

## CURRICULUM VITAE

### MING-TE WANG

University of Pittsburgh  
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#### EDUCATION

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**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

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- 2020 – Professor, School of Education, University of Pittsburgh  
Professor, Department of Psychology, University of Pittsburgh
- 2014 – 2020 Associate Professor, School of Education, University of Pittsburgh  
Associate Professor, Department of Psychology, University of Pittsburgh
- 2014 – Research Scientist, Learning Research & Development Center (LRDC),  
University of Pittsburgh
- 2014 – Director, Motivation Center, University of Pittsburgh
- 2014 – 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

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

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

## HONORS and AWARDS

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**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

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

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72. **Wang, M. T.**, \*Degol, J. S., \*Parr, A., \*Amemiya, J. L., & Guo, J. (in press). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*.
71. Huguley, J. P., †**Wang, M. T.**, †Delale-O'Connor, L., & \*Parr, A. (in press). African American parents' educational engagement in urban schools: Racially and socially contextualized strategies for academic success in adolescence. *Educational Researcher*. †Wang and Delale-O'Connor shared the second authorship†
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. (early view online). Classroom quality and adolescent learning in mathematics: A multi-method, multi-informant perspective. *Journal of Youth and Adolescence*.
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. (early view online). The longitudinal linkage among Chinese children's behavioral, cognitive, and emotional engagement within a mathematics context. *Educational Psychology*.
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. (early view online). Just discipline in schools: An integrated and interdisciplinary approach. *Children and Schools*.
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 (early view online). Trajectory patterns of academic engagement among elementary school students: The implicit

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- theory of intelligence and academic self-efficacy matters. *British Journal of Educational Psychology*.
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*, 1, 1-15.
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.

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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.
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'

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- 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.

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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.
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.

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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 † indicates shared authorship):

13. **Wang, M. T.**, & †Del Toro, J. (revise and resubmit). Racial disparities in school discipline, school climate, and student disengagement.
12. †Del Toro, J., **Wang, M. T.**, Thomas, A., & Hughes, D. (revise and resubmit). The health-related responses and risks in academic performance associated with police stops among urban adolescents.
11. \*Hofkens, T. L., \*Amemiya, J. L., & **Wang, M. T.** (revise and resubmit). How do student-centered and teacher-centered instruction relate to teachers' math mindset and student math engagement?
10. †Smith, L. V., & **Wang, M. T.** (revise and resubmit). Black youth's perceptions of school cultural pluralism, school climate and the mediating role of racial identity.
9. **Wang, M. T.**, Binning, K. R., †Del Toro, J., Qin, X., & Zepeda, C. (revise and resubmit). Skill, thrill, and will: The role of metacognition and motivation in predicting student engagement over time.
8. †Henry, D. A., & **Wang, M. T.** (under review). Race, growth mindset beliefs, and engagement in mathematics learning: A developmental trajectory study.
7. \*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.
6. **Wang, M. T.**, †Henry, D. A., Wu, W., & †Del Toro, J. (under review). Racial stereotype endorsement, cognitive engagement, and mindset beliefs: Investigating longitudinal associations with Black and White adolescents.
5. †Henry, D. A., & **Wang, M. T.** (under review). Parental ethnic-racial socialization and youth development: An intersectional perspective.
4. **Wang, M. T.**, †Henry, D. A., Wu, W., & †Del Toro, J. (under review). Racial stereotype endorsement and African American adolescents' mathematics achievement: A mediation and moderation analysis.
3. †Del Toro, J., & **Wang, M. T.** (under review). School cultural socialization and academic achievement: Examining ethnic-racial identities as mediators among Black adolescents.
2. †Del Toro, J., & **Wang, M. T.** (under review). Longitudinal inter-relations between school cultural socialization, school climate, and school engagement among urban Black and White early adolescents.
1. **Wang, M. T.**, \*Zepeda, C., Qin, X., †Del Toro, J., & Binning, K. R. (under review). More than growth mindset: Individual and interactive effects between adolescents' growth mindsets and metacognitive skill on math engagement.

***Book Chapters*** (\*denotes a student mentee; +denotes a postdoctoral mentee):

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9. **Wang, M. T.**, +Henry, D. A., & \*Degol, J. L. (in press). 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*. Elsevier
8. **Wang, M. T.**, \*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.**, & \*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.**, \*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., \*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.**, & \*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.
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

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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

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Active

MING-TE WANG CV

**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: 09/01/2019-08/31/2022. \$1.5 Million.

**Co-Principal Investigator** (with J. Huguley – PI), “*The Pittsburgh Socioemotional Intervention Study: Middle Childhood Cohort.*” **Pittsburgh Children’s Hospital Foundation**. Period Support: 01/01/2020-12/31/2020. \$540,000.

**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 Foundation**. Period Support: 01/01/2020-12/31/2020. \$250,000.

**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: 09/01/2016-08/31/2020. \$1.5 Million.

**Principal Investigator** (with J. Huguley – Co-PI), “*Parenting Matters: Developmentally Appropriate and Culturally Responsive Parenting for Children of Color.*” **Spencer Foundation**. Period Support: 01/01/2016-12/31/2019. \$1 Million.

Completed

**Co-Principal Investigator** (with J. Huguley – PI), “*Racial Disproportionality and School Disciplinary Practices.*” **Heinz 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 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. \$1.75 Million.

**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/NICHD**. 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.

MING-TE WANG CV

**Principal Investigator**, “*School Climate Support for Academic, Behavioral, and Psychological Adjustment during Middle School Years: A Cross-Cultural Comparison Study.*” **The CCK Foundation**. Period of Support: 09/01/10-08/30/11. \$50,000.

### **INTERNAL RESEARCH GRANTS**

#### Active

**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: 09/01/2020-08/30/2021. \$30,000.

**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: 09/01/2020-08/30/2021. \$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.

#### Completed

**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.*” **University of Pittsburgh**. 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: 09/01/2013-08/30/2016. \$10,000.

### **SELECTED REFEREED CONFERENCE PRESENTATIONS** (\*denotes a student mentee)

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

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.

## MING-TE WANG CV

- \*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.
- \*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.

## MING-TE WANG CV

- 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.
- 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**

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- 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.
- 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.

## MING-TE WANG CV

- 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**

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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**

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### **Course Taught**

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

Motivation, Emotion, and Learning in Context – Doctoral Seminar

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

Evidence-Based Interventions in Real World Contexts I – Master’s Level

Culture, Achievement Motivation, and Learning – Master’s Level

Theory and Application of Educational Psychology – Undergraduate and Master’s Level

Psychological and Educational Research Methods – 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)

## MING-TE WANG CV

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

### **Student Research Supervision and Committees**

#### **Postdoctoral Fellow**

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

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

Rochelle Hentges (2015-2017): Research Associate

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

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

Juan De Toro (2019-present)

#### **Doctoral Students**

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

Tara Hofkens (2012-2016): Postdoctoral Fellow at University of Virginia

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

Romina Sevilla (2015-present): On maternal leave

##### ***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)

Jasmine Williams (2016-2018)

Rabiah Harris (2016-2018)

Kelly Boden (2018-2019)

Nabila Jamal Oroczo (2019-present)

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

Wei Ting (2017-present)

Meng Hua (2015-present)

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

Tyrone Fleurizard (2016-2017), PhD student at Boston College

#### **Undergraduate Students**

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## MING-TE WANG CV

### ***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-present)

### **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-present)  
Independent Study Advisor (2012-present)  
First-Year Research Experience Program (2014-2018)  
Women in STEM Mentoring Program (2014-2017)

### **PROFESSIONAL AFFILIATIONS**

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

### **SERVICE**

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#### **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 – 2018)  
*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 – present)

## MING-TE WANG CV

*Developmental Psychology* (2011 – 2013)

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 – present)

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**

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

Faculty at-large representative, School of Education's School Council (2018 – 2019)

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)

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)

MING-TE WANG CV

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

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

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