

## CURRICULUM VITAE

### MING-TE WANG

University of Chicago  
Crown Family School of Social Work, Policy, and Practice  
W-16; 969 E. 60th St  
Chicago, IL 60637, USA

Phone: 773-702-1219  
Email: [mtwang@uchicago.edu](mailto:mtwang@uchicago.edu)

#### EDUCATION

---

**Harvard University**, Cambridge, MA  
Ed.D. 2010, Human Development and Psychology

**Harvard University**, Cambridge, MA  
M.Ed. 2006, Human Development and Psychology

**Tamkang University**, Taipei, Taiwan  
B.A. 1998, Counseling Psychology, English Literature, with Honors

#### ACADEMIC POSITION

---

- 2023 – Professor, Crown Family School of Social Work, Policy, and Practice, University of Chicago  
Faculty Director, Urban Education Institute (UEI), University of Chicago
- 2020 – 2023 Professor, School of Education, University of Pittsburgh  
Professor, Department of Psychology, University of Pittsburgh  
Senior Scientist, Learning Research & Development Center (LRDC), University of Pittsburgh
- 2014 – 2023 Director, Motivation Center, University of Pittsburgh
- 2014 – 2020 Associate Professor, School of Education, University of Pittsburgh  
Associate Professor, Department of Psychology, University of Pittsburgh
- 2014 – 2020 Research Scientist, Learning Research & Development Center (LRDC), University of Pittsburgh
- 2014 – 2018 Visiting Professor, Helsinki Collegium for Advanced Studies, University of Helsinki
- 2012 – 2014 Assistant Professor, School of Education, University of Pittsburgh  
Assistant Professor, Department of Psychology, University of Pittsburgh  
Adjunct Research Assistant Professor, Institute for Social Research, University of Michigan
- 2011 – 2012 Research Assistant Professor, Institute for Social Research, University of Michigan

#### PROFESSIONAL EXPERIENCE

---

- 2010 – 2011 Postdoctoral Research Fellow, Institute for Social Research, University of Michigan
- 2009 – 2010 Quantitative Research Methods Instructor, Harvard University

## MING-TE WANG CV

- 2005 – 2010      Research Assistant, Harvard University  
Teaching Fellow, Harvard University
- 2000 – 2005      School Counselor and English Teacher, Tung-Fu Middle School
- 1998 – 2000      Military Counselor, Taiwanese Army

### **AREAS OF SPECIALIZATION**

---

Diversity, opportunity, and equity; racial, SES, and gender disparities in education and health; motivation, engagement, learning, and youth development in context; social development and socialization; sociocultural, affective, and cognitive processes in learning; culture, parenting, identity development, and ethnic-racial socialization; school climate and racial disparities in school discipline; school-based psychosocial intervention; school to prison pipeline; longitudinal data analysis

### **HONORS and AWARDS**

---

- Dean’s Distinguished Teaching Award**, University of Pittsburgh (2023)
- Social Policy Publication Award**, Society for Research on Adolescence (2023)
- Ranked within the Top 1% of Highly Cited Interdisciplinary Researchers in Science and Social Science from 2010 to 2023**, Journal Citation Reports from Clarivate Web of Science (2021, 2022, 2023)
- Mid-Career Award for Research Excellence**, Society for Research on Adolescence (2022)
- Distinguished Research Award for Human Development & Learning**, American Educational Research Association (2021)
- Excellence in Research Award for Best Scholarly Contribution**, Society for Social Work and Research (2021)
- Distinguished Scientific Award for Early Career Contribution to Psychology**, American Psychological Association (2019)
- Chancellor for Community Engagement and Partnership of Distinction Award**, University of Pittsburgh (2019)
- Richard E. Snow Distinguished Research Contribution Award**, American Psychological Association (2017)
- “Rising Star” Designation for Outstanding Early Career Psychological Science Researchers**, Association for Psychological Science (2016)
- Lyle Spencer Research Award**, Spencer Foundation (2015)
- Outstanding Early Career Research Contribution Award**, Society of Research on Child Development (2015)
- Faculty Early Career Development Program Award (CAREER)**, National Science Foundation (2014, declined due to early tenure promotion)
- Steven Manners Faculty Research Award**, University of Pittsburgh (2013)

**Outstanding Early Career Research Contribution Award** in Division E, American Educational Research Association (2013)

**Pathways to Adulthood Postdoctoral Fellowship**, Jacobs Foundation (2010-2011)

**Outstanding Dissertation Award** in Division 15, American Psychological Association (2009)

**Dissertation Fellowship**, Harvard University (2009)

**Qualifying Paper Passed with Distinction**, Harvard University (2008)

**Roy E. Larsen Graduate Fellowship**, Harvard University (2006 - 2007)

**Teacher of the Year**, Ministry of Education in Taiwan (2004)

**Received with Honor by the President of Taiwan** for Contribution and Dedication to Indigenous Education (2004)

## PEER-REVIEWED PUBLICATIONS

---

***Refereed Scholarly Journal Articles*** (\*denotes a student mentee; +denotes a postdoctoral mentee †indicates shared authorship):

112. **Wang, M.-T.**, +McKellar, S. E., \*Scanlon, C. L., & Ye, F. (in press). A multi-informant study on teachers' mindset, classroom practices, and student well-being. *Learning and Instruction*.
111. **Wang, M.-T.**, +Del Toro, J., \*Scanlon, C. L., & Huguley, J. P. (in press). The spillover effect of school suspensions on adolescents' classroom climate perceptions and academic achievement. *Journal of School Psychology*.
110. +McKellar, S. E., Mathews, C. J., Belmont, A. A., & **Wang, M.-T.** (in press). Achievement at what cost? An intersectional approach to assessing race and gender differences in adolescent math motivation and achievement. *Contemporary Educational Psychology*.
109. **Wang, M.-T.**, \*Scanlon, C. L., +Del Toro, J., & +McKellar, S. E. (early view online). Fostering school equity: A racial socialization approach to creating an equitable school climate and reducing disciplinary infractions. *Developmental Psychology*.
108. **Wang, M.-T.**, +Del Toro, J., \*Scanlon, C. L., & Qin, X. (early view online). Adolescent psychological adjustment and social supports during pandemic-onset remote learning: A national multi-wave daily diary study. *Development and Psychopathology*.
107. **Wang, M.-T.**, \*Scanlon, C. L., +Del Toro, J., & Schall, J. D. (early view online). Employment status and psychosocial adjustment among adolescents and parents during the COVID-19 pandemic: Multi-informant data from ecological momentary assessments. *Developmental Psychology*.
106. +Del Toro & **Wang, M.-T.** (2023). Vicarious severe school discipline predicts racial disparities among non-disciplined Black and White American adolescents. *Child Development*, 94, 1762-1778.
105. **Wang, M.-T.**, \*Scanlon, C. L., +Del Toro, J. (2023). Does anyone benefit from exclusionary discipline? An exploration of the direct and vicarious influence of suspensions for minor infraction on adolescents' engagement and achievement. *American Psychologist*, 78, 20-35.

MING-TE WANG CV

104. †Del Toro, J., Jackson, D., & **Wang, M.-T.** (2023). The spillover effects of classmates' police intrusion on adolescents' school-based defiant behaviors: The mediating role of institutional trust. *American Psychologist*, 78, 941-954.
103. †Stuart McQueen, S., Huguley, J. P., Haynik, R., Joseph, A., Williams, M., & **Wang, M.-T.** (2023). Teacher perspectives on effective restorative practice implementation: Identifying programmatic elements that promote positive relational development in schools. *Children and Youth Services*.
102. †Del Toro, J., & **Wang, M.-T.** (2023). Stereotypes in the classroom's air: Classroom racial stereotype endorsement, classroom engagement, and STEM achievement among Black and White American adolescents. *Developmental Science*.
101. Huguley, J. P., \*Davis, C. D., Haynik, R. H., & **Wang, M.-T.** (2023). Parenting while Black: Promising results from a strengths-based parent intervention supporting African American families. *Children and Schools*, 45, 251-254.
100. **Wang, M.-T.**, †Henry, D. A., & †Del Toro, J. (2023). Do Black and White students benefit from racial socialization? School racial socialization, school climate, and youth academic performance during early adolescence. *American Educational Research Journal*, 60, 405-444.
99. †Del Toro, J., & **Wang, M.-T.** (2023). Police stops and school engagement: Examining cultural socialization from parents and schools as protective factors among African American adolescents. *American Educational Research Journal*, 60, 36-69.
98. †McKellar, S. E. & **Wang, M.-T.** (2023). Adolescents' daily sense of school connectedness and academic engagement: Intensive longitudinal mediation study of student differences by remote, hybrid, and in-person learning modality. *Learning and Instruction*, 83, 1-14.
97. †Del Toro, J., & **Wang, M.-T.** (2023). Online racism and mental health among Black American adolescents in 2020. *Journal of the American Academy of Child and Adolescent Psychiatry*, 62, 25-36.
96. **Wang, M.-T.**, †Henry, D. A., \*Scanlon, C. L., †Del Toro, J., & Voltin, S. (2023). Adolescent psychosocial adjustment during COVID-19 pandemic: An intensive longitudinal study. *Journal of Clinical Child and Adolescent Psychology*, 52, 633-648.
95. †Del Toro, J., Fine, A., & **Wang, M.-T.** (2023). The intergenerational effects of paternal incarceration on children's social and psychological well-being from early childhood to adolescence. *Development and Psychopathology*, 35, 558-569.
94. **Wang, M.-T.**, †Del Toro, J., \*Scanlon, C. L., †Henry, D. A., & Schall, J. D. (2022). Family resilience during the COVID-19 onset: A daily-diary inquiry into parental employment status, parent-adolescent relationships, and well-being. *Development and Psychopathology*, 1-13.
93. **Wang, M.-T.**, \*Scanlon, C. L., †Del Toro, J., & †McKellar, S. (2022). Reducing suspension for minor infraction and improving school climate perceptions among Black adolescents via cultural socialization: A multi-informant longitudinal study. *Learning and Instruction*, 80, 101621.
92. **Wang, M.-T.**, †Henry, D. A., Wu, W., †Del Toro, J., & Huguley, J. P. (2022). Racial stereotype endorsement, cognitive engagement, growth mindset, and mathematics performance among Black and White American adolescents. *Journal of Youth and Adolescence*, 51, 984-1001.

91. Huguley, J. P., Fussell-Ware, D., McQueen, S., & **Wang, M.-T.** (2022). Completing the circle: Linkages between restorative practices, socio-emotional well-being, and racial justice in schools. *Journal of Emotional and Behavioral Disorders, 30*, 138-153.
90. **Wang, M.-T.**, \*Scanlon, C. L., \*Hua, Meng., Zhang, A., Belmont, A., & +Del Toro, J. (2022). Social distancing and adolescent affect: The protective role of practical knowledge and exercise. *Academic Pediatrics, 22*, 401-412.
89. +Del Toro, J., Jackson, D., & **Wang, M.-T.** (2022). The policing paradox: Police stops predict youth's school disengagement via elevated psychological distress. *Developmental Psychology, 58*, 1402-1412.
88. +Del Toro, J., **Wang, M.-T.**, Thomas, A., & Hughes, D. (2022). An intersectional approach to understanding the academic and health effects of policing among urban adolescents. *Journal of Research on Adolescence, 32*, 34-40.
87. +Del Toro, J., Fine, A., **Wang, M.-T.**, Thomas, A., Schneper, L. M., Colter, M., Mincy, R., McLanahan, S., & Notterman, D. A. (2022). The longitudinal associations between paternal incarceration and family well-being: Implications for ethnic-racial disparities in health. *Journal of the American Academy of Child and Adolescent Psychiatry, 61*, 423-433.
86. +Del Toro, J., & **Wang, M.-T.** (2022). The role of suspensions for minor infractions and school climate in predicting academic performance among adolescents. *American Psychologist, 77*, 173-185.
85. **Wang, M.-T.**, +Henry, D. A., +Del Toro, J., \*Scanlon, C. L., & Schall, J. D. (2021). COVID-19 employment status, dyadic family relationships, and child psychological well-being. *Journal of Adolescent Health, 69*, 705-712.
84. **Wang, M.-T.**, +Del Toro, J., \*Scanlon, C. L., Schall, J. D., Zhang, A., Belmont, A., Voltin, S., & Plevniak, K. (2021). The roles of stress, coping, and parental support in adolescent psychological well-being in the context of COVID-19: A daily-diary study. *Journal of Affective Disorders, 294*, 245-253.
83. **Wang, M.-T.**, \*Scanlon, C. L., \*Hua, M., & +Del Toro, J. (2021). Safely social: Promoting and sustaining adolescent engagement in social distancing during the COVID-19 pandemic. *Journal of Adolescent Health, 68*, 1059-1066.
82. **Wang, M.-T.**, \*Zepeda, C., Qin, X., +Del Toro, J., & Binning, K. R. (2021). More than growth mindset: Individual and interactive links among socioeconomically disadvantaged adolescents' ability mindsets, metacognitive skill, and math engagement. *Child Development, 92*, 957-976.
81. Huguley, J. P., Haynik, R. H., \*Fussell-Ware, D., Stuart McQueen, S., & **Wang, M.-T.** (in press). Suspensions rates, race, and overall school performance across high schools. *Urban Education*.
80. +Del Toro, J., & **Wang, M.-T.** (2021). Longitudinal inter-relations among schools' cultural socialization, school climate, and school engagement among urban Black early adolescents. *Learning and Instruction, 75*, 1-9.
79. **Wang, M.-T.**, Binning, K. R., +Del Toro, J., Qin, X., & \*Zepeda, C. (2021). Skill, thrill, and will: The role of metacognition and motivation in predicting student engagement over time. *Child Development, 92*, 1369-1387.

## MING-TE WANG CV

78. †Del Toro, J., & **Wang, M.-T.** (2021). Longitudinal inter-relations between school cultural socialization and school engagement among urban early adolescents. *Journal of Youth and Adolescence*, 50, 978-991.
77. †Tang, X., **Wang, M.-T.**, †Filomena, P., & Salmela-Aro, K. J. (2021). Putting the goal back into grit: Academic goal commitment, grit, and academic achievement. *Journal of Youth and Adolescence*, 50, 470-484.
76. Qin, X., Wormington, S., \*Guzman-Alvarez, A., & **Wang, M.-T.** (2021). Why does a growth mindset intervention impact achievement differently across secondary schools? Unpacking the causal mediation mechanism from a national multisite randomized experiment. *Journal of Research on Educational Effectiveness*, 14, 617-644.
75. \*Parr, A. K., \*Gladstone, J., Rosenzweig, E. Q., & **Wang, M.-T.** (2021). Why do I teach? A mixed-methods study of in-service teachers' motivations, autonomy-supportive instruction, and emotions. *Teaching and Teacher Education*, 98, 1-13.
74. †Del Toro, J., & **Wang, M.-T.** (2021). School cultural socialization and academic performance: Examining ethnic-racial identity development as a mediator among youth of color. *Child Development*, 92, 1458-1475.
73. Huguley, J. P., †**Wang, M.-T.**, †Delale-O'Connor, L., & \*Parr, A. (2021). African American parents' educational involvement in urban schools: Contextualized strategies for student success in adolescence. *Educational Researcher*, 50, 6-16. †Wang and Delale-O'Connor shared the second authorship†
72. †Smith, L. V., **Wang, M.-T.**, & \*Hill, D. J. (2020). Black youth's perceptions of school cultural pluralism, school climate, and the mediating role of racial identity. *Journal of School Psychology*, 83, 50-65.
71. **Wang, M.-T.**, \*Degol, J. S., \*Amemiya, J. L., \*Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*, 57, 1-27.
70. **Wang, M.-T.**, \*Degol, J. L., & †Henry, D. A. (2020). An integrative development-in-sociocultural-context model for children's engagement in learning. *American Psychologist*, 74, 1086-1102.
69. **Wang, M.-T.**, \*Hofkens, T. L., & Ye, F. (2020). Classroom quality and adolescent learning in mathematics: A multi-method, multi-informant perspective. *Journal of Youth and Adolescence*, 49, 1987-2002.
68. \*Scanlon, C. L., †Del Toro, J., & **Wang, M.-T.** (2020). The roles of peer social support and social engagement in the relation between adolescents' social anxiety and science achievement. *Journal of Youth and Adolescence*, 49, 1005-1016.
67. \*Hong, W., Zhen, R., Liu, R., **Wang, M.-T.**, & Ding, Y. (2020). The longitudinal linkage among Chinese children's behavioral, cognitive, and emotional engagement within a mathematics context. *Educational Psychology*, 40, 666-680.
66. Kiuru, N., **Wang, M.-T.**, & Salmela-Aro, K. (2020). Transactional associations between adolescents' interpersonal relationships, student well-being, and academic achievement during school transitions. *Journal of Youth and Adolescence*, 49, 1057-1072.

65. Huguley, J. P., **Wang, M.-T.**, Pasarow, S., & Wallace, J. (2020). Just discipline in schools: An integrated and interdisciplinary approach. *Children and Schools*, cdaa012, <https://doi.org/10.1093/cs/cdaa012>
64. Delale-O'Connor, L., Huguley, J. P., \*Parr, A. K., & **Wang, M.-T.** (2020). Racialized compensatory cultivation: Centering race in parental educational engagement and enrichment. *American Educational Research Journal*, 1, 1-42.
63. \*Bodnar, K., \*Hofkens, T. L., **Wang, M.-T.**, & Schunn, C. D. (2020). Science identity predicts science career aspiration across gender and race, but especially for boys. *International Journal of Gender, Science and Technology*, 12, 32-45.
62. **Wang, M.-T.**, +Henry, D. A., +Smith, L. V., Huguley, J. P., & Guo, J. (2020). Parental ethnic-racial socialization practices and children of color's psychosocial and behavioral adjustment: A systematic review and meta-analysis. *American Psychologist*, 75, 1-22.
61. \*Amemiya, J. L., \*Mortenson, E. M., & **Wang, M.-T.** (2020). Minor infractions are not minor: School infractions for minor misconduct may increase adolescents' defiant behavior and contribute to racial disparities in school discipline. *American Psychologist*, 75, 23-36.
60. **Wang, M.-T.**, +Smith, L. V., Huguley, J. P., & +Miller-Cotto, D. A. (2020). Parental ethnic-racial socialization and children of color's academic success: A meta-analytic review. *Child Development*, 91, 528-544.
59. \*Zhen, R., Liu, R., **Wang, M.-T.**, Ding, Y., Jiang, R., Fu, X., & Sun, Y (2020). Trajectory patterns of academic engagement among elementary school students: The implicit theory of intelligence and academic self-efficacy matters. *British Journal of Educational Psychology*, 90, 618-634.
58. \*Miller, R. S., & **Wang, M.-T.** (2019). Cultivating adolescents' academic identity: Ascertaining the mediating effects of motivational beliefs between classroom practices and mathematics identity. *Journal of Youth and Adolescence*, 48, 2038-2050.
57. **Wang, M.-T.**, Guo, J., & \*Degol, J. S. (2019). The role of sociocultural factors in student motivation in mathematics and language arts: A cross-cultural review. *Adolescent Research Review*, 1, 1-16.
56. \*Amemiya, J. L., Fine, A., & **Wang, M.-T.** (2019). Trust and discipline: Adolescents' institutional and teacher trust predict their behavioral responses to discipline. *Child Development*, 10, 1-18.
55. †Huguley, J. P., †**Wang, M.-T.**, +Vasquez, A., & Guo, J. (2019). Parental ethnic-racial socialization practices and the construction of children of color's ethnic-racial identity: A research synthesis and meta-analysis. *Psychological Bulletin*, 145, 437-458. †Huguley and Wang shared the first authorship†
54. **Wang, M.-T.**, \*Degol, J. L., & \*Amemiya, J. L. (2019). Older siblings as academic socialization agents for younger siblings: Developmental pathways across adolescence. *Journal of Youth and Adolescence*, 48, 1218-1233.
53. **Wang, M.-T.**, & \*Hofkens, T. L. (2019). Beyond classroom academics: A school-wide and multi-contextual perspective on student engagement in school. *Adolescent Research Review*, 5, 419-433.

52. †Tang, X., **Wang, M.-T.**, Guo, J., & Salmela-Aro, K. J. (2019). Building grit: The longitudinal pathways between mindset, commitment, grit, and academic outcomes. *Journal of Youth and Adolescence*, 48, 850-863.
51. Fredricks, J. A., \*Parr, A., \*Amemiya, J. L., & **Wang, M.-T.** (2019). What matters for urban adolescents' engagement and disengagement in school: A mixed methods study. *Journal of Adolescence Research*, 34, 491-527.
50. \*Parr, A. K., \*Amemiya, J. L., & **Wang, M.-T.** (2019). Student learning emotions in middle school mathematics classrooms: Investigating associations with dialogic instructional practices. *Educational Psychology*, 39, 636-658.
49. †Binning, K. R., †**Wang, M.-T.**, & \*Amemiya, J. L. (2019). Persistence mindset among adolescents: Who benefits from the message that academic struggles are normal and temporary? *Journal of Youth and Adolescence*, 48, 269-286.
48. †Hentges, R. F., Galla, B. M., & **Wang, M.-T.** (2019). Economic disadvantage and math achievement: The significance of perceived cost from an evolutionary perspective. *British Journal of Educational Psychology*, 89, 343-358.
47. \*Talbert, E. J., \*Hofkens, T. L., & **Wang, M.-T.** (2019). Does student-centered instruction engage students differently? The moderation effect of student race. *Journal of Educational Research*, 112, 327-341.
46. **Wang, M.-T.**, Fredricks, J. A., Ye, F., \*Hofkens, T. L., Schall, J. (2019). Conceptualization and assessment of adolescents' engagement and disengagement in school. *European Journal of Psychological Assessment*, 35, 592-606.
45. Guo, J., **Wang, M.-T.**, Ketonen, E. E., Eccles, J. S., & Salmela-Aro, K. J. (2018). Joint trajectories of task value in multiple subject domains: From both variable- and pattern-centered perspectives. *Contemporary Educational Psychology*, 55, 139-154.
44. Huguley, J. P., \*Kyere, E., & **Wang, M.-T.** (2018). Educational expectations in African American families: Assessing the importance of immediate performance requirements. *Race and Social Problems*, 10, 158-169.
43. †Hentges, R. F., Shaw, D. S., & **Wang, M.-T.**, (2018). Early childhood parenting and child impulsivity as precursors to risky and problematic behaviors in adolescence and early adulthood. *Development and Psychopathology*, 30, 1305-1319.
42. **Wang, M.-T.**, Kiuru, N., \*Degol, J. L., & Salmela-Aro, K. (2018). Friends, academic achievement, and school engagement during adolescence: A social network approach to peer influence and selection effects. *Learning and Instruction*, 58, 148-160.
41. Galla, B. M., \*Amemiya, J. L., & **Wang, M.-T.** (2018). Using expectancy-value theory to understand academic self-control. *Learning and Instruction*, 58, 22-33.
40. \*Amemiya, J. L., & **Wang, M.-T.** (2018). Why effort praise can backfire in adolescence. *Child Development Perspectives*, 12, 199-203.
39. \*Amemiya, J. L., & **Wang, M.-T.** (2018). African American adolescents' gender and perceived school climate moderate how academic coping relates to achievement. *Journal of School Psychology*, 69, 127-142.



MING-TE WANG CV

38. Fredricks, J. A., \*Hofkens, T. L., & **Wang, M.-T.** (2018). Supporting girls' and boys' engagement in math and science learning: A mixed methods study. *Journal of Research in Science Teaching*, 55, 271-298.
37. \*Degol, J. L., **Wang, M.-T.**, & \*Zhang, Y. (2018). Do growth mindsets in math benefit females? Identifying pathways between gender, mindset, and motivation. *Journal of Youth and Adolescence*, 47, 976-990.
36. †Hentges, R. F., & **Wang, M.-T.** (2018). Gender differences in the developmental cascade from harsh parenting to educational attainment: An evolutionary perspective. *Child Development*, 89, 397-413.
35. \*Degol, J. L., & **Wang, M.-T.** (2017). Who makes the cut? Parental involvement and math trajectories predicting college enrollment. *Journal of Applied Developmental Psychology*, 50, 60-70.
34. †**Wang, M.-T.**, †Chow, A., & \*Amemiya, J. L. (2017). Who wants to play? Sport motivation trajectories, sport participation, and the development of depressive symptoms. *Journal of Youth and Adolescence*, 46, 1982-1998.
33. **Wang, M.-T.**, Ye, F., & \*Degol, J. L. (2017). Who chooses STEM careers? Using a relative cognitive strength and interest model to predict careers in science, technology, engineering, and mathematics. *Journal of Youth and Adolescence*, 46, 1805-1820.
32. \*Amemiya, J. L., & **Wang, M.-T.** (2017). Transactional relations between motivational beliefs and help seeking from teachers and peers across adolescence. *Journal of Youth and Adolescence*, 46, 1743-1757.
31. †**Wang, M.-T.**, †Chow, A., \*Degol, J. L., Eccles, J. S. (2017). Does everyone's motivational beliefs about physical science decline in secondary school? Heterogeneity of adolescents' achievement motivation trajectories in physics and chemistry. *Journal of Youth and Adolescence*, 46, 1821-1838.
30. **Wang, M.-T.**, Fredricks, J. A., Ye, F., \*Hofkens, T. L., Schall, J. (2016). The math and science engagement scale: Scale development, validation, and psychometric properties. *Learning and Instruction*, 43, 16-26.
29. Fredricks, J. A., **Wang, M.-T.**, Schall, J., \*Hofkens, T. L., & \*Parr, A. (2016). Using qualitative methods to develop a survey measure of math and science engagement. *Learning and Instruction*, 43, 5-15.
28. **Wang, M.-T.**, & \*Degol, J. S. (2016). Gender gap in STEM: Current knowledge, implications for practice, policy, and future directions. *Educational Psychology Review*, 29, 119-140.
27. **Wang, M.-T.**, & \*Degol, J. S. (2016). School climate: A review of the definition, measurement, and impact on student outcomes. *Educational Psychology Review*, 28, 315-352.
26. Eccles, J. S., & **Wang, M.-T.** (2015). What motivates females and males to pursue careers in mathematics and science? *International Journal of Behavioral Development*, 40, 100-106.
25. **Wang, M.-T.**, \*Degol, J. S., & Ye, F. (2015). Math achievement is important, but task values are critical, too: Examining the intellectual and motivational factors leading to gender disparities in STEM careers. *Frontiers in Psychology*.

24. **Wang, M.-T.**, Chow, A., \*Hofkens, T. L., & Salmela-Aro, K. (2015). The trajectories of student emotional engagement and school burnout with academic and psychological development: Findings from Finnish adolescents. *Learning and Instruction, 36*, 57-65.
23. Hill, N. E., & **Wang, M.-T.** (2015). From middle school to college: Developing aspirations, promoting engagement, and indirect pathways from parenting to post high school enrollment. *Developmental Psychology, 51*, 224-235.
22. †**Wang, M.-T.**, †Hill, N. E., & \*Hofkens, T. L. (2014). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development, 85*, 2151-2168.
21. **Wang, M.-T.**, & \*Degol, J. S. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives, 8*, 137-143.
20. **Wang, M.-T.**, & \*Kenny, S. (2014). Parental physical discipline and adolescent adjustment: Bidirectionality and the moderation effect of child ethnicity and parental warmth. *Journal of Abnormal Child Psychology, 42*, 717-730.
19. **Wang, M.-T.**, & \*Kenny, S. (2014). Longitudinal links between fathers' and mothers' harsh verbal discipline and adolescents' conduct problems and depressive symptoms. *Child Development, 85*, 908-923.
18. **Wang, M.-T.**, & \*Sheikh-Khalil, S. (2014). Does parental involvement matter for adolescent achievement and mental health in high school? *Child Development, 85*, 610-625.
17. **Wang, M.-T.**, & Fredricks, J. A. (2014). The reciprocal links between school engagement and youth problem behavior during adolescence. *Child Development, 85*, 722-737.
16. **Wang, M.-T.**, & \*Degol, J. S. (2013). Motivational pathways to STEM career choices: Using expectancy-value perspective to understand individual and gender differences in STEM fields. *Developmental Review, 33*, 304-340.
15. **Wang, M.-T.**, & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23.
14. **Wang, M.-T.**, & Peck, S. (2013). Adolescent educational success and mental health vary across school engagement profiles. *Developmental Psychology, 49*, 1266-1276.
13. **Wang, M.-T.**, Eccles, J. S., & \*Kenny, S. (2013). Not lack of ability but more choice: Individual and gender differences in choices of careers in science, technology, engineering, and mathematics. *Psychological Science, 24*, 770-775.
12. **Wang, M.-T.**, Brinkworth, M. E., & Eccles, J. S. (2013). Moderating effects of teacher-student relationship in adolescent trajectories of emotional and behavioral adjustment. *Developmental Psychology, 49*, 690-705.
11. **Wang, M.-T.**, & Huguley, J. (2012). The buffering role of racial socialization from parents on the association between racial discrimination and adolescents' educational outcomes. *Child Development, 83*, 1716-1731.
10. **Wang, M.-T.** (2012). Educational and career interests in math: A longitudinal examination of the links between perceived classroom environment, motivational beliefs, and interests. *Developmental Psychology, 48*, 1643-1657.

MING-TE WANG CV

9. **Wang, M.-T.** & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development, 83*, 877-895.
8. **Wang, M.-T.**, & Eccles, J. S. (2012). Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence, 22*, 31-39.
7. **Wang, M.-T.**, & Dishion, T. J. (2012). The trajectories of adolescents' perceptions of school climate, deviant peer affiliation, and behavioral problems during the middle school years. *Journal of Research on Adolescence, 22*, 40-53.
6. Gehlbach, H., Brinkworth, M. E., & **Wang, M.-T.** (2012). The social perspective taking process: What motivates individuals to take another's perspective? *Teachers College Record, 114*, 1-29.
5. **Wang, M.-T.**, Willett, J. B., & Eccles, J. S. (2011). The assessment of school engagement: Examining dimensionality and measurement invariance across gender and race/ethnicity. *Journal of School Psychology, 49*, 465-480.
4. **Wang, M.-T.**, Dishion, T. J., Stormshak, E. A., & Willett, J. B. (2011). Trajectories of family management practices and early adolescence behavioral outcomes in middle school. *Developmental Psychology, 47*, 1324-1341.
3. **Wang, M.-T.**, Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems. *Journal of Research on Adolescence, 20*, 274-286.
2. **Wang, M.-T.**, & Holcombe, R. (2010). Adolescents' perceptions of classroom environment, school engagement, and academic achievement. *American Educational Research Journal, 47*, 633-662.
1. **Wang, M.-T.** (2009). School support for adolescents' behavioral and psychological adjustment: Testing the mediating effect of social competence. *School Psychology Quarterly, 24*, 240-251.

***Journal Articles Under Review*** (\*denotes a student mentee; +denotes a postdoctoral mentee):

7. Banales, J., Mathews, C. J., Pinetta, B. J., Byrd, C., & **Wang, M.-T.** (revise and resubmit). A preliminary investigation of longitudinal associations between ethnic-racial identity and critical consciousness among Black and Latinx Youth.
6. +McKellar, S. E. & **Wang, M.-T.** (under review). Adolescent basic physiological needs and social and instructional support for academic engagement in remote learning during COVID-19: A daily diary study.
5. +Del Toro, J., Scanlon, C. L., +McKellar, S. E., & **Wang, M.-T.** (under review). A case for promoting and celebrating racial diversity in the classroom: The longitudinal inter-relationships among school cultural pluralism, school climate, and academic engagement.
4. \*Degol, J. L., **Wang, M.-T.**, & \*Zhang, Y. (under review). Do growth mindsets of science ability promote science performance and career aspirations? Testing the mediating role of science motivation.

MING-TE WANG CV

3. **Wang, M.-T.**, <sup>+</sup>Henry, D. A., Wu, W., & <sup>+</sup>Del Toro, J. (revise and resubmit). Racial stereotype endorsement and African American adolescents' mathematics achievement: A mediation and moderation analysis.
2. <sup>\*</sup>Yamada, T., Qin, X., <sup>\*</sup>Scanlon, C. L., & **Wang, M.-T.** (under review). Demystifying mindset mechanisms: Does teaching quality moderate the indirect effect of math engagement in the link between adolescents' growth mindset and math achievement?
1. **Wang, M.-T.**, <sup>\*</sup>Scanlon, C. L., <sup>+</sup>Henry, D. A. (under review). Context, capacity, and opportunity: The Development-in-Sociocultural-Context Model of Learning Engagement.

***Book Chapters*** (*\*denotes a student mentee; <sup>+</sup>denotes a postdoctoral mentee*):

11. **Wang, M.-T.**, <sup>+</sup>Henry, D. A., & <sup>\*</sup>Scanlon, C. L. (in press). Learning Motivation and Engagement. In W. Troop-Gordon & E. Neblett (Ed.), *Second Edition: Encyclopedia of Adolescence*. Elsevier.
10. **Wang, M.-T.**, <sup>\*</sup>Scanlon, C. L., <sup>\*</sup>Lee, A. S., & <sup>\*</sup>Henderson, A. C. (in press). Social distancing behavior and mental health in U.S. adolescents during the COVID-19 pandemic. In V. R. Preedy, V. B. Patel, & R. Raendram (Eds.), *Thematic Approaches to COVID-19 Coronavirus*. Elsevier.
9. **Wang, M.-T.**, <sup>+</sup>Henry, D. A., & <sup>\*</sup>Degol, J. L. (2020). A development-in-sociocultural-context perspective on the multiple pathways to youth's engagement in learning. In A. Elliott (Ed.), *Volume 7: Advances in Motivation Science* (pp. 113-160). Elsevier.
8. **Wang, M.-T.**, <sup>\*</sup>Degol, J. L., & Guo, J. (2019). Changes and gender differences in student motivation in Mathematics and English: A cross-cultural and cross-national comparison and review. In L. Suter, B. Denman, & E. Smith. (Eds.), *Handbook on International Research Methods*. SAGE.
7. **Wang, M.-T.**, & <sup>\*</sup>Amemiya, J. L. (2019). Changing beliefs to be engaged in school: Using integrated mindset interventions to promote student engagement during school transitions. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of Student Engagement Intervention*. Cambridge University Press.
6. Fredricks, J. A., & **Wang, M.-T.** (2019). Profiles of disengagement: Not all disengaged students are alike. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of Student Engagement Intervention*. Cambridge University Press.
5. **Wang, M.-T.**, <sup>\*</sup>Degol, J. L., & Ye, F. (2018). Math achievement is important but task values are critical, too. In S. Ceci, W. Williams, & S. Kahn (Eds.), *eBook: Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate*. Frontiers in Psychology.
4. Fredricks, J. A., <sup>\*</sup>Hofkens, T. L., & **Wang, M.-T.** (2018). Methodological challenges in measuring student engagement. In Renninger, K. A. and Hidi, S. (Eds.), *Cambridge Handbook on Motivation and Learning*. Cambridge University Press.
3. **Wang, M.-T.**, & <sup>\*</sup>Degol, J. L. (2017). "I'm good at this, but not at that!": Examining how relative cognitive strengths and interests across subject domains influence STEM career choices. In H. Marsh, R. Craven, F. Guay, & D. McInerney (Eds.), *International Advances in Self-Research: Driving Positive Psychology and Well-being*. Information Age Publishing.

## MING-TE WANG CV

2. **Wang, M.-T.**, & \*Kenny, S. (2014). Individual and gender differences in personal aptitudes and motivational beliefs for the achievement in and commitment to math and science fields. In I. Schoon, & J. Eccles (Eds.), *Gender and Career Pathways: A Life Span Perspective*. Cambridge University Press.
1. Eccles, J. S., & **Wang, M.-T.** (2012). So what is student engagement anyway: Commentary on Section I. In S. Christenson, A. L. Reschy, & C. Wylie (Eds.), *Handbook of Research on Student Engagement*. Springer.

## **POLICY AND PRACTICE REPORTS**

---

4. **Wang, M.-T.**, Scanlon, C. L., Del Toro, J., McKellar, S. E., & Schall, J. S. (2022). *Youth participatory action research report: Opportunities and challenges when transitioning back to in-person schooling after the pandemic*. Pittsburgh, PA: Motivation Center.
3. **Wang, M.-T.**, Scanlon, C. L., Del Toro, J., McKellar, S. E., & Schall, J. S. (2021). *Youth participatory action research report: The impact of COVID-19 adjusted schooling on students' academic learning and socioemotional well-being*. Pittsburgh, PA: Motivation Center.
2. Huguley, J., & **Wang, M.-T.** (2018). *Just discipline in Greater Pittsburgh: Local challenges and promising solutions*. Pittsburgh, PA: Center on Race and Social Problems.
1. Huguley, J., & **Wang, M.-T.** (2016). *Developing the STEM STAR model in greater Pittsburgh*. Pittsburgh, PA: Heinz Foundation.

## **EXTERNAL RESEARCH GRANTS**

---

### Active

- Principal Investigator** (with Y. Li & Q, Zhang – Co-PIs), “*Meta-Analysis of the Instructional-Relational Model of Student Engagement and Math Achievement: A Moderation and Mediation Approach*.” National Science Foundation. Period Support: 09/01/2023-08/31/2025. \$499,997.
- Principal Investigator**, “*COVID-19 Adapted Schooling and Adolescents' Academic and Socioemotional Adjustment*.” Institute of Educational Sciences. Period Support: 09/01/2022-08/31/2024. \$892,622.
- Co-Principal Investigator** (with J. Huguley - PI), “*Just Discipline SIRCh Model Implementation*.” RK Mellon Foundation. Period Support: 01/01/2023-12/31/2025. \$400,000.
- Co-Investigator** (with J. Hanson - PI), “*Investigating Links Between Racial and Ethnic Discrimination, Neurobiology, and Internalizing Symptomatology*.” National Institute of Mental Health. Period Support: 09/01/2022-08/31/2024. \$275,000.
- Principal Investigator** (with J. Huguley – Co-PI), “*Just Discipline Project (JDP): Reducing Racial Disparities and Promoting Positive School Climate*.” U.S. Department of Education. Period Support: 01/01/2022-12/31/2025. \$4,000,000.
- Co-Principal Investigator** (with J. Huguley - PI), “*Just Discipline and Effective Restorative Practices: Assessing the Potential of Design Innovations and Implementation Science as Catalysts for Sustainable School Transformation*.” Institute of Educational Sciences. Period Support: 09/01/2021-08/31/2024. \$2,999,981.

MING-TE WANG CV

**Co-Principal Investigator** (with J. Huguley - PI), “*Using Restorative Justice and Socioemotional Approaches to Cut the School-to-Prison Pipeline.*” Heinz Endowment Foundation. Period Support: 07/01/2023-08/30/2025. \$300,000.

**Principal Investigator** (with K. Kokka & X. Qin – Co-PIs), “*Youth’s Engagement in Mathematics: A Longitudinal Study of Sociocultural and Psychosocial Processes.*” National Science Foundation. Period Support: 09/01/2019-08/31/2024. \$1,744,513.

Completed

**Principal Investigator** (with J. Huguley – Co-PI), “*Socio-Emotional Learning and Trauma Supports within the Just Discipline Restorative Framework.*” Staunton Farm Foundation. Period Support: 09/01/2021-08/31/2023. \$150,000.

**Co-Principal Investigator** (with D. Klug - PI), “*Preventing Viral Racism on Tiktok.*” Collaboratory against Hate Research and Action Center. Period Support: 09/01/2022-08/30/2023. \$49,458.

**Co-Principal Investigator** (with A. Fisher - PI), “*Next Gen Project: Educational Intervention and Web-Based Game for Youth.*” Collaboratory against Hate Research and Action Center. Period Support: 09/01/2022-08/30/2023. \$91,000.

**Principal Investigator** (with J. Huguley – Co-PI), “*African American Youth’s Sociocultural Experiences, Stereotype Threat, Motivation, Identity Development, and Academic Performance.*” National Science Foundation. Period Support: 09/01/2017-08/31/2022. \$1,624,705.

**Co-Principal Investigator** (with J. Huguley - PI), “*Using Restorative Justice and Socioemotional Approaches to Cut the School-to-Prison Pipeline.*” Heinz Endowment Foundation. Period Support: 12/01/2020-11/30/2022. \$500,000.

**Co-Principal Investigator** (with J. Del Toro - PI), “*Police Stops and School Adjustment: Examining Underlying and Protective Mechanisms among Black Adolescents.*” Spencer Foundation. Period Support: 09/01/2021-08/31/2022. \$75,000.

**Principal Investigator** (with J. Huguley – Co-PI), “*Parenting Matters: Developmentally Appropriate and Culturally Responsive Parenting for Children of Color.*” Spencer Foundation. Period Support: 01/01/2016-12/31/2020. \$1,000,000.

**Co-Principal Investigator** (with J. Huguley – PI), “*The Just Discipline Intervention Study: Middle Childhood Cohort.*” Pittsburgh Children’s Hospital Foundation. Period Support: 07/01/2021-06/30/2022. \$493,860.

**Co-Principal Investigator** (with J. Huguley - PI), “*The Just Discipline Regional Impact Model: Using Restorative Justice and Psychosocial Interventions to Cut the School-to-Prison Pipeline.*” Heinz Endowment Foundation. Period Support: 01/01/2020-12/31/2020. \$250,000.

**Co-Principal Investigator** (with J. Huguley – PI), “*Racial Disproportionality and School Disciplinary Practices.*” Heinz Endowment Foundation. Period Support: 09/01/2016-12/30/2019. \$450,000.

**Principal Investigator** (with J. Fredricks – Co-PI), “*Assessing Student Engagement in Math and Science in Middle School: Classroom, Family, and Peer Effects on Engagement.*” National Science Foundation. Period Support: 09/01/2013-08/30/2016. \$400,000.

**Co-Principal Investigator** (with J. Huguley - PI), “*Black High-Achieving Adolescents in STEM Fields: Developing the STEM Star Initiative.*” Heinz Endowment Foundation. Period Support: 09/01/2014-08/30/2015. \$45,000.

**Co-Principal Investigator** (with J. Eccles - PI & B. Schneider - Co-PI), “*Tracing and Linking Psychological and Contextual Factors to STEM Careers.*” National Science Foundation. Period of Support: 07/01/11-01/30/15. \$1,750,000.

**Principal Investigator**, “*School Engagement and Positive Youth Development.*” National Institutes of Health/NIDA. Period Support: 01/01/2013-01/30/2015. \$155,000.

**Co-Principal Investigator** (with J. Eccles - PI) “*Beyond Achievement: Understanding Female Interest in Science and Mathematics.*” National Science Foundation. Period of Support: 09/01/12-08/30/14. \$717,265.

**Principal Investigator**, “*Understanding Individual and Gender Differences in Educational and Developmental Pathways.*” National Institutes of Health/NICHHD. Period Support: 01/01/2013-12/31/2014. \$155,000.

**Principal Investigator**, “*The Direct and Indirect Effects of Classroom Structure and Processes on Students’ Engagement and Achievement.*” Spencer Foundation. Period of Support: 03/01/11-08/30/12. \$40,000.

## **INTERNAL RESEARCH GRANTS**

### Active

**Co-Principal Investigator** (with A. Sinsheimer – PI), “*Fostering Psychological Resilience and Increasing Engagement in Law Students Through Tailored, Targeted, and Well-Timed Interventions.*” Pitt Momentum Fund. Period Support: 07/01/2023-08/31/2024. \$55,000.

### Completed

**Co-Principal Investigator** (with J. Hanson – PI), “*Testing Links Between Motivation, Achievement, and Neurobiology.*” Learning Research & Development Center. Period Support: 07/01/2022-06/30/2023. \$101,768.

**Co-Principal Investigator** (with T. Kazmerski – PI), “*Developing A Holistic Pediatric Measurement Plan for Transition to Adulthood.*” Pitt Momentum Fund. Period Support: 01/01/2022-12/31/2022. \$25,000.

**Co-Principal Investigator** (with J. Huguley – PI), “*Parenting while Black.*” Clinical + Translational Science Institute. Period Support: 01/01/2022-12/31/2022. \$115,000.

**Principal Investigator**, “*Examining Asian American Adolescents’ Experiences with COVID-19-Related Racism, Psychological Distress, and Academic Adjustment: An intensive Daily-Diary Study.*” Learning Research and Development Center. Period Support: 09/01/2021-08/31/2022. \$50,000.

**Principal Investigator** (with J. Del Toro – Co-PI), “*Police Stops and School Adjustment: Examining Underlying and Protective Mechanisms among Black Adolescents.*” Learning Research and Development Center. Period Support: 09/01/2020-08/31/2022. \$45,000.

**Co-Principal Investigator** (with J. Banales - PI), “*Can We Talk About Race? Racial Socialization in Homes and Schools, Youth’s Critical Consciousness, and Academic Achievement.*” Learning Research and Development Center. Period Support: 09/01/2020-08/31/2021. \$53,480.

**Co-Principal Investigator** (with J. Hanson - PI), “*Understanding Neural Mechanisms that Shape Student Success: The Role of Motivation and Cognition in Academic Achievement.*” Social Science Research Initiative. Period Support: 07/01/2018-06/30/2020. \$37,500.

**Principal Investigator** (with J. Huguley & K. Binning – Co-PI), “*Using Psychosocial Approaches to Promote African American Adolescents’ Academic Identities and Persistence.*” Learning Research and Development Center (LRDC) at University of Pittsburgh. Period Support: 07/01/2015-06/30/2017. \$150,000.

**Co-Principal Investigator** (with J. Huguley - PI), “*Response to Trauma Intervention in African American School Communities: A Needs Assessment.*” University Center on Race and Social Problems. Period Support: 03/01/2015-02/28/2016. \$10,000.

**Principal Investigator**, “*Development of School Engagement Assessment.*” Pitt Momentum Fund. Period Support: 07/01/2012-06/30/2014. \$15,000.

**Principal Investigator**, “*Non-Cognitive Skills and Cognitive Learning.*” University Center for Social & Urban Research. Period Support: 09/01/2013-08/31/2016. \$10,000.

**SELECTED REFEREED CONFERENCE PRESENTATIONS** (\*denotes a student mentee;  
+denotes a postdoctoral mentee)

---

<sup>†</sup>Del Toro, J. & Wang, M.-T. (2021, April). *Police stops and sleep among adolescents: Does ethnic-racial socialization confer protection?* Paper to be presented as part of a virtual symposium at the Society for Research on Child Development (SRCD) Biennial Meeting.

<sup>†</sup>Del Toro, J., & Wang, M.-T. (2020, August). *The effects of school discipline on telomere length among Black and White urban children.* Paper presented as an individual talk at the International Society for Psychoneuroendocrinology (ISPNE)’s Virtual Conference.

Wang, M.-T. (2019, August). *Building a meaningful career as a psychological scientist---A panel discussion with four distinguished scientific early career award winners.* Discussant at the annual meeting of the American Psychological Association, Chicago.

Wang, M.-T. (2018, August). *Keep calm and stay engaged: The multipathway to student engagement.* Award address at the annual meeting of the American Psychological Association, San Francisco.

\*Amemiya, J., \*Mortenson, E., & Wang, M.-T. (2018). *Minor school infractions are not minor: Racial disparities in minor infractions may contribute to disparities in school suspensions.* Poster presented at the Society for Research on Adolescence 2018: Special Poster Session – Adolescence in the Context of Domestic and Global Diversity, Minneapolis, MN.  
--Awarded Society for Research on Adolescence 2018 Student Poster Award

<sup>†</sup>Hentges, R., Shaw, D., & Wang, M.-T. (2017, March). *Early childhood parenting and child impulsivity as precursors to aggression, substance use, and risky sexual behavior.* Paper presented at the biennial meeting of the Society for Research in Child Development, Austin.

\*Parr, A., \*Hofkens, T., & Wang, M.-T. (2016, March). *Conceptualizing and testing teacher engagement and its relationship with student learning outcomes.* Paper presented at the biennial meeting of the Society for Research on Adolescence, Baltimore.

\*Hofkens, T., & Wang, M.-T. (2016, April). *How do you feel about STEM? Examining the overlooked role of emotions for career aspirations.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.



MING-TE WANG CV

- \*Degol, J., & Wang, M.-T. (2015, March). *Cultivating STEM interests: The association between parent involvement and math and science achievement*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia.
- Wang, M.-T., \*Hofkens, T., & Hill, N. (2014, April). *Parental involvement and adolescents' development in secondary school*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Wang, M.-T. (2013, April). *Engaged or disengaged: School engagement profiles and academic success and mental health in adolescence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wang, M.-T., & Eccles, J. S. (2013, April). *Predicting STEM career choices*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.
- Wang, M.-T. (2012, April). *Educational success and mental health vary across student engagement profiles in school*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Wang, M.-T. (2012, March). *Moderating effect of teacher-student relationships in the relationship between effortful control, parent-child conflict, and misconduct*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Vancouver.
- Wang, M.-T. (2011, April). *Longitudinal trajectories of three dimensions of school engagement during adolescence*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wang, M.-T. (2011, March). *From a multidimensional and longitudinal perspective to re-examine students' engagement and achievement in school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal.
- Wang, M.-T., Dishion, T. J., & Willett, J. B. (2010, August). *Trajectories of family management practices and early adolescent behavioral outcomes in middle school*. Paper presented at the annual meeting of the American Psychological Association, Santiago. \*Awarded Division 7: *Developmental Psychology's Best Graduate Student Paper*.
- Wang, M.-T. (2010, April). *School environment and students' engagement in middle school*. Paper presented at the annual meeting of the American Educational Research Association, Denver.
- Wang, M.-T. (2009, August). *School support for adolescents' behavioral and psychological adjustment: Testing the mediating effect of social competence*. Poster presented at the annual meeting of the American Psychological Association, Toronto.
- Wang, M.-T., & Dishion, T. J. (2009, April). *A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems*. Paper presented at the annual meeting of the American Educational Research Association, Santiago.
- Wang, M.-T. (2008, August). *Interaction effects of school climate perceptions and self-regulation abilities on adolescent behavioral problems*. Paper presented at the annual meeting of the American Psychological Association, Boston.
- Wang, M.-T. (2008, April). *The influence of school and family context on adolescents' development of problem behaviors*. Paper presented at the annual meeting of the American Educational Research Association, N.Y.
- Brinkworth, M., Wang, M.-T. & Gehlbach, H. (2008, April). *Social perspective taking between novice and expert*. Paper presented at the American Educational Research Association, N.Y.

## MING-TE WANG CV

- Wang, M.-T. (2008, March). *Perceived School climate and adolescents' developmental outcomes of middle school students: A longitudinal perspective*. Poster presented at the biannual meeting of the Society for Research on Adolescence, Chicago, IL.
- Wang, M. T., Danylchuk, L., & Nakkula, M. (2008, March). *Promoting academic achievement with students of color*. Paper presented at the annual meeting of American Counseling Association, Hawaii.
- Gehlbach, H., Brinkworth, M., Wang, M.-T., & Wayne, C. (2008, February). *Motivational antecedents to social perspective taking*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, New Mexico.
- Wang, M.-T. (2007, August). *The evaluation of students' social development and academic achievement in a Facing History Program*. Paper presented at the annual meeting of Facing History Foundation, M.A.
- Wang, M.-T. (2007, March). "Upstand or bystander?": *Adolescents' strategies and rationales in a bullying situation*. Paper presented at the Student Research Conference, Harvard Graduate School Education.

## SELECTED INVITED LECTURES/TALKS

---

- Wang, M.-T. (2022). *Motivating equity in schools: Promoting engaging, inclusive, and fair school climates through research-practice partnerships*. Crown Family School of Social Work, Practice, and Policy, University of Chicago, IL.
- Wang, M.-T. (2021). *Reducing racial disparity in school suspensions and promoting positive school climate through culturally responsive schooling*. School of Education, University of Virginia, VA.
- Wang, M.-T. (2020). *Reducing racial disparity in school discipline and promoting positive school climate through school racial socialization and restorative practices*. Steinhardt School of Culture, Education, and Human Development, New York University, NY.
- Wang, M.-T. (2020). *Engaged or disengaged? A development-in-context perspective on multiple pathways to youth engagement in school learning*. Eliot-Pearson Department of Child Study and Human Development, Tufts University, Somerville MA.
- Wang, M.-T. (2019). *Diverse pathways to engagement in learning*. Departments of Psychology and Education, University of Helsinki, Finland.
- Wang, M.-T. (2018). *Persistence mindset among adolescents: Who benefits from the message that academic struggles are normal and temporary?* Departments of Psychology and Education, University of Helsinki, Finland.
- Wang, M.-T. (2017). *Whose perspective is more reliable and predictive? Studying classroom quality from a multi-method and multi-informant approach*. Department of Psychology, Carnegie Mellon University, Pittsburgh PA.
- Wang, M.-T. (2016). *Integrated mindset intervention for promoting school engagement during the school transition*. Collegium for Advanced Studies, University of Helsinki, Finland.
- Wang, M.-T. (2015). *More than cognitive? Non-cognitive skills and wellbeing*. Departments of Psychology and Education, University of Helsinki, Finland.
- Wang, M.-T. (2014). *More or less is better: Revisiting school transition and adolescent development*, Pennsylvania State University, University Park PA.

## MING-TE WANG CV

- Wang, M.-T. (2014). *The motivational pathways to school engagement: Implications for research, intervention, and practice*. Collegium for Advanced Studies, University of Helsinki, Finland.
- Wang, M.-T. (2013). *I am able, I know I am, but I may not like to do it: Gender gap in STEM*. Behavioral Science Center, Carnegie Mellon University, Pittsburgh PA.
- Wang, M.-T. (2013). *Are longitudinal associations between parental harsh verbal discipline and adolescents' misconduct and depression moderated by parental warmth?* Department of Psychology, University of Alberta, Canada.
- Wang, M.-T. (2012). *Can instilling racial pride in black teens lead to better educational outcomes?* Center on Race and Social Problems, University of Pittsburgh, Pittsburgh PA.
- Wang, M.-T. (2011). *School engagement as a protective factor for youth at risk for substance use and mental health*. Department of Child Development, Tufts University, Somerville MA.
- Wang, M.-T. (2011). *Engaged or not engaged: School environment support and student engagement during adolescence*. Department of Psychology in Education, University of Pittsburgh, Pittsburgh PA.
- Wang, M.-T. (2011). *Developmental dynamics of student engagement across contexts and cultures*. Institute for Social Research, University of Michigan, Ann Arbor MI.
- Wang, M.-T. (2010). *Engaged or not engaged: School environment support and student engagement during adolescence*. Department of Human Development, University of Maryland, College Park MD.
- Wang, M.-T. (2010). *The classroom engagement framework: Conceptualizing and developing a tool for research and practice*. Department of Psychology, University of Virginia, Charlottesville VA.

## **MEDIA COVERAGE**

---

My research has been featured in American news outlets such as *ABC NEWS*, *The Huffington Post*, *The New York Times*, *The Wall Street Journal*, and *USA Today*; foreign news outlets such as *CNN News*; and magazines such as *Education Week*, *The Economist*, and *Time*.

## **TEACHING AND MENTORING**

---

### **Course Taught**

#### **Courses at University of Chicago**

Adolescent Development in Context – Undergraduate and Master's Level

Risk and Resilience in Sociocultural Contexts from Childhood to Adolescence: Strategies of Prevention and Intervention – Undergraduate and Master's Level

#### **Courses at University of Pittsburgh**

Motivation, Emotion, and Learning in Context – Doctoral Seminar

Risk and Resilience in Sociocultural Contexts from Childhood to Adolescence: Strategies of Prevention and Intervention – Doctoral Seminar

Race, Equity, and Social Problems – Doctoral Seminar

Evidence-Based Interventions in Real World Contexts I – Undergraduate and Master's Level

Culture, Learning, and Achievement – Master's Level

## MING-TE WANG CV

Using Longitudinal Modeling Approach to Understand Adolescent Development in Context – Master’s and Doctoral Level

Development in Middle Childhood and Adolescence – Undergraduate and Master’s Level

Psychological and Educational Research Methods and Statistics – Undergraduate Level

### **Courses at University of Michigan**

Motivation Psychology and Achievement – Graduate Seminar

### **Courses at Harvard University**

Teaching Fellow, Intermediate and Advanced Applied Statistics – Graduate Level (Spring, 2010)

Teaching Fellow, Introductory Statistics and Social Science Research – Graduate Level (Fall, 2006-2009)

Teaching Fellow, Risk, Resilience, and Prevention from Childhood to Adolescence – Graduate Level (2008-2009)

Teaching Fellow, Adolescent Development – Graduate and Undergraduate Level (Spring, 2009)

Teaching Fellow, Developmental Psychology – Undergraduate Level (Spring, 2006-2007)

## **Student Research Supervision and Committees**

### **Postdoctoral Fellow**

#### ***Mentor and Supervisor***

Jessica Degol (2013-2015): Associate Professor at Penn State Altoona

Rochelle Hentges (2015-2017): Research Associate at Calgary University

Ariana Vasquez (2016-2017): Postdoctoral Research Fellow at UT-Austin

Leann Smith (2016-2018): Assistant Professor at Texas A&M University

Daphne Henry (2017-2019): Assistant Professor at Boston College

Juan De Toro (2019-2022): Assistant Professor at University of Minnesota

Sarah McKellar (2020-2023): Assistant Professor at University of Alabama

Christina Scanlon (2021-2023): Research Associate at University of Chicago

### **Doctoral Students**

#### ***PhD Dissertation Advising***

Tara Hofkens (2012-2016): Assistant Professor at University of Virginia

Jamie Amemiya (2014-2019): Postdoctoral Fellow at UC-San Diego

Christina Scanlon (2018-2021): Postdoctoral Fellow at University of Pittsburgh

Romina Sevilla (2015-2021): Research Associate at RAND Corporation

#### ***PhD Committee Member***

Melissa Castle (2013-2014)

Hannah Sung (2014-2015)

Laura Northrop (2015-2016)

Megan Bathgate (2015-2016)

Chardee Galan (2015-2016)

Susan Vanderhei (2016-2017)

## MING-TE WANG CV

Jasmine Williams (2016-2018)  
Rabiah Harris (2016-2018)  
Kelly Boden (2018-2019)  
Nabila Jamal Oroczo (2019-2021)

### ***Research Advisor/Supervisor***

Briana Rodriguez (2019-present)  
Renata de Almeida Ramos (2019-present)  
Chris Scanlon (2015-2021)  
Wei Ting (2017-present)  
Meng Hua (2015-2020)  
Alyssa Parr (2014-2018)  
Casey Smith (2015-2016)  
Lida Lin (2013-2015)  
Jasmine Williams (2013-2014)  
Hannah Sung (2012-2014)

### **Post-Baccalaureate Students**

#### ***Research Advisor***

Nabila Jamal Oroczo (2014-2015), PhD student at University of Pittsburgh  
Tyronne Fleurizard (2016-2017), PhD student at Boston College

### **Undergraduate Students**

#### ***Undergraduate Honors Thesis Advising***

Caroline Altaras (2014-2015), PhD student at New York University  
Elizabeth Mortenson (2014-2015), PhD student at Stanford University  
Ori Tamir (2015-2016), PhD student at University of California, Davis  
Eli Talbert (2016-2017), PhD student at University of Virginia  
Kaitlin Bodnar (2016-2017), Research assistant at University of Pittsburgh  
Shayla Preston (2019-2020), Graduate student at University of Pittsburgh  
Angela Ranelli (2020-2021), Graduate student at University of Pittsburgh

### **Mentoring and Synergistic Activities**

Weekend Visitation Program for Prospective Graduates students from Underrepresented Backgrounds (2017-present)  
Summer Research Internship Program for Minority Students (2016-present)  
Hot Metal Bridge Post-Baccalaureate Program for Underrepresented Students (2012-2017)  
Independent Study Advisor (2012-present)  
First-Year Research Experience Program (2014-2018)  
Women in STEM Mentoring Program (2014-2017)

### **PROFESSIONAL AFFILIATIONS**

---

Society for Research on Adolescence (SRA)

## MING-TE WANG CV

Society for Research on Child Development (SRCD)  
American Psychological Association (APA)  
American Educational Research Association (AERA)  
Association for Psychological Science (APS)

### **SERVICE**

---

#### **National or International Referee Service**

Grant Review Panel:

*National Science Foundation* (2014, 2016, 2018, 2019)

*Estonia Research Council* (2019)

*Spencer Foundation* (2018 – present)

*Institute of Educational Science* (2016 – 2019)

*Research Grants Council in Hong Kong* (2015, 2019)

*Early Career Grant, Society for Research on Child Development* (2016 – 2017)

*National Institutes of Health* (2015 – 2017)

*William T. Grant Foundation* (2017)

*Social Sciences and Humanities Research Council of Canada* (2017)

*National Science Foundation of Israel* (2017)

*Netherlands Organization for Scientific Research* (2017, 2018)

*The Fund for Scientific Research in Belgium* (2015)

Editorial Boards:

*AERA Open* (2016 – present)

*Journal of Youth and Adolescence* (2018 – 2021)

*Developmental Psychology* (2011 – 2014)

Journal Reviewer:

*American Educational Research Journal, American Psychologist, Applied Developmental Science, Child Development, Child Development Perspectives, Contemporary Educational Psychology, Cultural Diversity and Ethnic Minority Psychology, Developmental Psychology, Developmental Review, Educational Psychology Review, Educational Researcher, European Psychologist, Journal of Applied Developmental Psychology, Journal of Educational Psychology, Journal of Family Psychology, Journal of School Psychology, Journal of Research on Adolescence, Journal of Youth and Adolescence, Learning and Instruction, Motivation Science, School Psychology Quarterly, Perspectives on Psychological Science, Psychological Science.*

#### **National, International, and Community Committee or Board Service**

Panel member, Spencer Foundation's emerging Initiative on Exploring Human Learning and Thriving (2019)

Committee member, Dissertation Award Selection Committee of American Psychological Association – Division 7 (2018 – 2019)

Technical Review Panel for High School and Beyond 2020 National Study, National Center for Education Statistics (2018 – present)

Advisory board member, Alliance for Excellent Education (2018 – present)

Evaluation advisory committee, The Possible Project (2018 – 2020)

## MING-TE WANG CV

Advisory board member, Woodland Hills School District (2016 – 2018)

Committee member, Research Award Selection Committee of American Psychological Association (2016 – 2017)

Advisory board member, AIR Early Warning System Project (2016 – 2017)

Board member, Symposium on Assessing Hard-to-Measure Cognitive, Intrapersonal, and Interpersonal Competencies, The National Academies of Sciences, Engineering, and Medicine (2015 – 2017)

Advisory board member, National School Climate Center (2015 – 2017)

Committee member, Outstanding Early Career Research Award Selection Committee of American Education Research Association (2015 – 2016)

### **University, School, and Department Service**

Member, Search Committee for Senior Faculty Member on Nutrition, Health, and Exercise (2022 – 2023)

Co-Chair, Working Group on Education Interventions for Youth, Collaboratory against Hate Research and Action Center (2021 – present)

Member, LRDC Distinguished Awards Committee (2021 – present)

Member, LRDC Committee on Diversity, Equity, and Inclusion (2019 – present)

Advisory board member, Provost's Student Success Researcher/Practitioner Collaborative Initiative (2019 – present)

Faculty at-large representative, School of Education's School Council (2018 – 2020)

Member, Community-University Partnership Initiative Committee (2017 – 2019)

Member, Psychology Department's Graduate Program Advisory Committee (2016 – present)

Chair, Motivation Center Steering Committee (2015 – present)

Member, Advisory Board for Center for Race and Social Problems (2016 – 2019)

Doctoral program coordinator, Psychology in Education Department (2015 – 2018)

Member, Executive Committee on Research Methodology Program and Course Redesign (2015 – 2017)

Member, Doctoral Committee of Psychology in Education Department (2013 – present)

Member, Graduate Admissions Committee of Psychology Department (2014 – present)

Member, Graduate Admissions Committee of School of Education (2013 – present)

Member, School of Education Research Committee (2013 – 2016)

Member, Psychology Department Diversity Initiative Committee (2013 – 2016)

Member, School of Education PhD Program Committee (2015 – 2016)

Member, Search Committee for Psychology Faculty Member on Adolescent Development (2015 – 2016)

Chair, Search Committee for Joint Programs Faculty Member on Motivation and Learning (2014 – 2015)