

Jacquelynne S. Eccles (aka Parsons)

Office

School of Education
University of California, Irvine
Irvine, CA 92697-5500
949 824-5560 FAX

Home

22 Dickens Ct.
Irvine, CA 92617
734-635-4045
E-Mail: jseccles@uci.edu

EDUCATION

1966 B.A., University of California at Berkeley (Major: Social Psychology)
1974 Ph.D., University of California at Los Angeles

EMPLOYMENT HISTORY

1966-68 High School Math and Science Teacher with the U.S. Peace Corps, Ghana
1973-76 Assistant Professor - Smith College
1977-88; 92-14 Assistant, Associate, and Full Professor - University of Michigan
1987-88 Assistant Vice President for Research - University of Michigan
1988-92 Professor - University of Colorado
2013- Professor – University of California, Irvine
2014- Professor Emeritus – University of Michigan
2015- Associate Dean, School of Education – University of California, Irvine

HONORS AND AWARDS

1979 Spencer Fellowship for Outstanding Young Scholar in Educational Research
1988 Sarah Goddard Power Award for Outstanding Service - University of Michigan
1989 Asked to join the MacArthur Research Network on Successful Pathways through Adolescence, chaired by Richard Jessor. Served as member until 1996
1992 Co-author of paper awarded outstanding publication in human development in 1992 by Division E of the American Educational Research Association
1994 Asked to chair the MacArthur Research Network on Successful Pathways through Middle Childhood, served in this role until 2004
1996 APS Cattell Fellows Award for Outstanding Applied Work in Psychology
1997 University of Michigan Distinguished Faculty Achievement Award
1997 1993 American Psychologist article was selected to be reprinted in an APA volume recognizing outstanding articles from the last 50 years.
1998 Awarded a named collegiate professorship: The Wilbert McKeachie Professor of Psychology
1998 Elected to the National Academy of Education
1999 APA-SPSSI Kurt Lewin Award
1999 Elected President-elect of the Society for Research on Adolescence
2000-2001 Fellow at the Center for Advanced Study of the Behavioral Sciences
2004 Wei Lun Visiting Professor, Chinese University of Hong Kong
2004 Thorndike Award for Lifetime Research Contributions to the field of Educational Psychology from Division 15, APA
2005 Most cited paper award from Division 9, APA
2006 Outstanding Mentor Award, Division 7, APA

2006	Hill Award for Distinguished Lifetime Contribution to Research on Adolescence, Society for Research on Adolescence
2006	Honorary Doctorate from the Catholic University of Louvain, Belgium
2007	Distinguished Lifetime Contribution to Research award from the Society for the Study of Human Development
2009	Awarded McKeachie/Pintrich Distinguished University Professorship, UM
2009	Appointed a World Scholar by the Institute of Education, University of London
2011	Career Achievement Award for Outstanding Contributions in Self-Concept Research, given by the Self Research Centre, Sydney University Sydney Australia
2011	Bronfenbrenner Life Time Achievement Award given by Division 7, APA, to be awarded at 2012 APA conference
2011	Awarded an Honorary Fellowship in recognition of my outstanding services to the psychology of education at the Institute of Education, University of London, to be accepted in spring of 2012
2013	Honorary Doctorate, University of Laval, Quebec City, Canada
2016	Honorary Doctorate, University of Jyveskula, Finland
2013-2018	President-elect, president and past president, Division 7 of APA.

Fellow in American Psychological Association, American Psychological Society, and Society for the Psychological Study of Social Issues

RECENT EXTERNAL RESEARCH SUPPORT AWARDS

1986-99	NICHD - Ontogeny of Self and Task Beliefs - approximately \$200,000 direct costs yearly.
1988-91;	Spencer Foundation - Longitudinal Study of Adolescent Development - approximately
1995-2002	\$250,000 total direct costs.
1999-2002	Spencer Foundation – African-Americans in Higher Education -
1991-1994	MacArthur Foundation - School Climate and Family Involvement in Early Adolescents' Development - approximately \$300,000 annually
1992-1995	NSF - Transition into Adulthood - \$143,739 total award
1992-2001	W. T. Grant - Transition into Adulthood - approximately \$120,00/year
1995 - 2000	NICHD - Adolescent Development in Multiple Contexts - approximately \$300,000/year
1994 - 2003	MacArthur Foundation - Research Network on Successful Pathways through Middle Childhood - approximately \$1,200,000/year
1990-2004	NICHD – Healthy Development in Family, Schools, & Communities; Grant awarded in conjunction with the NICHD Family and Child Well-being Network – total direct cost award = \$735,000
2000-2003	NSF – Women, Minorities and Information Technology - total direct cost award = \$460,816
2001-2003	W. T. Grant – Identity and Activities – total direct cost = \$520,030
2001-2004	NICHD – Risk and Promotive Effects on Adolescent Development – total direct cost = \$1,353,702
2003-2008	NSF – Center for Analysis of Pathways from Childhood to Adulthood – Annual DC = Approximately \$350,000
2004-2009	NICHD – Adolescent Literacy Motivation and Development – Annual DC = Approximately \$400,000
2007-2013	NICHD - Developing and Enacting Racial/Ethnic Identities, total award \$3.1 million
2008-2014	NSF – IRADS: Collaborative on the Analyses of Pathways from Childhood to Adulthood, total award \$1.7 million (PI: Pamela Davis-Kean)

2009-2012	Pathways International post-doctoral training grant from Jacobs Foundation
2010-2013	NSF – Gender Differences in Early Science Experiences Leading to 8 th Grade Science Achievement-related Choices, total award \$589,135 (PI Irene Goodman)
2011-2016	NSF – Tracing and Linking Contextual and Psychological Factors to STEM Career Choice, total award \$1.75 million (PI Oksana Malanchuk)
2012-2016	NSF – GSE/RES: Understanding Women’s Career Choices and Occupational Trajectories in Physical Science, Engineering and IT Fields, total award \$517,265
2012-2016	NICHHD – Health Trajectories from Age 12-32: Disparities, Discrimination, & Socialization, total award \$977,633
2014-2018	NSF – After-School Activities: Identifying Risk and Protective Factors for Community Violence Exposure, total award \$475,000 (PI Rosario Ceballo)
2015-2018	NSF – Hispanics in the Pipeline: Foundations of Persistence from Middle School to STEM Careers, total award \$1.5 million
2017-2021	IES – It’s Worth It! Securing Persistence, Performance and Progress within Postsecondary Gateway Science Courses through Utility Value Interventions, total award \$2.74 million

GENERAL ACADEMIC-ADMINISTRATIVE EXPERIENCE

Recent Major University Administration

1981-86; 1993-98	Member: Psychology Department Executive Committee - University of Michigan
1992-98 2001-02 2003-2005	Chair: Combined Program in Education and Psychology - University of Michigan
1993-95	Members: Rackham Executive Committee - University of Michigan
1993-98	Member: President’s Advisory Committee on Women’s Issues - University of Michigan
1998-99	Interim Chair: Department of Psychology – University of Michigan
2002-2010	Chair, International Doctorate Program in Life Span Development with Max Planck, Berlin
2015-2017	Associate Dean, School of Education, UCI,
2015	Chair of Graduate PhD Training Program, School of Education, UCI.

Examples of Other General Administrative Experiences

1983-84	Program Chair: Division 35, American Psychological Association.
1985-86	President: Division 35, American Psychological Association
1986-89	Chair, Committee on Status and Role of Women in Educational Research and Development - American Educational Research Association
1987-90	Council for Society for the Psychological Study of Social Issues
1987-89	Carnegie Council on Adolescent Development Task Force on Education for the Middle Grades
1987-91	Committee on Equal Opportunities in Science Program - AAAS
1988-92	Council for Society for Research on Adolescence
1991-1995	Committee on Equity in Science and Engineering - National Science Foundation
1989 - 1999	MacArthur Foundation Network on Adolescent Development in Risky Environments
1989-93	HUD-1 Review Panel for NICHHD; Member and then Chair
1990 -	Editorial Boards: Journal of Research on Adolescence, Journal of Youth and Adolescence, Adolescence, AERJ

- 1990 - 1996 Middle School Generalists Standards Subcommittee for the National Board for Professional Teacher Standards
- 1992-93 Program Chair for Biennial Conference of the Society for Research on Adolescence
- 1994-2003 Chair, MacArthur Network on Successful Pathways through Middle Childhood
- 1993-1995 Advisory Board for the NSF Directorate in Behavioral, Social, and Economic Sciences
- 1995-1998 Chair of the NSF Advisory Board for the Directorate in Behavioral, Social, and Economic Sciences
- 1993- Advisory Boards for P/PV (Public/Private Ventures) and MDRC (Manpower Development Research Corporation)
- 1995-2001 Associate Editor, Child Development
- 1998-2002 Member of the CBASSE (now DBASSE) committee of the National Academy of Science
- 1997-2001 Member of Task Force on Adolescent Development of the National Academy of Science
- 1999-2001 Chair, National Academy of Sciences Panel on Community Based Programs for Youth
- 2002-2004 President, Society for Research on Adolescence
- 2000-2003 Elected member of the Board of Scientific Affairs, APA
- 2001 External Review Committees for Northwestern University's School of Education and Social Policy and Institute for Policy Research
- 2001-2003 Associate Editor, Psychological Bulletin
- 2002 Member, Blue Ribbon Panel on BEST practices for K-12 education –
- 2002-2003 APA Task Force on K-12 Education
- 2002 - 2004 C. S. Mott Foundation Advisory Committee on Promising Practices for Afterschool Programming for Youth
- 2002-2003 Chair, APS Selection Committee for the James McKeen Cattell Award
- 2001-2002 Member, Policy Counts committee on Youth Policy Co-Design
- 2001-2010 Member, Scientific Advisory Committee for the Auburn University Children's Research Center for the Study of Socialization of Beliefs
- 2001- Member, Advisory Committee for Jossey-Bass Series on New Directions for Youth Development: Theory, Practice, and Research
- 2002-2003 Member, Pathways to College Network Research Scholars Panel
- 2002-2006.1 Editor, Research on Human Development
- 2003-2008 Member, NICHD Council
- 2004-2009 Editor, Journal of Research on Adolescence
- 2010-2016 Editor, Developmental Psychology
- 2009- Member of the AERA grants review committee
- 2010-2014 Member of the National Academy of Education governing board
- 2009-2012 Member of the APA division 15 governing board
- 2000-2010 Member of the Max Planck Institute for Human Development in Berlin
- 2007-2017 Co-Director, Jacobs Foundation Pathways Post-Doctoral Training Program in Developmental Science
- 2015- Co-Editor, AERA Open
- 2106- Associate Editor, American Psychologist

RESEARCH INTERESTS

Gender, and Ethnic Group Differences in Achievement-Related Behaviors, Career and Educational Choices, Leisure Activities and Engagement in Either Problematic or Responsible Behaviors during Adolescence and Young Adulthood: The development and socialization of gender and ethnic group differences in preferred activities and in life goal choices. For example: The role of gender, ethnicity, and social class in occupational and educational choices, particularly those linked to science and technology. Socialization origins of gender, ethnic, and social differences in educational, occupational, and life-style opportunities and choices. More specifically, the role of parents, schools, and peers in socializing gender, ethnic and social class group differences in these beliefs and behavior.

Social Cognition and Achievement Beliefs: The role of causal attributions and social comparative processes in evaluation of behaviors and in the formation of expectancies for future behaviors. The role of self and task perceptions in the development of motive systems, subjective task value, and activity preferences. The link of gender, ethnicity, and social class to achievement-related beliefs and self-perceptions.

Social Context and Social/Development: Implications of school, family and sib-related processes and changing social contexts for understanding of: general social development, the ontogeny of achievement-related and socially-responsible behavior patterns and choices, and mental health. The link of gender, ethnicity, and social class to these processes and outcomes.

Developmental Analyses of Contextually Influenced Experiences: Implications of the nature of age/stage related changes in the contexts of development (e.g., schools, community activity settings, families, religious institutions, employment settings) for the development of social and achievement-related behavior patterns, attitudes, self-perceptions, goals, mental health, and life-defining choices. Theoretical analysis of the factors that either facilitate or undermine adults' ability and desire to provide growing children and youth with developmentally appropriate contexts. I am particularly interested in the impact of pubertal changes in both girls and boys of different ethnic groups on adults' reactions and support.

Adolescence and Emerging Adulthood: The interaction between biological, social and psychological changes during the late childhood to early adulthood periods of development.

Identity Development: (a) Gender Identity - The development of gender-role awareness. The development of differential valuing of male versus female gender-role appropriate behavior and the impact of this process on the development of women's self concept, long range life goals, and occupational and educational choices, particularly those related to science and technology. (b) Ethnic, Religious, and Social Class, Group Identities - Similar issues as above; (c) Other Personal and Group Identities - The ontogeny of identity formation and the relation of identity to life planning and activity choices.

Applied Educational Research: The influence of social processes on the development of academic expectancies, self-concept, engagement, and achievement domain preferences and performance. Designing developmentally appropriate school environments for children and adolescents.

PUBLICATIONS

SPECIAL ISSUES/SECTIONS OF JOURNALS

- SI1 Ruble, D. N., Frieze, I., & Parsons, J. E. (Eds.) (1976). Sex roles: Persistence and change [Special issue]. Journal of Social Issues, 32, (3).
- SI2 Jussim, L. & Eccles, J. S. (Eds.) (1990). Expectancy effects and social issues [Special issue]. Journal of Social Issues.
- SI3 Meece, J. L. & Eccles, J. S. (Eds.) (1993). Gender and educational achievement [Special issue]. Educational Psychologist.
- SI4 Wigfield, A., & Eccles, J. S. (Eds) (1994). Middle grades schooling and early adolescent development, Part 1, Journal of Early Adolescence, Vol. 14, No. 2.
- SI5 Wigfield, A., & Eccles, J. S. (Eds) (1995). Middle grades schooling and early adolescent development, Part 2 Journal of Early Adolescence Vol. 15, No. 1.
- SI6 Watt, H. M. G. & Eccles, J. S. (Guest Eds.) (2006). Understanding women's choice of mathematics- and science-related careers: Longitudinal studies from four countries [Special issue]. Educational Research and Evaluation, 12(4), entire issue.
- SI7 Peck, S. C., Feinstein, L., & Eccles, J. S. (Eds.) (2008). Unexpected educational pathways [Special issue]. Journal of Social Issues, 64(1), entire issue.
- SI8 Eccles, J. S. & Schoon, I. (Eds.) (2012). Educational and occupational planning and choice as core developmental tasks during the transition to adulthood [Special section]. Developmental Psychology, 48(6). 1575-1807.
- SI9 Reiss, D., Eccles, J. S. & Nielsen, L. (Eds.) (2014). Conscientiousness and healthy aging [Special section]. Developmental Psychology, 50(5). 1303-1481.
- SI10 Simpkins, S. D., Fredricks, J. A., & Eccles, J. S. (2015). The role of parents in the ontogeny of achievement-related motivation and behavioral choices. Monographs of the Society for Research in Child Development.

BOOKS

- B1 Frieze, I., Parsons, J. E., Johnson, P., Ruble, D. N. & Zellman, G. (1978). Women and sex roles: A social psychological perspective. New York: Norton and Co.
- B2 Parsons, J. E. (Ed.) (1980). The psychobiology of sex differences and sex roles. Washington: Hemisphere Pub. Corp.
- B3 Furstenberg, F., Cook, T., Eccles, J., Elder, G., & Sameroff, A. (1999). Managing to make it: Urban Families in Adolescent Success. Chicago: University of Chicago Press.
- B4 Wigfield, A. & Eccles, J. S. (Eds.) (2001). Development of Achievement Motivation. San Diego, CA: Academic Press.

- B5 Eccles, J. S. & Gootman, J. (Eds) (2002). Community programs to promote youth development. Washington DC: National Academy Press.
- B6 Downey, G., Eccles, J. S., & Chatman, C. M. (Eds.) (2005). Navigating the future. New York: Russell Sage Foundation.
- B7 Mahoney, J. L., Larson, R. W., & Eccles, J. S. (Eds.) (2005). Organized Activities as Contexts of Development: Extracurricular activities, after-school and community programs. Lawrence Erlbaum and Associates, Publishers.
- B8 Watt, H. M. G. & Eccles, J. S. (Eds.) (2008). Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences. Washington, D.C.: APA Books.
- B9 Meece, J. & Eccles, J. S. (Eds.) (2010). Handbook of Research on Schools, Schooling, and Human Development. New York: Routledge.
- B10 Schoon, I. & Eccles, J. S. (Eds.) (2014). Gender Differences in Aspirations and Attainment: A Life Course Perspective. Cambridge, UK: Cambridge University Press.

JOURNAL ARTICLES

- J1 Parsons, J., & Ruble, D. (1972). Attributional processes related to the development of achievement-related affect and expectancy. APA Proceedings, 80th Annual Convention, 105-106.
- J2 Rest, S., Frieze, I., Nickel, T., Parsons, J., & Ruble, D. (1972). Effects of chance skill instructions, schedules of reinforcement, and locus of control on resistance to extinctions. APA Proceedings, 80th Annual Convention, 257-258.
- J3 Zelniker, T., Jeffrey, W. E., Ault, R., & Parsons, J. (1972). Analysis and modification of search strategies of impulsive and reflective children on the MFF. Child Development, 43, 321-335.
- J4 Kun, A., Parsons, J., & Ruble, D. (1974). The development of integration processes using ability and effort information to predict outcome. Developmental Psychology, 10 (5), 721-732.
- J5 Ruble, D., Croke, J., Frieze, I., & Parsons, J. (1975). A field study of sex-role attitudes in college women. Journal of Applied Social Psychology, 5, 110-117.
- J6 Feldman, N. S., Klosson, E. C., Parsons, J. E., Rholes, W. S., & Ruble, D. N. (1976). Order of information presentation and children's moral judgements. Child Development, 47, 556-559.
- J7 Parsons, J., Frieze, I., & Ruble, D. (1976). Introduction. Journal of Social Issues, 32, 1-5.
- J8 Parsons, J. E., Ruble, D. N., Klosson, E. C., Feldman, N. S., & Rholes, W. S. (1976). Order effects on children's moral and achievement judgments. Developmental Psychology, 12 (4), 357-358.
- J9 Parsons, J., Ruble, D., Hodges, K., & Small, A. (1976). Cognitive developmental factors in emerging sex differences in achievement-related expectancies. Journal of Social Issues, 32, 47-61.

- J10 Ruble, D. N., Parsons, J. E., & Ross, J. (1976). Self-evaluative responses of children in an achievement setting. Child Development, *47*, 990-997.
- J11 Parsons, J. E., & Ruble, D. N. (1977). The development of achievement related expectancies. Child Development, *48*, 1075-1079.
- J12 Parsons, J., Frieze, I., & Ruble, D. (1978). Intrapyschic factors influencing career aspirations in college women. Sex Roles, *4* (3), 337-347.
- J13 Parsons, J. E., & Goff, S. (1978). Achievement motivation: Dual modality. Educational Psychologist, *13*, 93-96.
- J14 Heller, K. A. & Parsons, J. E. (1981). Sex differences in teachers' evaluative feedback and students' expectancies for success in mathematics. Child Development, *52*, 1015-1019.
- J15 Eccles-Parsons, J., Adler, T. F., & Kaczala, C. M. (1982). Socialization of achievement attitudes and beliefs: Parental influences. Child Development, *53*, 310-321.
- J16 Eccles-Parsons, J., Kaczala, C. M., & Meece, J. L. (1982). Socialization of achievement attitudes and beliefs: Classroom influences. Child Development, *53*, 322-339.
- J17 Eccles-Parsons, J., Meece, J. L., Adler, T. F., & Kaczala, C. M. (1982). Sex differences in attributions and learned helplessness. Sex Roles, *8* (4), 421-432.
- J18 Meece, J. L., Eccles-Parsons, J., Kaczala, C. M., Goff, S. E., & Futterman, R. (1982). Sex differences in math achievement: Toward a model of academic choice. Psychological Bulletin, *91*(2), 324-348.
- J19 Eccles, J. (1983). Children's motivation to study music. Motivation and Creativity. Proceedings of the National Symposium on the Applications of Psychology to the Teaching and Learning of Music. Year III. 31-40.
- J20 Eccles-Parsons, J. (1983). Attributional processes as mediators of sex differences in achievement. Journal of Educational Equity and Leadership, *3* (1), 19-27.
- J21 Kiesler, S., Sproull, L., & Eccles, J. S. (1983). Second-class citizens? Psychology Today, March, 1983, 40-48.
- J22 Eccles, J. S., Adler, T. F., & Meece, J. L. (1984). Sex differences in achievement: A test of alternate theories. Journal of Personality and Social Psychology, *46*, No.1, 26-43.
- J23 Eccles, J. (1985). Model of students' mathematics enrollment decisions. Educational Studies in Mathematics *16*, 311-314.
- J24 Jacobs, J. E., & Eccles, J. S. (1985). Gender differences in math ability: The impact of media reports on parents. Educational Researcher, *14*, 20-25.
- J25 Kiesler, S., Sproull, L., & Eccles, J. S. (1985). Pool halls, chips, and war games: Women in the culture of computing. Psychology of Women Quarterly, *9*, 451-462.

- J26 Eccles, J. S. (1986). Gender roles and women's achievement. Educational Researcher, 15(6), 15-19.
- J27 Eccles, J. S. & Jacobs, J. E. (1986). Social forces shape math attitudes and performance. Signs: Journal of Women in Culture and Society, 11, No. 2, 367-380.
- J28 Eccles, J. S. (1987). Gender roles and women's achievement-related decisions. Psychology of Women Quarterly, 11, 135-172.
- J29 Feldlaufer, H., Midgley, C. M., & Eccles, J. S. (1988). Student, teacher, and observer perceptions of the classroom environment before and after the transition to junior high school. Journal of Early Adolescence, 8(2), 133-156.
- J30 Midgley, C., Feldlaufer, H. & Eccles, J. S. (1988). The transition to junior high school: Beliefs of pre- and posttransition teachers. Journal of Youth and Adolescence, 17(6), 543-562.
- J31 Yee, D., & Eccles, J. S. (1988). Parent perceptions and attributions for children's math achievement. Sex Roles, 19(5-6), 317-333.
- J32 Eccles, J. S., Wigfield, A., Flanagan, C. A., Miller, C., Reuman, D. A. & Yee, D. (1989). Self-concepts, domain values, and self-esteem: Relations and changes at early adolescence. Journal of Personality, 57, 283-310.
- J33 Midgley, C., Feldlaufer, H., & Eccles, J. S. (1989). Student/teacher relations and attitudes toward mathematics before and after the transition to junior high school. Child Development, 60, 981-992.
- J34 Midgley, C. M., Feldlaufer, H., & Eccles, J. S. (1989). Changes in teacher efficacy and student self- and task-related beliefs during the transition to junior high school. Journal of Educational Psychology 81, 247-258.
- J35 Wigfield, A., & Eccles, J. S. (1989). Test anxiety in elementary and secondary school students. Educational Psychologist, 24, 159-183.
- J36 Buchanan, C. M., Eccles, J. S., Flanagan, C., Midgley, C., Feldlaufer, H., & Harold, R. D. (1990). Parents' and teachers' beliefs about adolescents: Effects of sex and experience. Journal of Youth and Adolescence. 19. 363-394.
- J37 Eccles, J. S., Jacobs, J. E., & Harold, R. D. (1990). Gender-role stereotypes, expectancy effects, and parents' socialization of gender differences. Journal of Social Issues, 46, 183-201.
- J38 Meece, J., Wigfield, A., & Eccles, J. (1990) Predictors of math anxiety and its influence on young adolescents' course enrollment intentions and performances in mathematics. Journal of Educational Psychology, 82, 60-70.
- J39 Eccles, J. S., Buchanan, C. M., Flanagan, C., Fuligni, A., Midgley, C. M., & Yee, D. (1991). Control and autonomy: Individuation revisited in early adolescence. Journal of Social Issues, 47, 53-68.

- J40 Eccles, J. S., & Harold, R. D. (1991). Gender differences in sport involvement: Applying the Eccles' expectancy-value model. Journal of Applied Sport Psychology, *3*, 7-35.
- J41 Eccles, J. S., Lord, S., & Midgley, C. (1991). What are we doing to early adolescents? The impact of educational contexts on early adolescents. American Journal of Education, *99*, 521-42.
- J42 Wigfield, A., Eccles, J. S., Mac Iver, D., Reuman, D. A., & Midgley, C. M. (1991). Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school. Developmental Psychology, *27*, 552-565.
- J43 Barber, B., & Eccles, J. S. (1992). A developmental view of the impact of divorce and single parenting on children and adolescents. Psychological Bulletin, *111*, 108-126.
- J44 Jacobs, J. E., & Eccles, J. S. (1992). The impact of mothers' gender-role stereotypic beliefs on mothers' and children's ability perceptions. Journal of Personality and Social Psychology, *63*, 932-944.
- J45 Jussim, L., & Eccles, J. S. (1992). Teacher expectations II: Construction and reflection of student achievement. Journal of Personality and Social Psychology, *63*, 947-961.
- J46 Miller-Buchanan, C., Eccles, J. S., & Becker, J. (1992). Changes in hormones, moods, and behavior in adolescence. Psychological Bulletin, *111*, 62-107
- J47 Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A theoretical analysis. Developmental Review, *12*, 1-46.
- J48 Eccles, J. S., & Harold, R. D. (1993). Parent-school involvement during the early adolescent years. Teachers' College Record, *94*, 568-587.
- J49 Eccles, J. S., Midgley, C., Buchanan, C. M., Wigfield, A., Reuman, D., & Mac Iver, D. (1993). Development during adolescence: The impact of stage/environment fit. American Psychologist, *48*, 90-101.
- J50 Eccles, J. S., Wigfield, A., Harold, R. D., & Blumenfeld, P. (1993). Ontogeny of children's self-perceptions and subjective task values across activity domains during the early elementary school years. Child Development, *64*, 830-847.
- J51 Flanagan, C. A., & Eccles, J. S. (1993). Changes in parents' work status and adolescents' adjustment at school. Child Development, *64*, 246-257.
- J52 Freedman-Doan, C. R., Arbretton, A. J. A., Harold, R. D., & Eccles, J. S. (1993). Looking forward to adolescence: Mothers' and fathers' expectations for affective and behavioral change. Journal of Early Adolescence, *13*, 472-502.
- J53 Fuligni, A. J. & Eccles, J. S. (1993). Perceived parent-child relationships and early adolescents' orientation towards peers. Developmental Psychology, *29*, 622-632.
- J54 Meece, J. L., & Eccles, J. S. (1993). Introduction: Recent trends in research in gender and education. Educational Psychologist, *28*, 313-319.

- J55 Eccles, J. S. (1994). Understanding women's educational and occupational choices: Applying the Eccles et al. model of achievement-related choices. Psychology of Women Quarterly, 18, 585-609.
- J56 Lord, S., Eccles, J. S., & McCarthy, K. (1994). Surviving the junior high school transition: Family processes and self-perceptions as protective and risk factors. Journal of Early Adolescence, (14), 162-199.
- J57 Wigfield, A., & Eccles, J. S. (1994). Children's competence beliefs, achievement values, and general self-esteem: Change across elementary and middle school. Journal of Early Adolescence, 14, 107-138.
- J58 Wigfield, A., & Eccles, J. S. (1994). Middle grades schooling and early adolescent development: An introduction. Journal of Early Adolescence, (14), 102-106.
- J59 Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement values and expectancy-related beliefs. Personality and Social Psychology Bulletin, 21, 215-225.
- J60 Elder, G. H., Eccles, J. S., Ardel, M., Lord, S. (1995). Inner-city parents under economic pressure: Perspectives on the strategies of parenting. Journal of Marriage and the Family, 57, 771-784.
- J61 Fuligni, A. J., Eccles, J. S., & Barber, B. (1995). The long term effects of seventh grade ability grouping in mathematics. Journal of Early Adolescence, 15, 58-89.
- J62 Eccles, J. S., Flanagan, C., Lord, S. E., Midgley, C., Roeser, R. W., & Yee, D. (1996). Schools, families, and early adolescents: What are we doing wrong and what can we do instead? Developmental and Behavioral Pediatrics, 17, 267-276.
- J63 Updegraff, K. A., Eccles, J. S., Barber, B. L., & O'Brien, K. M. (1996). Course enrollment as self-regulatory behavior: Who takes optional high school math courses. Learning and Individual Differences, 8, 239-259.
- J64 Eccles, J. S., Early, D., Frasier, K., Belansky, E., & McCarthy, K. (1997). The relation of connection, regulation, and support for autonomy in the context of family, school, and peer group to successful adolescent development. Journal of Adolescent Research, 12, 263-286.
- J65 Jenkins-Tucker, C. J., Barber, B. L., & Eccles, J. S. (1997). Advice about life plans and personal problems in late adolescent sibling relationships. Journal of Youth and Adolescence, 26, 63-76.
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- BC87 Eccles, J. S. (2007). Where are all the women? Gender differences in participation in physical science and engineering. In S. J. Ceci & W. M. Williams (Eds.), Why Aren't More Women in Science? Top Researchers Debate the Evidence, (pp. 199-210). Washington, DC: American Psychological Association.
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- BC93 Nagy, G., Garrett, J., Trautwein, U., Cortina, K. S., Baumert, J., & Eccles, J. S. (2008). Gendered high school selection as a precursor of gendered careers: The mediating role of self-concept and intrinsic value. In H. M. G Watt & J. S. Eccles (Eds.), Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences. (pp. 115-144). Washington D. C.: American Psychological Association.
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- BC96 Eccles, J. S. & Roeser, R.W. (2009). School, Academic Motivation, and Stage – Environment Fit. In R.M. Lerner & L. Steinberg (Eds.) Hand book of Adolescents Psychology, Individual Bases of Adolescent Development, (pp. 404-434). Hoboken, NJ: John Wiley & Sons.
- BC97 Garrett, J. L. & Eccles, J. S. (2009). Transition to adulthood: Linking late-adolescent lifestyles to family and work status in the mid-twenties. In I. Schoon & R. K. Silbereisen (Eds.), Transitions from school to work: Globalization, individualization, and patterns of diversity, (pp. 243-264). New York: Cambridge University Press.
- BC98 Zarrett, N. & Eccles, J. (2009). The role of family and community in extracurricular activity participation: A developmental approach to promoting youth participation in positive activities during the high school years. In L. Shumow (Ed.), Promising practices for family and community involvement during high school (pp. 27-51). Charlotte, NC: Information Age Publishing Inc.
- BC99 Barber, B. L., Stone, M. R., & Eccles, J. S. (2010). Protect, prepare, support, and engage: The roles of school-based extracurricular activities in students’ development. In J. L Meece & J. S. Eccles (Eds.), Handbook of Research on Schools, Schooling, and Human Development, (pp. 6-21). New York: Routledge.

- BC100 Eccles, J. S. & Roeser, R. W. (2010). An ecological view of schools and development. In J. L. Meece & J. S. Eccles (Eds.), Handbook of Research on Schools, Schooling, and Human Development, (pp. 6-21). New York: Routledge.
- BC101 Eccles, J. S. & Roeser, R. W. (2011). School and community influences on human development. In M. H. Bornstein & M. E. Lamb (Eds.), Developmental science: An advanced textbook, 6th Edition. (pp. 571-644). New York: Psychological Press.
- BC102 Wigfield, A., Cambria, J., & Eccles, J. S. (2012). Motivation in education. In R. M. Ryan (Ed.), The Oxford Handbook of Human Motivation (pp. 463-478). New York: Oxford University Press.
- BC103 Eccles, J. S. (2013). Gender and achievement choices (pp. 19-36). In E. T. Gershoff, R. A. Mistry, & D. A. Crosby (Eds.), Societal Contexts of Child Development: Pathways of Influence and Implications for Practice and Policy pp 19-36. New York, NY: Oxford University Press.
- BC104 Barber, B. L., Abbott, B. D., Blomfield Neira, C. J., & Eccles, J. S. (2014). Meaningful activity participation and positive youth development. In M. Furlong, R. Gilman & E. S. Huebner (Eds.), Handbook of positive psychology in the schools (2nd edition) pp. 227-244. New York: Routledge.
- BC105 Roeser, R. W., & Eccles, J. S. (2014). Schooling and the mental health of children and adolescents in the United States. In M. Lewis & K. D. Rudolph (Eds.), Handbook of Developmental Psychopathology, (pp. 163-184). New York: Springer Science+Business Media.
- BC106 Upadyaya, K., & Eccles, J. S. (2014). Gender differences in teachers' perceptions and children's ability self-concepts. In I. Schoon & J. S. Eccles (Eds.), Gender Differences in Aspirations and Attainment: A Life Course Perspective, (pp. 79-100). Cambridge, UK: Cambridge University Press.
- BC107 Eccles, J. S., Fredricks, A., & Baay, P. (2015). Expectancies, values, identities, and self-regulation. Self-Regulation in Adolescence.
- BC108 Wigfield, A., Eccles, J. S., Fredricks, J. A., Simpkins, S., Roeser, R. W., & Schiefele, Ulrich (2015). 16 Development of Achievement Motivation and Engagement. In R. M. Lerner & M. E. Lamb (Eds.), Handbook of Child Psychology and Developmental Science (7th edition) Vol. 3:16:1-44. John Wiley.
- BC109 Simpkins, S. D., Fredricks, J. A., & Eccles, J. S. (2015). Families, schools, and developing achievement-related motivations and engagement. In J. E. Grusec, & P. H. Hasting (Eds.), Handbook of socialization: Theory and research (2nd ed., pp. 614 – 636). New York: Guilford Press.

Recent Invited Addresses

2003

February: Ethnic and ethnic identity as developmental contexts for adolescents. University of Kentucky.

March: Measuring educational outcomes and engagement. Invited Conference, Child Trends, Washington, DC.

- March: Positive Youth Development during Out-of-School time. Invited Conference Keynote Address for Regional Youth Development Workers, East Lansing, MI.
- April: Discussant on Immigration Conference held at UM
- April: Invited presentation for Millennium Fellows Program at SRCD, Tampa, FL.
- May: Gender differences in sport participation. Invited colloquium at University of Birmingham, UK.
- May: Positive Youth Development during Out-of-School time. Invited conference on positive youth development, University of Pennsylvania.
- June: Key note Speaker at Conference on Youth Research, Karelia, Finland.
- June: Understanding school influences on development during middle childhood. Invited conference on Middle Childhood Development held by the MacArthur Research Network, Washington, D.C.
- July: Guest lecturer and faculty member: International Student Workshop, Marbach Castle, Germany.
- October: Parents' role in their children's education. Keynote speaker at the Congress of the Swiss Society for Research in Education, Bern.
- October: Positive youth development in service learning programs. Invited conference sponsored by Kellogg Foundation, Colorado Springs, CO.

2004

- February: Two lectures in association with my Wei Lun Professorship at the Chinese University of Hong Kong: The middle school transition and Sex differences in career choices.
- February: Using multiple methods to study reading. NICHD/IES invitation conference on reading, Washington, DC
- April: Two invited talks at the invitational conference on Gender Role Development. San Francisco:
 Families and gender role socialization
 Social psychology and social development.
- April: Invited participation in Conference on Best Practices for School Engagement. Fetzer Institute, Kalamazoo, MI
- April: Keynote Speaker, Positive Youth Development and Urban Schools Conference, Ohio State.
- May: Invited speaker at "Developmental, Economic and Policy Perspectives on No Child Left Behind. Invited Conference at School of Social Policy, University of Chicago.
- May: Invited discussant on panel at the Developmental Psychobiology Retreat of the University of Colorado/Denver University. Denver, CO.
- June: Invited speaker. Cognitive Remediation and Psychiatry Conference, New York City.
- June: Getting into and learning from sports. Keynote address at Biennial NASPSPA Conference, Vancouver, Canada.
- July: Expectancy/value model of achievement choices: Influences on, and consequences of, ability self concepts and subjective task values. Keynote address. Self-Conference. Max Planck Institute, Berlin.

2005

- March: Schooling and adolescent development. Carolina Consortium.
- April: Family influences on children's and adolescents' achievement-related choices and performance – Master Lecture at SRCD, Atlanta
- April: Gender and No Child Left Behind Testing Policies – Invited symposium paper for AERA. Montreal.
- April: Motivation for engagement. Syracuse CaSE program
- May: Family influences on achievement-related choices and performance. LIFE academy, University of Virginia

- May: Life choices across the life span, Neugarten lecture, Northwestern University.
 August: Motivation and school engagement. Thorndyke Award Address, APA, Washington DC.
 September: Race as context for adolescent development. DGP conference, Halle, Germany
 September: Positive youth development. Positive Psychology Conference, Washington DC.
- 2006
- January: Race as a context for adolescent development, USC, LA, CA and at UC, Irvine, CA.
 April: Gender and Achievement Choices, UT, Austin, TX
 Race as a context for adolescent development, Bowling Green University, Bowling Green, OH
 May: Gender and Achievement Choices, University of Zurich, Zurich Switzerland
 May: Race as a context for adolescent development, Max Planck Institute for Human Development, Berlin, Germany
 June: Race as a context for adolescent development, University of London, London, UK
 June: Designing appropriate schools for adolescents, Bristol University, Bristol, UK
 November: Race as a context for adolescent development, Harvard University, Cambridge, MA
 Race as a context for adolescent development, Catholic University of Louvain, Belgium
- 2007
- April: Transition into adulthood, Invited Conference at Marbach Castle, German hosted by the Jacob Suard Foundation
 June: Doing developmental science, NICHD Conference for Young Scholars, Washington DC
 July: Gender and academic choices, Congressional Briefing, Washington DC
- 2008
- February: Two lectures in association with the Symposium on Children's Well-being in the School Environment at the University of Jyväskylä in Jyväskylä, Finland. First titled, Impact of extra-curricular and out of school activity experiences on adolescent development and the second, How age-related changes in person-environment fit between the changing needs of students and the changing opportunities provided in schools can either facilitate or undermine adolescents' school motivation and more general well-being?
- 2009
- March: Parents as one of the many risk and protective influences during adolescence, Parent Matters Conference, London
- 2010
- April: Invited address at Rutgers University
 Keynote address at the Rocky Mountain APA Regional Meeting
 Invited address at special conference on Competencies convened by James Heckman and Martha Nussbaum
 May: Keynote address at a special conference on Gender through the Lifespan at the Institute of Education, University of London
 July: Keynote address at Jurgen Baumart's Retirement Celebration in Berlin
 August: Keynote address for Division 15 at APA, San Diego, CA
 September: Keynote address at bMRI Symposium on Motivation, Soule Korea
 October: Invited address at NIU, Northern Illinois University
- 2011
- April: Keynote address at the Annual Jacobs Foundation Young Fellows Retreat
 Annual International Collegium Lecture at the Helsinki Collegium for Advanced Studies

May: Keynote address, Festschrift for Aletha Huston, Austin Texas
June: Keynote Address, 6th Biennial Self Conference, Quebec City
July: Presentation to the School of Engineering at UM on Expectancy Value Model
Keynote address 2nd World Congress of Positive Psychology, Philadelphia.

2014

April: Presentation at the meeting of the American Education Research Association, Philadelphia.
July: Presentation at the meeting of the PhDIPF-Academy, Stuttgart, Germany
Presentation at the meeting of the German Institute for Economic Research (DIW), Berlin, Germany
Presentation at the Meeting of the Gender and STEM Conference, Berlin Germany

Graduate Students Whose Dissertations I Chaired

University of Michigan

- Amy Aberbach Arbreton, 1993/CPEP When getting help is helpful
Dr. Arbreton is a Research Scientist at Public/Private Ventures, Oakland, CA
- Corrine Alfeld-Liro, 1999 CPEP Gender and Giftedness
Dr. Alfeld-Liro is research director at the Gifted Center at Duke University
- Bonnie Barber, 1989 Psychology Impact of divorce on students' achievement-related self perceptions and educational and occupational goals
This dissertation was the first runner up for the Dissertation Award from the Society for Research on Adolescence
Dr. Barber is now a Professor of Psychology in Murdoch University, Australia
- Ann Marie deBritto, 1987 CPEP Race differences in students' academic self-perceptions
- Christy Buchanan, 1989 Psychology Pubertal status, hormonal fluctuations and mood
Dr. Buchanan is now a Professor at Wake Forest University
Her dissertation won the Dissertation Award from the Society for Research on Adolescence
- Lisa Colarossi, 2000 Jt Prog. in Psychology And Social Work Family influences on human development
Dr. Colarossi is now an associate professor of Social Service at Fordham University
- AnneMarie Conley, 2007 CPEP Motivation
Dr. Conley is now an assistant professor of Education at UC, Irvine
- Connie Flanagan, 1988 Psychology Impact of parents' employment status on students' academic self perceptions and mental health
Dr. Flanagan is now a Full Professor at Pennsylvania State University
- Pam Frome, 1998 Psychology Gender roles and life choices
Dr. Frome is now a Research Scientist at the Frank Porter Graham Center. UNC
- Jennifer Fredericks, 1999 CPEP Family influences on gendered participation in math and sports
Dr. Fredericks is now an Associate Professor at Connecticut College
- Jessica Garrett, 2007 CPEP Transition to adulthood
Dr. Garrett is now a research investigator at the University of Michigan
- Rena Harold, 1986 Joint Program in Psychology and Social Work Family influences on human development
Dr. Harold is now Professor of Social Work at Michigan State University
- Christy Hom, 2002 Clinical Psychology Parachute adolescents from Asian countries
Dr. Hom is now a clinical psychologist in Southern California

- Janis Jacobs, 1988
CPEP
Parents' effects on students' self-perceptions
Dr. Jacobs is deceased. She was Professor and Associate Vice President at Pennsylvania State University
- Justin, Jager, 2007
Psychology
Transitions and mental health for sexual minority and ethnic minority youth
Dr. Jager is now a research scientist at the University of Michigan
- Debra Jozefowicz 2001
Psychology/Social Work
Expectancy/value predictors of educational and occupational choices
Dr. Jozefowicz is now an assistant professor at Wayne State University
- Lee Jussim, 1987
Psychology
Teacher expectancy effects
Dr. Jussim is now a Full Professor at Rutgers University
His dissertation won the Dissertation Award from the Society for the Experimental Study of Social Psychology
Dr. Jussim won the APA Distinguished Young Scientist in Social Psychology Award in 1996
- Ariel Kalil, 1996
Psychology
Families facing poverty
Dr. Kalil is now an Associate Professor position at the University of Chicago
- Linda Lange, 1987
CPEP
Gender differences in students' academic self perceptions
- Douglas Mac Iver, 1987
Psychology
Impact of classroom organizational characteristics on student motivational constructs
Dr. Mac Iver is now a Research Scientist at Johns Hopkins University
- Judith Meece, 1981
CPEP
Motivation
Dr. Meece is now Chair of Educational of Psychology at UNC.
- Emily Messersmith, 2007
CPEP
Transition to college
Dr. Messersmith is now a post-doctoral fellow at UNC
- Carol Midgley, 1987
Education
Impact of classroom characteristics on the transition to junior high school
Dr. Midgley is deceased. She was a Research Scientist at the University of Michigan.
- Leslie Morrison, 1998
CPEP
Family influences of academic achievement
Dr. Morrison is now a research scientist at the University of London
- David Reuman, 1987
Psychology
Impact of ability grouping on student motivation
Dr. Reuman is now a Professor of Psychology at Trinity College
- Robert Roeser, 1996
CPEP
Unfolding and enfolding youth
Dr. Roeser is now an research scientist at Tufts University
His dissertation won the Dissertation Award from the Society for Research on Adolescence and from Division C of AERA
- Jodie Roth, 1995
A contextual perspective on adolescent motherhood

- CPEP Dr. Roth is currently working as a Research Scientist at Teacher's College, Columbia
- Michele Segar, 2006
Psychology Motivation for exercise in middle aged women
Dr. Segar is now a research scientist at University of Michigan
- Erika Taylor, 1999
CPEP The role of peer support in academic achievement of African-American adolescents.
Dr. Taylor is going to AIR in Washington, DC as a Research Scientist.
- Cindy Winston, 1997
CPEP Ethnic identity
Dr. Winston worked for the Black Congressional Caucus in Washington, D.C. She is now a an assistant professor at Howard University.
- Carol Wong, 1997
CPEP Ethnic identity and response to discriminatory experiences
Dr. Wong is an Associate Professor at University of Delaware.
Her dissertation was second runner up for the Dissertation Award from Division C of AERA in 1998. Her dissertation won the Dissertation Award from the Society for Research on Adolescence.
- Kwang Suk Yoon, 1996
CPEP Testing reciprocal relations among expectancy, value and academic achievement of early adolescents.
Dr. Yoon is now a Research Scientist at AIR (a research institute) in Washington, DC.

University of Colorado Dissertations Chaired

- Diane Early, 1994 What makes parents tick?
Dr. Early is now a Research Scientist at University of North Carolina
- Kari Frasier, 1995 Possible selves
Dr. Frasier is currently clinical psychologist in Denver and Boulder
- Sarah Lord, 1993 Family influences on social development
Dr. Lord is a clinical psychologist in Boston.
- Karen McCarthy, 1994 Family and SES influences on social development
Dr. McCarthy is currently at clinical psychologist in Denver and Boulder

Wayne State Dissertation - Co-chaired

- Carol Freedman-Doan, 1994 Factors influencing the development of general academic, and social anxiety in normal preadolescents.
Dr. Freedman-Doan is now an Associate Professor at Eastern Michigan University

American Post Doctoral Fellows

- Heather Bouchey Now assistant professor at University of Vermont

Celina Chatman	Now director of research program at University of Chicago
Amanda Durik	Now assistant professor at Southern Illinois University
Sara Goldstein	Now assistant professor at Montclair College, NJ
Kathleen Jodl	Now lecturer, University of Michigan
Jennifer Maggs	Now professor at Pennsylvania State University
Heather Preiss	Developmental Psychology Post-Doctoral Fellow from University of Wisconsin
Allan Wigfield	Now chair of the Human Development Department at University of Maryland

Foreign Pre- and Post-Doctoral Fellows and Extended Faculty Visitors

Jacobus Denissen	Max Planck Institute for Human Development, Berlin, Germany
Bettina Helversheim	Max Planck Institute for Human Development, Berlin, Germany
Judith Lehnart	Humboldt University, Berlin, Germany
Isabelle Archambault	University of Montreal, Canada
Gentiane Boudrenghien	Universite Catholique du Louvain, Belgium
Kun-Hu Chen	National Taiwan University, Taiwan
Anne-Sophie Denault	University of Quebec, Montreal, Canada
Burkard Gniewosz	University of Jena, Germany
Katja Natale	University of Jyvaskyla, Finland
Yi-Miau Tsai	Jacobs Pathways Post-doctoral Fellow from Taiwan and Berlin
Ming-Te Wang	Jacobs Pathways Post-doctoral Fellow from Taiwan and Harvard
Mariane Frenay	Professor, Univ. Catholique du Lovain, Belgium
Markus Neuenschwander	Professor, University of Bern and then Zurich
Susan O'Neill	Professor, Keele University, UK
Helen Watt	Professor, University of Western Australia and then Melbourne