

Personal Information

Name Jun Wang
 Rank Assistant Professor
 Department Agricultural Leadership, Education & Communications
 Address Texas A&M University, College Station, TX 77843-2116
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Education

Ph.D., August 2013 Colorado State University, Fort Collins, CO
 Program: Applied Developmental Science
 M.Ed., June 2008 Zhejiang University, Hangzhou, P. R. China
 Program: Developmental and Educational Psychology
 B.S., June 2006 Nanjing Normal University, Nanjing, P. R. China
 Program: Applied Psychology

Professional Experience**Tenure-track Assistant Professor**, 2018 – present

Department of Agricultural Leadership, Education & Communications, 2022 - present
 Department of Recreation, Park, and Tourism Sciences, 2018 – 2022
 Texas A & M University, College Station, TX

Research Assistant Professor, 2014 – 2018

Institute for Applied Research in Youth Development, Tufts University, Medford, MA

Postdoctoral Scholar, 2013 – 2014

Institute for Applied Research in Youth Development, Tufts University, Medford, MA

External Competitive Grants Awarded

Funding Source	Role	Total	Dates	Title
USDA-National Institute of Food and Agriculture	Co-PI	\$160,695	2024-2025	Food Flow: Cultivating Health, Minimizing Waste
USDA-NRCS Equity in Conservation Outreach Cooperative Agreements	Co-PI	\$697,000	2023-2026	Equity in Conservation Outreach: NextGen NRCS
USDA-National Institute of Food and Agriculture	PI	\$224,490	2023-2025	Grow and lead together: Developing healthy youth through school-community partnerships
USDA-National Institute of Food and Agriculture	Co-PI	\$594,173	2023-2025	Food/feed safety and renewable energy summer hands-on (FRESH) research experience

Texas Park and Wildlife Department	Co-PI	\$59,909	2022-2023	Creating Advocates for Nature
Cancer Prevention and Research Institute of Texas	Co-PI	\$1,000,000	2020-2023	Promoting access to maternal smoking cessation and smoke-free home services among low-income rural pregnant women and their household smokers
S. D. Bechtel, Jr. Foundation	Co-PI	\$625,166	2015-2018	Evaluating the impact of the Positive Coaching Alliance (PCA) on coaches through its Double-Goal Coach workshop

Refereed Journal Publications (* graduate student, ** graduate student committee chair)

1. Zhao, Z., Shen, Y., & **Wang, J.** (2023). Profiles of identity and discrimination and the psychological, health, and academic outcomes of Korean ethnic minority youth in China. *Journal of Research on Adolescence*, 00, 1–14. <https://doi.org/10.1111/jora.12907>
2. **Wang, J.**, Drabek, A. G. **, Li, X. **, Locke, D. H., & Gardner, J. G. (2023). Assessing foods and nutrition competencies in youth. *Journal of Nutrition Education and Behavior*, 55, 354-362. <https://doi.org/10.1016/j.jneb.2023.02.007>
3. **Wang, J.**, Wen, W., Sim, L., Li, X. **, Yan, J. *, & Kim, S.Y. (2022). Family environment, heritage language profiles, and socioemotional well-being of Mexican-origin adolescents with first generation immigrant parents. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-022-01594-5>
4. **Wang, J.**, Liew, J., & Li, X. ** (2022). Two sides to face: Integrity- and achievement-centered face-saving, parental psychological control, and depressive symptoms in Chinese American adolescents. *Journal of Cross-cultural Psychology*. <https://doi.org/10.1177/00220221221074295>
5. Pujiastuti, S. I., Hartati, S., & **Wang, J.** (2022). Socioemotional competencies of Indonesian preschoolers: Comparisons between the pre-pandemic and pandemic periods and among DKI Jakarta, DI Yogyakarta and West Java provinces. *Early Education and Development*. <https://doi.org/10.1080/10409289.2021.2024061>
6. **Wang, J.**, Yan, J. *, Osman, K., Li, X. **, Zeiders, K.H., Shen, Y., Victory, M., & Kim, S.Y. (2021). The phenotypic, psychological, and social interplays of skin color and developmental outcomes among Mexican-origin adolescents. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12709>
7. Chen, C., Gong, X., **Wang, J.**, & Gao, S. (2021). Does need for relatedness matter more? The dynamic mechanism between teacher support and need satisfaction in explaining Chinese school children's regulatory styles. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2021.102083>
8. Hill, D. J., Li, D. *, **Wang, J.**, & Liew, J. (2021). Cultural values, intergenerational transmission of internalized racism, education, and career goals in Chinese American families. *Journal of Career Development*. <https://doi.org/10.1177/08948453211026973>.
9. **Wang, J.**, Barrett, K. C. (2021). U.S. and Chinese preschoolers' compliance and regulatory behaviors in two challenging contexts. *Infant and Child Development*, doi: 10.1002/icd.2245

10. **Wang, J.**, Chen, C., Gong, X. (2021). The impact of family socioeconomic status and parenting styles on children's academic trajectories: A longitudinal study comparing migrant and urban children in China. *New Directions for Child and Adolescent Development*, 81–102. <https://doi.org/10.1002/cad.20394>
11. Chai, X., **Wang, J.**, Li, X., Liu W., Zhao, G., & Lin, D. (2020). Development and validation of the Chinese positive youth development scale. *Applied Developmental Science*. doi: 10.1080/10888691.2020.1712206
12. **Wang, J.**, Saunders, H., Fisher, S. S., Shephard K., Mone J. G., & Biringen, Z. (2019). Children's adjustment to kindergarten: Predictions from mother-child emotional availability and children's narratives prior to school entry. *Perspectives on Early Childhood Psychology and Education*. 4(1), 39-69.
13. **Wang, J.**, Champion, R. B., Ferris, K. A., Hershberg, R. M., Warren, D. J. *, Burkhard, B. M., Su, S., & Lerner, R. M. (2017). Is the Scoutreach initiative of Boy Scouts of America linked to character development among socioeconomically, racially, and ethnically diverse youth?: Initial explorations. *Journal of Youth and Adolescence*. doi: 10.1007/s10964-017-0710-8
14. Hwang, A.-W., **Wang, J.**, Józsa, K., Wang, P.-J., Liao, H.-F., & Morgan, G. A. (2017). Cross cultural invariance and comparisons of Hungarian-, Chinese-, and English-speaking preschool children leading to the revised Dimensions of Mastery Questionnaire (DMQ 18). *Hungarian Educational Research Journal*, 7(2), 32–47. doi:10.14413/HERJ/7/2/3
15. Lunkenheimer, E. S. & **Wang, J.** (2017). It's OK to fail: Individual and dyadic regulatory antecedents of mastery motivation in preschool. *Journal of Child and Family Studies*. 26(5), 1481-1490. doi:10.1007/s10826-016-0633-0
16. **Wang, J.**, Batanova, M., Ferris, K. A., & Lerner, R. M. (2016). Character development within the Relational Developmental Systems Metatheory: A view of the issues. *Research in Human Development*, 13(2), 91-96. doi:10.1080/15427609.2016.1165932
17. Champine, R. B., **Wang, J.**, Ferris, K. A., Hershberg, R. M., Erickson, K., Johnson, B. R., & Lerner, R. M. (2016). Exploring the out-of-school time program ecology of Boy Scouts. *Research in Human Development*, 13(2), 97-110. doi:10.1080/15427609.2016.1165487
18. Lynch, A. D., Ferris, K. A., Burkhard, B. *, **Wang, J.**, Hershberg, R. M., & Lerner, R. M. (2016). Character development within youth development programs: Exploring multiple dimensions of activity involvement. *American Journal of Community Psychology*, 57(1-2), 73-86. doi:10.1002/ajcp.12035
19. Bowers, E. P., **Wang, J.**, Tirrell, J. M., & Lerner, R. M. (2016). A cross-lagged model of the development of mentor-mentee relationships and intentional self-regulation in adolescence. *Journal of Community Psychology*, 44(6), 118-138. doi: 10.1002/jcop.21746
20. Hershberg, R., Chase, P., Champine, R., Hilliard, L., **Wang, J.**, & Lerner, R. (2015). You can quit me but I'm not going to quit you:" A focus group study of leaders' perceptions of their positive influences on youth in Boy Scouts of America. *Journal of Youth Development*, 10(2), 5-30. doi: <http://dx.doi.org/10.5195/jyd.2015.406>
21. Ferris, K. A., Hershberg, R. M., Su, S., **Wang, J.**, & Lerner, R. M. (2015). Character development among youth of color from low-SES backgrounds: An examination of Boy Scouts of America's ScoutReach program. *Journal of Youth Development*, 10(3), 14-30.
22. **Wang, J.**, Ferris, K. A., Hershberg, R. M., & Lerner, R. (2015). Developmental Trajectories of Youth Character: A Five-Wave Longitudinal Study of Cub Scouts and Non-Scout Boys. *Journal of Youth and Adolescence*, 44(12), 2359-2373. doi:10.1007/s10964-015-0340-y

23. **Wang, J.**, Hilliard, L. J., Hershberg, R. M., Bowers, E. P., Chase, P. A., Champine, R. B., . . . Lerner, R. M. (2015). Character in childhood and early adolescence: Models and measurement. *Journal of Moral Education*, 44(2), 165-197. doi: 10.1080/03057240.2015.1040381
24. Lerner, R. M., Johnson, S. K., **Wang, J.**, Ferris, K. A., & Hershberg, R. M. (2015). The study of the development of civic engagement within contemporary developmental science: Theory, method, and application. *Research in Human Development*, 12, 149-156.
25. **Wang, J.**, & Barrett, K. C. (2015). Differences between American and Chinese preschoolers in emotional responses to resistance to temptation and mishap contexts. *Motivation and Emotion*, 39(3), 420-433. doi: 10.1007/s11031-014-9463-9
26. Lerner, R. M., **Wang, J.**, Champine, R. B., Warren, D. A. *, & Erickson, K. (2014). Development of civic engagement: Theoretical and methodological issues. *International Journal of Developmental Science*, 8(3), 69-79.
27. Hilliard, L. J., Hershberg, R. M., **Wang, J.**, Bowers, E. P., Chase P. A., Champine, R. B., Buckingham, M. H., Warren, D. A. *, Ferris, K. A., & Lerner, R. M. (2014). Beginning a life path of honor and duty: Assessing youth character development in cub scouts. *Journal of Youth Development*, 9(4), 4-30.
28. Jozsa, K., **Wang, J.**, Barrett, K. C., & Morgan, G. A. (2014). Age and cultural differences in self-perceptions of mastery motivation and competence in American, Chinese, and Hungarian school age children. *Child Development Research*, 2014, 1-16. doi: 10.1155/2014/803061
29. Lerner, R. M., **Wang, J.**, Chase, P. A., Gutierrez, A. S., Harris, E. M., Rubin, R. O. and Yalin, C. (2014), Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development. *New Directions for Youth Development*, 17–30. doi: 10.1002/yd.20110
30. **Wang, J.**, Morgan, G. A., & Biringen, Z. (2014). Mother–toddler affect exchanges and children's mastery behaviors during preschool years. *Infant and Child Development*, 23(2), 139-152.
31. Lunkenheimer, E. S., Hollenstein, T., **Wang, J.**, & Shields, A. M. (2012). Flexibility and attractors in context: Family emotion socialization patterns and children’s emotion regulation in late childhood. *Nonlinear Dynamics, Psychology, and Life Sciences*.16(3): 269-291.
32. Leech, N. L., Morgan, G. A., **Wang, J.** & Gliner, J. A. (2010). Statistical significance and the evidence based approach: Implications of non-significant results. *Journal of Non-Significant Results in Education*. 1(1): 1-12.
33. **Wang, J.** & Yu, J. (2007). Age, gender, and regional differences in children’s self-concept during early adolescence. *Chinese Journal of Clinical Psychology*. 15(5): 508-510.
34. **Wang, J.** & Yu, J. (2007). The associations between domain-specific self-concepts and general self-concept among children during early adolescence. *Chinese Mental Health Journal*. 21(11): 800-803.

Invited Book Chapters (*graduate student, **graduate student committee chair)

1. **Wang, J.**, Chase, P. A., & Burkhard, B. M. * (2021). Promoting positive youth development through Scouting. In R. Dimitrova & N. Wiium (Eds.), *Handbook of Positive Youth Development: Advancing Research, Policy, and Practice in Global Contexts* (pp. 501-514). Springer International Publishing. https://doi.org/10.1007/978-3-030-70262-5_33
2. **Wang, J.**, Hwang, A., Barrett, K. C., Wang, P., & Morgan, G. A. (2020). Translation, use, and examination of DMQ 17: Informing the development of DMQ 18. In G. A. Morgan, H. Liao, & K. Józsa (Ed.) *Assessing mastery motivation in children using the Dimensions of Mastery Questionnaire (DMQ)* (pp. 45-64). Gödöllő, Hungary: Szent István University.

3. Józsa, K., Barrett, K. C., Amukune, S., Calchei, M., Gharib, M., Hashmi, S. I., Podráczy, J., Nyitrai, Á., & Wang, J. (2020). Implications of the DMQ for education and human development: Culture, age and school performance. In G. A. Morgan, H. Liao, & K. Józsa (Ed.) *Assessing mastery motivation in children using the Dimensions of Mastery Questionnaire (DMQ)* (pp. 133-158). Gödöllő, Hungary: Szent István University.
4. Fajrianthi, Wang, J., Amukune, S., Calchei, M., & Morgan, G. A. (2020). Best practices in translating and adapting DMQ 18 to other languages and cultures. In G. A. Morgan, H. Liao, & K. Józsa (Ed.) *Assessing mastery motivation in children using the Dimensions of Mastery Questionnaire (DMQ)* (pp. 225-249). Gödöllő, Hungary: Szent István University.
5. Lerner, R. M. & Wang, J. (2019). “Nem di gelt?” or “Can accepting grant awards be a bad thing?”. In R. J. Sternberg, *My Biggest Research Mistake* (pp. 207-209). Thousand Oaks, CA: Sage.
6. Lerner, R. M., Wang, J., Hershberg, R. M., Buckingham, M. H., Harris, E. M., Tirrell, J., Bowers, E. P., & Lerner, J. V. (2017). Positive youth development among minority youth: A relational developmental systems model. In N. J. Cabrera & B. Leyendecker, *Positive Development of Minority Children* (pp. 5-17). Springer: Netherlands.
7. Wang, J., Vujovic, L., Barrett, K. C., & Lerner, R. M. (2015). The development of emotion regulation in adolescence. In E. P. Bowers, G. J., Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner, *Promoting Healthy Development for America’s Youth: Lessons Learned from the 4-H Study of Positive Youth Development* (pp. 37-55). New York, NY: Springer.
8. Morgan, G. A., Wang, J., Liao, H., & Xu, Q. (2013). Using the dimensions of mastery questionnaire (DMQ) to assess mastery motivation of English- and Chinese-speaking children: Psychometrics and implications for self-regulation. In K. C. Barrett, N. A. Fox, G. A. Morgan, D. J. Fidler & L. A. Daunhauer (Ed.) *Handbook of self-regulatory processes in development: New directions and international perspectives* (pp. 305-336). New York: Psychology Press/Taylor and Francis.
9. Wang, J. & Barrett, K. C. (2013). Mastery motivation and self-regulation during early childhood. In K. C. Barrett, N. A. Fox, G. A. Morgan, D. J. Fidler & L. A. Daunhauer (Ed.) *Handbook of self-regulatory processes in development: New directions and international perspectives* (pp. 337-380). New York: Psychology Press/Taylor and Francis.
10. Wang, J. & Morgan, G. A. (2010). Pre-experimental designs. In N.J. Salkind (Ed.), *Encyclopedia of research design* (pp. 1081-1086). Thousand Oaks, CA: Sage.

Editorial Boards

- Associate Editor, *Journal of Research on Adolescence*
- Consulting Editor, *Journal of Developmental Psychology*
- Consulting Editor, *Cultural Diversity & Ethnic Minority Psychology*

Grant Reviewer

- Greater Good Science Center at UC Berkeley, 2018
- National Institute of Food and Agriculture (NIFA), 2022
- National Science Foundation, 2023