: What perception data tells us about our students.* Paper presented at the Virginia Assessment Group Annual Meeting, Richmond, VA.

Carrier, H. S., Clarke, K., Leventhal, B. C., & Vess, D. (2019, November 14). *The efficacy of tutorial-test model for first-year information literacy skills competency development*. Paper presented at the Virginia Assessment Group Annual Meeting, Richmond, VA.

*Pedrick, B. & Leventhal, B. C. (2019, November 13). *The use of generalizability theory to determine measurement error on an ethical reasoning performance assessment*. Poster presented at the Virginia Assessment Group Annual Meeting, Richmond, VA.

*Holmes, P. & Leventhal, B. C. (2019, November 13). *Thinking critically about critical thinking: What predicts students' critical thinking ability?* Poster presented at the Virginia Assessment Group Annual Meeting, Richmond, VA.

Leventhal, B. C., Schubert, L., & Trybus, M. (2019, October). *Beyond buy-in: Inspiring faculty participation in assessment.* Paper presented at the 2019 Assessment Institute in Indianapolis, Indianapolis, IN.

Hathcoat, J. D., *Blanco Murakoshi, D., Leventhal, B.C., *Shapovalov, Y. (2019, October). *Using item-level statistics to improve assessment instruments*. Paper presented at the 2019 Assessment Institute in Indianapolis, Indianapolis, IN.

*Thompson, K. N. & Leventhal, B. C. (2019, October). *Interpreting distractor function: The paradigm does matter*. Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Trumbull, CT.

*Gregg, N. & Leventhal, B. C. (2019, October). *Evidence of a two-stage response process from adaptive Likert items.* Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Trumbull, CT.

Spratto, E. M., Bandalos, D. L., & Leventhal, B. C. (2019, October). *Seeing the forest and the trees: Applying IRTree models to noncognitive data.* Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Trumbull, CT.

Zigler, C. K., McFatrich, M., Lucas, N, & Leventhal, B.C. (2019, October). *A novel IRTree Model for identifying extreme response styles using anchoring vignettes*. Poster presented at the International Society for Quality of Life Research Annual Conference, San Diego, CA.

Clarke, K. & Leventhal, B. C. (2019, September). *Effectively communicating general education learning outcomes to multiple stakeholders*. Paper presented at the Association of General and Liberal Studies (AGLS) Constitute, Orlando, FL.

Ames, A. J., Leventhal, B. C., & *Myers, A. J. (2019, July). *Modeling changes in response style with longitudinal IRTree models.* Paper presented at the International Meeting of the Psychometric Society (IMPS), Santiago, Chile.

*Gregg, N. & Leventhal, B. C. (2019, July). *An IRTree approach investigating the construct dependency*

of response styles. Poster presented at the International Meeting of the Psychometric Society (IMPS), Santiago, Chile.

Horst, S. J. & Leventhal, B. C. (2019, June). *Asking questions*: A *guide of how to use assessment to connect faculty with administration interests*. Paper presented at the Association for the Assessment of Learning in Higher Education (AALHE) Annual Assessment Conference, St. Paul, MN.

Leventhal, B. C., Schubert, L, & Trybus, M. (2019, June). *Disaggregating the assessment of learning from job performance*. Paper presented at the Association for the Assessment of Learning in Higher Education (AALHE) Annual Assessment Conference, St. Paul, MN.

*Blanco Murakoshi, D., *Shapovalov, Y., Hathcoat, J. D., & Leventhal, B. C. (2019, May). *Item analysis in criterion-referenced testing: A study of differences in pre, post, and pre-post judgements*. Poster presented at the Association for Psychological Science (APS) Annual Convention, Washington, D.C.

*Craig, B. G., *Thompson, K. N., Leventhal, B. C., & Horst, S. J. (2019, May). *Mindset and motivation: Attitudinal predictors of first-year oral communication competence*. Poster presented at the Association for Psychological Sciences (APS) Annual Convention, Washington, D.C.

*Perkins, B. A., Horst, S. J., Leventhal, B. C., & *Zapparrata, N. M. (2019, May). *Evaluating the impact of a statistics refresher course on statistics knowledge, statistics self-efficacy, and statistics anxiety.* Poster presented at the United States Conference on Teaching Statistics, State College, PA.

*Gregg, N., Leventhal, B. C., & Ames, A. J. (2019, April). *Using a treelike item structure to disentangle response styles from trait information*. Poster presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Toronto, Canada.

Leventhal, B. C. (2019, April). *When consequences of false negative misclassification have greater harm: A 3-PL illustration*. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Toronto, Canada.

Clarke, K, Hazard, G. & Leventhal, B.C. (2019, February). *Critical information literacy from general education to the major. How assessment shapes competencies and student learning in theory and practice.* Presentation at the Association of American Colleges & University (AAC&U): 2019 General Education and Assessment Conference. Creating a 21st- Century General Education: Responding to Seismic Shifts, San Francisco, CA.

*Zapparrata, N., Ames, A. J., & Leventhal, B. C. (2018, November). *Detection of differential item functioning in the Ethical Reasoning Identification Test*. Poster presented at the Virginia Assessment Group Annual Meeting, Charlottesville, VA.

*Thompson, K., *Craig, B., Leventhal, B. C., & Horst, S. J. (2018, November). *Let's talk about attitudes: What predicts first-year oral communication competence?* Poster presented at the Virginia Assessment Group Annual Meeting, Charlottesville, VA.

Schubert, L., Leventhal, B.C., & Trybus, M. (2018, October). *Scaling the molehill before Mount Everest: Assessing peer educators in a learning assistance program.* Paper presented at the 2018 Assessment Institute in Indianapolis, Indianapolis, IN.

Leventhal, B. C. (2018, October). *Point of minimal classification Error: A simulation study.* Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Trumbull, CT.

Grabovsky, I. & Leventhal, B.C. (2018, July). *Cut-scores that minimize ultimate classification error in test batteries.* Paper presented at the International Meeting of the Psychometric Society (IMPS), New York, NY.

*Myers, A.J., Ames, A.J., Leventhal, B.C., & *Holzman, M.A. (2018, July). *Posterior predictive model comparison of* two *performance assessment scoring methods.* Paper presented at the International Meeting of the Psychometric Society (IMPS), New York, NY.

Leventhal, B. C. & Horst, S. J. (2018, July). *Every learner is unique so why couldn't their assignments be unique? The use of simulated datasets in inferential statistics courses.* Poster presented at the International Conference on Teaching Statistics 10, Kyoto, JP.

Leventhal, B. C. & Horst, S. J. (2018, July). *Can a three-day intensive statistics boot camp increase graduate students' core knowledge and self-efficacy?* Paper presented at the International Conference on Teaching Statistics 10, Kyoto, JP.

*Sauder, D., Leventhal, B., & Horst, S. J. (2018, May). *Effects of a summer statistics refresher boot camp.* Poster presentation at the Electronic Conference on Teaching Statistics. State College, PA. (https://www.causeweb.org/cause/ecots/ecots18/program/posters)

*Myers, A., Ames, A.J., & Leventhal, B. & *Holzman, M.A. (2018, April). *An item response tree model for validating rubric scoring processes.* Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), New York, NY.

Horst, S. J., *Sauder, D., Leventhal, B., & Ford, K. (2017, October). *2017 Summer statistics refresher boot camp.* Poster presentation at the annual 4-VA Symposium. Harrisonburg, VA.

*Myers, A., Ames, A.J., & Leventhal, B. (2017, October). *IRTree Models: application to rater response processes.* Paper Presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Trumbull, CT.

Leventhal, B & Stone, C. (2017, April). *Extreme response style: which model is best?* Poster presented at the Annual Meeting of the National Council on Measurement in Education (NCME),, San Antonio, TX.

Leventhal, B, Grabovsky, I, & Wainer, H. (2017, April). *Test classification errors: who are we passing and who are we failing?* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Leventhal, B & Rubright, J. (2016, April). *Why do value added ratios differ under different scoring approaches?* Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Washington, DC.

Leventhal, B & Stone, C. (2016, April). *Extreme Response Style: Which Model is Best?* Poster presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Washington, DC.

Leventhal, B. (2016, March). *Extreme Response Style: Comparison of Models.* Paper presented at the CGSE Student Research Conference, Pittsburgh, PA.

Leventhal, B., Stone, C., Yu, L. & Greco, C. (2015, April). *Comparing MULTILOG and IRTPRO Parameter Estimates under Skewed Trait Distributions.* Poster presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Chicago, IL.

Leventhal, B. & Fowler, K. (2011, March). *Optimization for Modeling Brain Activity During Threatening Scenarios.* Presented at SIAM Conference on Computational Science and Engineering, Reno, NV.

Leventhal, B., Lowenstein, K., Drouin, K., Dowman, R., Fowler, K. (2010, August). *Understanding How the Brain Detects Threats.* Presented at MathFest, Pittsburgh, PA.

Leventhal, B., Lowenstein, K., Drouin, K., Dowman, R., Fowler, K. (2010, July). U*nderstanding How the Brain Detects Threats.* Presented at Summer Symposium On Undergraduate Research, Potsdam, NY.

CONFERENCE WORKSHOPS (* indicates student)
Leventhal, B. C. (2020, June 11). *Making reliable and valid score interpretations from assessment instruments.* Workshop presented at the Association for the Assessment of Learning in Higher Education (AALHE) Annual Assessment Conference, Virtual Conference.

Leventhal, B. C. & Ames, A. J. (2020, April). *Using SAS for Monte Carlo simulation studies in item response theory.* Workshop presented at the Annual Meeting of the National Council on Measurement in Education (NCME), San Francisco, CA. (Conference Cancelled)

Leventhal, B.C. & Hathcoat, J.D. (2019, December 7). *Reframing assessment evidence: How evidence should be used to make valid and reliable interpretations of assessment data.* Workshop presented at the 2019 Annual Meeting of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Houston, TX.

Leventhal, B.C. & Hathcoat, J.D. (2019, October). *Supporting the interpretations and uses of assessment scores: What reliability and validity mean and why they are necessary.* Workshop presented at the 2019 Assessment Institute in Indianapolis, Indianapolis, IN.

Leventhal, B. C. & *Thompson, K. (2019, June). *Intended inferences and uses of scores: How to assess reliability and know what validity evidence to collect.* Skill development workshop presented at the Association for the Assessment of Learning in Higher Education (AALHE) Annual Assessment Conference, St. Paul, MN.

*Gregg, N. & Leventhal, B. C. (2019, April). *Tips and tricks to effectively communicate results: Best practices in data visualization.* Workshop presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Toronto, Canada.

Leventhal, B. C. & Ames, A. J. (2019, April). *Using SAS for Monte Carlo simulation studies in item response theory.* Workshop presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Toronto, Canada.

*Gregg, N. & Leventhal, B. C. (2018, October). *A SASsy Approach to best practices in data visualization.*

Workshop presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Trumbull, CT.

Leventhal, B. C. & Horst, S.J. (2018, July). *Statistics refresher boot camp workshop: Development of an active learning environment*. Invited workshop presented at the International Conference on Teaching Statistics 10, Kyoto, JP.

Stone, C. A., & Leventhal, B.C. (2018, April). *Bayesian analysis of response style IRT models using SAS PROC MCMC.* Workshop presented at the Annual Meeting of the National Council on Measurement in Education (NCME), New York, NY.

INVITED WORKSHOPS (* indicates student)
Leventhal, B. C., Horst, S. J., *Gregg, N. & *Thompson, K. N. (2019. August). *Statistics refresher boot camp.* Three-day workshop on graduate-level introductory statistics for graduate students and faculty at James Madison University, Harrisonburg, VA.

*Thompson, K. & Leventhal, B. C. (2019, April). *Defining "checking for understanding".* Workshop presented to the Learning Centers at James Madison University, Harrisonburg, VA.

Leventhal, B.C. & Ames, A.J. (2019, March). *Using SAS for Monte Carlo simulation studies in item response theory.* Invited workshop at the University of Arkansas, Fayetteville, AR.

*Gregg, N. & Leventhal, B.C. (2019, March). *Tips and tricks to effectively communicate results: Best practices in data visualization.* Invited workshop at the University of Arkansas, Fayetteville, AR.

Horst, S. J., *Perkins, B. A., & Leventhal, B. C. (2018, August). *Statistics refresher boot camp.* Three-day workshop on graduate-level introductory statistics for graduate students and faculty at James Madison University, Harrisonburg, VA.

Leventhal, B.C., Schubert, L. K., Trybus, M. & Fahrney, J., Hoang, C. Q. (2018, May). *Learning Centers assessment workshop: Developing common content.* Workshop presented to the Learning Centers at James Madison University, Harrisonburg, VA.

Leventhal, B.C. & Ames A. J. (2017, October). *Logarithms, transformations, and calculus. Oh my!* Workshop presented at the Center for Assessment and Research Studies, Harrisonburg, VA.

Horst, S. J., *Sauder, D., & Leventhal, B. C. (2017, August). *Statistics refresher boot camp.* Three-day workshop on graduate-level introductory statistics for graduate students and faculty at James Madison University, Harrisonburg, VA.

INVITED PRESENTATIONS (* indicates student)
*Gregg, N. & Leventhal, B.C. (2020, April). *Rating scale issues: Investigating the stability of extreme response style*. Presented as part of the CARS Talk Symposium Series at James Madison University, Harrisonburg, VA.

Leventhal, B. C. (2019, October 28). Assessment and measurement and quantitative psychology: What are they and why study each? [Webinar]. *Kenyon College Institutional Effectiveness Office*.

Hathcoat, J., *Blanco Murakoshi, D., Leventhal, B.C., & *Shapovalov, Y. (2019, October). *Using item analysis to improve assessment instruments*. Presented as part of the CARS Talk Symposium Series at James Madison University, Harrisonburg, VA.

*Gregg, N. & Leventhal, B.C. (2019, October). *Evidence of a two-stage response process from adaptive Likert items*. Presented as part of the CARS Talk Symposium Series at James Madison University, Harrisonburg, VA.

*Thompson, K. & Leventhal, B.C. (2019, October). *Interpreting distractor functioning: the paradigm does matter*. Presented as part of the CARS Talk Symposium Series at James Madison University, Harrisonburg, VA.

Leventhal, B. C. & *Thompson, K. (2018, November). *What is quantitative psychology?* Invited talk for Applications of Psychology at Washington & Lee University, Lexington, VA.

*Zapparrata, N., Ames, A. J., & Leventhal, B.C. (2018, October). *Detection of differential item functioning in the Ethical Reasoning Identification Test*. Presented as part of the CARS Talk Symposium Series at James Madison University, Harrisonburg, VA..

*Thompson, K., *Craig, B., Leventhal, B.C., & Horst, S. J. (2018, October). *Let's talk about attitudes: What predicts first-year oral communication competence?* Presented as part of the CARS Talk Symposium Series at James Madison University, Harrisonburg, VA.

Leventhal, B.C. (2018, September). *Reliability and validity: Assessment and measurement in action.* Invited talk at the Networked Learning Initiatives at Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA.

Leventhal, B.C. (2018, September). *Item response theory: A conceptual understanding.* Invited talk to Statistical Applications and Innovations Group (SAIG) at Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA.

Horst, S. J. & Leventhal, B.C. (2018, July). *Connecting two ends of the spectrum: An opportunity for faculty development in assessment.* Invited talk at Kyoto University, Kyoto, JP.

Leventhal, B. C. (2017, December). *What is quantitative psychology?* Invited talk for Statistical Honors at the Department of Statistics at the University of Pittsburgh. Pittsburgh, PA.

Leventhal, B. C. (2017, December). *Learning improvement in higher education*. Invited talk for Discipline-Based Science Education Research Center. Pittsburgh, PA.

Leventhal, B., Fu, X., & Fowler, K. (2011, April). *Comparing Analytic and Simulation Based Approaches to Determining Thermal Conductivities.* Presented at the Center for Environment at Clarkson Annual Symposium, Potsdam, NY.

Leventhal, B., Fu, X., & Fowler, K. (2010, October). *Comparing Analytic and Simulation Based Approaches to Determining Thermal Conductivities.* Presented at St. Lawrence Mathematics Symposium, Potsdam, NY.

Leventhal, B. & Fowler, K. (2010, September). *Mathematical Approach to Threat Detection in the Brain.* Poster presented at AWM Dessert Reception, Potsdam, NY.

Leventhal, B. & Fowler, K. (2010, April). *Parameter estimation study for 1-D heat transport in the shallow subsurface.* Poster presented at Center for Environment at Clarkson Annual Symposium, Potsdam, NY.

ASSESSMENT REPORTS (* indicates student)

*Satkus, P., *Shapovalov, Y., *Blanco Murakoshi, D. & Leventhal, B. C. (2020). *Cluster One Assessment Technical Report*. Harrisonburg, VA: The Center for Assessment and Research Studies (CARS) at James Madison University.

*Gregg, N. L. & Leventhal, B. C. (2019). *Cluster One Assessment Technical Report*. Harrisonburg, VA: The Center for Assessment and Research Studies (CARS) at James Madison University.

Hazard, G., Clarke, K., McDonnell, K., Leventhal, B. C. & Pappas, E. (2019). *Cluster One Critical Thinking Annual Report*. Harrisonburg, VA: General Education at James Madison University

Hazard, G., McDonnell, K., Clarke, K., & Leventhal, B. C. (2019). *Cluster One Writing Annual Report*. Harrisonburg, VA: General Education at James Madison University

Hazard, G., Clarke, K., McDonnell, K. & Leventhal, B. C. (2019). *Cluster One Information Literacy Annual Report*. Harrisonburg, VA: General Education at James Madison University

Hazard, G., Ball, T., Clarke, K., McDonnell, K. & Leventhal, B. C. (2019). *Cluster One Human Communication Annual Report*. Harrisonburg, VA: General Education at James Madison University

HONORS AND AWARDS

2020	Outstanding Junior Faculty Award, Department of Graduate Psychology, James Madison University.
2019	International Society for Quality of Life Research 2019 New Investigator Poster Award finalist.
2019	Certificate of Completion in recognition of successful completion of Team Excellence workshop series.
2019	NCME Award presented at the Annual Meeting in recognition of outstanding service, creative excellence, and technical expertise in developing the new NCME website
2019	Honorable Mention, Ethical Reasoning In Action: It's Complicated case competition; Leventhal, B.C. (2019) *Energize Virginia*
2019	Certificate of Completion in recognition of successful completion of the Emerging Leaders workshop series.
2019	Outstanding Junior Faculty Award. Department of Graduate Psychology, James Madison University.
2018	NCME Certificate of Appreciation in recognition of outstanding service, creative excellence, technical expertise, and dedication to providing value
2017	Top 10 2017 Cover Graphic/Data Visualization Competition; Leventhal, B., Grabovsky, I. & Wainer, H. (2017). Grading on a curve: minimizing the error of classification graphically. *Educational Measurement: Issues and Practice*
2016	AERA Top 10 most read articles of 2015 in *Review of Research in Education*
2012	Outstanding Teaching Assistant, Department of Statistics, University of Pittsburgh
2011	Miller/Davis Service Award Department of Mathematics, Clarkson University
2011	Pi Mu Epsilon – US Honorary National Mathematics Society
2010	Outstanding Speaker, MathFest, Pittsburgh, PA

GRANTS AND FUNDED PROJECTS

2019 – 2020 Leventhal, B. C.: *Enhancing teaching and learning with SAS*. Funded by the College of Health and Behavioral Studies at James Madison University ($4,743).

2018 – 2021 Leventhal, B. C.: *New tools for increasing recruitment into the educational measurement field*. Funded by the NCME Mission Fund ($5,998).

2018 – 2020 Leventhal, B.C. & Van Mullekom, J.: *FLIPC^{2}LAS (Facilitating Learning through Innovative Practices in the teaching of Communication for Collaboration in Laboratories for Assessment and Statistics)*. Funded by 4-VA ($5,000)
Van Mullekom, J. & Leventhal, B.C.: *FLIPC^{2}LAS (Facilitating Learning through Innovative Practices in the teaching of Communication for Collaboration in Laboratories for Assessment and Statistics)*. Funded by 4-VA (Additional $5,000 in Complementary Funds)

2017 – 2018 Leventhal, B. C., Horst, S. J., Ford, K.: *Stats refresher boot camp workshop: Sharing what we've learned and how to do it yourself*. Funded by 4-VA ($5,000)

2016 – 2017 Leventhal, B & Pfenning, N.: *Creating a Comprehensive Bank of Assessments for Use in Applied Statistical Methods*. Funded by: Discipline-Based Science Education Research Center ($10,000)

2016 Leventhal, B & Stone, C.A.: *Extreme Response Style: Which Model is Best?* Funded by: University of Pittsburgh Student/ Student & Faculty Research Fund

2010 – 2011 Fowler, K., Leventhal, B., & Fu, X.: *Understanding the Impact of Boundary and Initial Condition Errors on the Solution to a Thermal Conductivity Inverse Problem.* Clarkson University. Funded by: US Army Corps of Engineers Waterways Experimentation Station

2010 Fowler, K., Dowman, R., Leventhal, B., & Drouin, K.: *Artificial Neural Network Models of the Brain Mechanisms of Threat Detection and Orienting*. Undergraduate Studies in Biology and Mathematics (UBM). Clarkson University. Funded by: National Science Foundation (NSF)

2009 Fowler, K. & Leventhal, B.: *Parameter Estimation Study for 1-D Heat Transport in the Shallow Subsurface*. Funded by: US Army Corps of Engineers Waterways Experimentation Station

PROFESSIONAL DEVELOPMENT GRANTS

2019 International Development Grant (Toronto, Canada), Center for Global Engagement, James Madison University ($500)
2018 College of Health and Behavioral Mini Grant, James Madison University ($218)
2018 International Development Grant (Kyoto, Japan), Center for Global Engagement, James Madison University ($500)
2017 Kevin H. Kim Memorial Travel Grant, Research Methodology, University of Pittsburgh ($1000)
2017 Department of Psychology in Education Travel Grant, University of Pittsburgh. ($1000)
2016 Kevin H. Kim Memorial Travel Grant, Research Methodology, University of Pittsburgh ($1000)
2015 Kevin H. Kim Memorial Travel Grant, Research Methodology, University of Pittsburgh ($1000)

PROFESSIONAL SERVICE AND APPOINTMENTS

2020 – Present Educators of Measurement SIGIMIE Chair
2018 – Present Editor: National Council on Measurement in Education (NCME) Website
2018 – Present Co-Chair of NCME Website Committee
2018 – Present Member of NCME Digital Presence Committee
2017 – Present Assessment liaison to General Education at James Madison University
2017 – Present Assessment liaison to the Learning Centers at James Madison University
2015 – Present Ad hoc reviewer for several journals and conferences
2017 – 2018 Member of NCME Website Committee
2015 – 2017 Chair of NCME Graduate Student Issues Committee (GSIC)
2016 PASA Standard Setting Outside Reviewer
2016 Psychology in Education Search Committee Student Representative
2015 – 2017 Member of NCME Graduate Student Issues Committee (GSIC)
2013 – 2015 Student Representative on NCME Career Contribution Award Committee

PROFESSIONAL ORGANIZATIONS

National Council on Measurement in Education (NCME)
American Educational Research Association (AERA)
        AERA Division D: Measurement and Research Methodology
        AERA Special Interest Group: Measurement and Assessment in Higher Education
Association of Psychological Sciences (APS)
American Statistical Association (ASA)
Virginia Assessment Group (VAG)
Association for the Assessment of Learning in Higher Education (AALHE)