

MING-TE WANG

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EDUCATION

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

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

ACADEMIC POSITION

- 2013 – Research Scientist, Learning Research & Development Center, University of Pittsburgh
- 2012 – 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 Lecturer and Research Methods Consultant, Harvard University
- 2005 – 2010 Research Assistant, Harvard University
Teaching Fellow and Lecturer, Harvard University
- 2000 – 2005 School Counselor and English Teacher, Tung-Fu Middle School
- 1998 – 2000 Military Counselor, Taiwan Army

AREAS OF SPECIALIZATION

Achievement motivation and engagement; school climate; risk and resilience; child and adolescent development; social and emotional development; STEM career development; family socialization; behavioral problem and mental health; transition from childhood to adolescence to adulthood

HONORS and AWARDS

Steven Manners Faculty Research Award, University Center for Social and Urban Research, University of Pittsburgh (2013)

Outstanding Early Career Research Award in Division E, American Educational Research Association (2012)

Outstanding Dissertation Award in Division 15, American Psychological Association (2009)
Dissertation Fellowship, Harvard University (2009)

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

Roy E. Larsen Fellowship, Harvard University (2006 to 2007)

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

Received with Honor by the President of Taiwan for Contribution and Devotion to Aboriginal Education (2004)

PEER-REVIEWED PUBLICATIONS

Refereed Journal Articles (* current or former student):

1. **Wang, M. T.**, Hill, N., & *Hofkens, T (in press). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development*.
2. **Wang, M. T.**, & *Degol, J. (early view online). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives*.
3. **Wang, M. T.**, & Eccles, J. S. (early view online). Multilevel predictors of math classroom climate: A comparison study of student and teacher perceptions. *Journal of Research on Adolescence*.
4. **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.
5. **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.
6. **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.
7. **Wang, M. T.**, & Fredricks, J. (2014). The reciprocal links between school engagement and youth problem behavior during adolescence. *Child Development*, 85, 722-737.
8. **Wang, M. T.**, & *Degol, J. (2014). Motivational pathways to STEM career choices: Using expectancy-value perspective to understand individual and gender differences in STEM fields. *Developmental Review*, 33, 304-340.
9. **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.
10. **Wang, M. T.**, & Peck, S. (2013). Adolescent educational success and mental health vary across school engagement profiles. *Developmental Psychology*, 49, 1266-1276.
11. **Wang, M. T.**, Eccles, J. S., & *Kenny, S. (2013). Not lack of ability but more choice: Individual and gender differences in STEM career choice. *Psychological Science*, 24, 770-775.
12. **Wang, M. T.**, Brinkworth, M. E., & Eccles, J. S. (2013). The moderation effect of teacher-student relationship on the association between adolescents' self-regulation ability, family conflict, and developmental problems. *Developmental Psychology*, 49, 690-705.
13. **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.

14. **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.
15. **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.
16. **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.
17. **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.
18. 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.
19. **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.
20. **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. *Winner 2012 AERA Outstanding Research Paper Award*
21. **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.
22. **Wang, M. T.,** & Holcombe, R. (2010). Adolescents' perceptions of classroom environment, school engagement, and academic achievement. *American Educational Research Journal, 47*, 633-662. *Top 3 Most-Read Articles in 2011 & 2012*
23. **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.

Book Chapters:

1. **Wang, M. T.,** & *Kenny, S. (in press). 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.
2. 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.

EXTERNAL GRANTS

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. \$1,749,436.

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, “*Parent Socialization and School Engagement as a Mechanism of Resilience for Adolescent Development.*” **National Institutes of Health/NIDA**. Period Support: 03/01/2013-02/28/2015. \$155,500.

Principal Investigator, “*Understanding Individual and Ethnic Differences in Educational and Developmental Pathways.*” **National Institutes of Health/NICHD**. Period Support: 01/01/2013-12/31/2014. \$155,500.

Principal Investigator, “*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.

Principal Investigator, “*School Engagement and Positive Youth Development.*” **National Institute of Health**. Period Support: 01/01/2015-12/30/2016. \$450,000.

Completed

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

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

SELECTED CONFERENCE PRESENTATIONS (* current or former student)

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.
- 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 Bystand?": Adolescents' strategies and rationales in a bullying situation*. Paper presented at the Student Research Conference, Harvard Graduate School Education.

INVITED TALKS

- Wang, M. T.** (2013). I am able, I know I am, but I may not like to do it: Gender Gap in STEM. Learning Research & Development Center, University of Pittsburgh, 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 Pittsburgh, Pittsburgh PA.
- 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 Applied Developmental Psychology, 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.

TEACHING

Courses at University of Pittsburgh

Motivation in Context – Doctoral Seminar

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

Achievement Motivation and Learning – Graduate and Undergraduate Level

Risk, Prevention, and Intervention – Graduate and Undergraduate Level

Courses at University of Michigan

Motivational Psychology and Achievement – Graduate Seminar

Courses at Harvard University

Lecturer, Introduction to Motivational Psychology and Research – Master’s and Senior College students in Teacher Education Program (Summer, 2009)

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

Teaching Fellow, Introductory Statistics and Educational Research – Graduate and Undergraduate 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)

PROFESSIONAL SERVICE

Special Section Editor, Developmental Psychology Journal (2012-2014)

Ad Hoc Reviewer, Child Development, Developmental Psychology, Psychological Science, Child Development Perspectives, European Psychologist, Journal of Research on Adolescence, Cultural Diversity and Ethnic Minority Psychology, Journal of Educational Psychology, and American Educational Research Journal (2010-present)

Proposal Reviewer, APA, AERA, SRA, SRCD, and APS (2007-present)

PROFESSIONAL AFFILIATIONS

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)