

CURRICULUM VITAE

Sophia Hyun Joo Hwang, PhD

sophia.hwang@umbc.edu

ACADEMIC APPOINTMENTS

UNIVERSITY OF COLORADO, BOULDER, Boulder CO

2026-Present **Assistant Professor**, Learning Sciences & Human Development, School of Education; Renée Crown Wellness Institute

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY, Baltimore MD

2022-2026 **Assistant Professor**, Community Psychology, Department of Psychology

UNIVERSITY OF CALIFORNIA, BERKELEY, Berkeley CA

2022-Present **Faculty Affiliate**, Innovations for Youth (i4Y)

2021-2022 **Postdoctoral Scholar**, Center for Prevention Research in Social Welfare

EDUCATION

NEW YORK UNIVERSITY, New York NY

2021 **PhD in Applied Psychology** - Psychology and Social Intervention
Concentration: Quantitative Analysis
Dissertation: The Power and Potential of Supportive Relationships: Patterns, Predictors, and Outcomes in a National Sample of Early Adolescents

UNIVERSITY OF PENNSYLVANIA, Philadelphia PA

2010 **MSEd in Urban Education**
Concentration: Secondary Science

STANFORD UNIVERSITY, Stanford CA

2008 **BA in Human Biology**, Honors
Concentration: Mental and Public Health of Underserved Communities

RESEARCH FUNDING and FELLOWSHIPS

2025-2027	PI. <i>Evaluating the Mindful Moment Program: A Universal, School-Based Mindfulness Intervention to Enhance Prosociality and Well-being among Students and Educators</i> . Towards Kindness via CASEL (Collaborative for Academic, Social, and Emotional Learning)	\$24,999
2025-2027	Co-PI. <i>Caring for Community: Examining Relationships between Adolescents' Transformative Social Emotional Competencies and Prosocial Behaviors</i> . Towards Kindness (PI: Johari Harris)	\$24,744
2023-2025	Co-I. CalHOPE Student Support . Federal Emergency Management Agency (FEMA) and Substance Abuse and Mental Health Services Administration (SAMSHA) award to California Mental Health Services Authority (PI: Valerie Shapiro)	\$12M (\$31,222)

2022-2025	Co-I. <i>Evaluation of Schools as Centers of Wellness</i> . California Mental Health Services Oversight and Accountability Commission award to Sacramento County Office of Education (PI: Valerie Shapiro)	\$425,545 (\$21,500)
2022-Present	Co-I. <i>The influence of COVID-19 on racial inequities in academic outcomes and enrollment in California</i> . AIR (PI: Tiffany Jones)	\$21,995 (\$3,000)
2020-Present	Consultant. <i>BRIDGE (Bridging Mental Health and Education in Urban Schools) training and consultation</i> . Philadelphia Department of Behavioral Health and Intellectual disAbility Services - Community Behavioral Health, Penn Center for Mental Health, and New York University (PI: Courtney Wolk)	\$22,000
2023	PI. <i>Cultivating Positive Learning Environments in Baltimore Public Schools: A Framework for Classroom Emotional Ecology</i> . UMBC's Summer Research Faculty Fellowship (SURFF)	\$6,000
2021	Co-PI. <i>Greater Good Science Center ToolKit for Educators Project</i> . John Templeton Foundation (PI: Valerie Shapiro)	\$45,000
2021	NYU Mitchell Leaska Dissertation Research Grant	\$5,000
2021	PI. <i>Restoring New York City's Afterschool Workforce: Leveraging Applied Research for Public Policy Action</i> . Society for the Psychological Study of Social Issues (SPSSI) Local- and State-Level Policy Work Grant	\$2,000
2020	American Psychological Association (APA) Dissertation Research Award	\$1,000
2020	NYU Steinhardt's Office of Doctoral Studies Research and Travel Grant	\$1,500
2019	Monroe Stein Memorial Fellowship for bettering the lives of children	\$20,000
2017-2019	Institute of Education Sciences Predoctoral Interdisciplinary Research Training (IES-PIRT) Fellowship (included full tuition coverage)	\$64,000
2014-2017	NYU-PIRT Award, modeled after IES-PIRT Fellowship (included full tuition coverage)	\$96,000

SUBMITTED RESEARCH GRANTS – SUBMITTED or UNFUNDED

Submitted	Co-PI. <i>S-STEM: Building a Career-Focused Mentoring Ecosystem to Enhance Retention, Graduation, and STEM Workforce Entry for Psychology Undergraduate Students</i> . National Science Foundation (PI: Shuyan Sun)	\$ 1.9M
2025 Unfunded	Co-PI. <i>Evaluating Malleable Factors that Promote the Mental Health and the Acquisition of Language in Bilingual Children</i> . UMBC Public Health Collaboration Grant (PI: Mirela Cengher)	\$10,000
2024 Unfunded	Consultant. <i>Bridging the Gap: The Role of Prerequisite Skills and Exposure on the Acquisition of a Bilingual Repertoire in Children with Autism Spectrum Disorder</i> . National Science Foundation (PI: Mirela Cengher)	\$679,738

HONORS and AWARDS

2025	Selected as attendee for <i>Mind & Life Summer Research Institute</i> , Garrison, NY.
2024	Society for Prevention Research's Public Service Award to the <i>CalHOPE</i> Student Support Partnership
2023	CASEL (Collaborative for Academic, Social, and Emotional Learning) Weissberg Scholar
2022	Emory Cowen Dissertation Award for the Promotion of Wellness, presented by SCRA (\$1000)
2021	Outstanding IES Predoctoral Fellowship award nominee from NYU

- 2021 Chein-Lehmann Dissertation Proposal Award from NYU's PSI program (\$1000)
2020 Distinguished Teaching Award from NYU's Department of Applied Psychology
2020 Society for Research on Adolescence Emerging Scholar Student Travel Award (\$200)
2019 Society for Prevention Research Travel Award from the Diversity Network Committee (\$500)
2018 Linda & Arthur Carter Family Scholarship for excellence in conducting empirical research in NYU's Department of Applied Psychology (\$1,000)
2017 Felix M. Warburg Memorial Award for academic excellence and commitment to NYU's Department of Applied Psychology (\$2,500)
2017 Invited to *How do we educate to live in society? The importance of school for the development of social-emotional skills*. International seminar by Inter-American Development Bank (IDB), Educational Testing Service (ETS), & Chilean Agency for Quality Education in Santiago, Chile.
2016 Best doctoral poster awarded at the Research and Scholarship Showcase by the Steinhardt Graduate Student Organization and The Office of Research & Doctoral Studies (\$250)

PUBLICATIONS

(* student mentee; + practice-policy partner)

Peer-Reviewed Journal Articles

- Michel, E.,* Cirolia, A. J.,* **Hwang, S. H. J.**, CalHOPE Research Committee,⁺ & Shapiro, V. B. (in press). Sustaining social and emotional learning implementation support: Qualitative insights from county-level plans in a statewide initiative. *Social and Emotional Learning: Research, Practice, and Policy*.
- Jones, T. M., Williford, A., Metzger, A., **Hwang, S. H. J.**, CalHOPE Research Committee,⁺ & Shapiro, V. B. (accepted). County-Level efforts to facilitate systemic and transformative social and emotional learning in California. *Social and Emotional Learning: Research, Practice, and Policy*.
- Jones, T. M., **Hwang, S. H. J.**, Metzger, A., Bailey, J., Deng, J., Cirolia, A. J.,* Stone, S., & Shapiro, V. B. (accepted). Why has chronic absenteeism increased and enrollment decreased? Associations with structural inequality and pandemic factors in California. *Contemporary School Psychology*.
- Romano, L., Black, K., **Hwang, S.**, Le, B., Miciak, J., Carlson, C., Francis, D. & Kieffer, M. J. (accepted). Exploring variations in educator perceptions of coursetaking ecologies for students classified as English Learners. *International Multilingual Research Journal*.
- Cirolia, A. J.,* **Hwang, S. H. J.**, Michel, E.,* CalHOPE Research Committee,⁺ & Shapiro, V. B. (in press). Partnership as a "lever for transformation": County-level leadership to advance systemic social and emotional learning. *Children & Schools*.
- Hwang, S. H. J.**, Cirolia, A. J.,* Michel, E.,* CalHOPE Research Committee,⁺ & Shapiro, V. B. (2025). Integrated and responsive implementation support strategies: A qualitative analysis of implementation plans to advance systemic social and emotional learning. *Implementation Science Communications*. 6(139), 1-13. <https://doi.org/10.1186/s43058-025-00830-w>
- Ha, C., **Hwang, S. H. J.**, Baelen, R., Caetano Santos, A. C., Murano D., Harris, J., Goren, P., & Schonert-Reichl, K. A. (2025). Suggestions for inclusive learning: Integrating diversity in educational research and promoting equitable social and emotional learning support for all. *Learning and Individual Differences*. 124, 1-8. <https://doi.org/10.1016/j.lindif.2025.102787>

- Núñez, A.,* Duane, A., Greenstein, J.,* **Hwang, S. H. J.**, M, Reider, L.,* Medina, S.,* Eldridge, C.⁺ Schotland, M., Rodriguez, M.,⁺ Williams, C.,⁺ & Shapiro, V. B. (2025). An innovative and sustainable approach to delivering school-based mental health and wellness services. *Journal of Prevention & Intervention in the Community*. 1-18.
<https://doi.org/10.1080/10852352.2025.2537480>
- Hwang, S. H. J.**, Kieffer, M. J., & Cappella, E. (2024). The role of supportive relationships in academic performance and personal wellbeing: Results from a U.S. national sample of early adolescents. *Journal of Applied Developmental Psychology*. 95, 1-13. <https://doi.org/10.1016/j.appdev.2024.101721>
- Hwang, S. H. J.**, Cappella, E., Kieffer, M. J., & Seidman, E. (2024). Capturing the prevalence, patterns, and predictors of supportive relationships in early adolescence. *Journal of Early Adolescence*, 45(8) 956-993. <https://doi.org/10.1177/02724316241296179>
- Albright, J., Worley, J., Rushworth, S., Cappella, E., **Hwang, S. H. J.**, Testa, S., Duresso, B., Dallard, N.,⁺ Banks, J.,⁺ Du, C.,⁺ Lawson, G., & Wolk C. B. (2024). A community-partnered process for adapting a mental health teacher consultation model for a large-scale rollout in urban schools. *School Mental Health*. <https://doi.org/10.1007/s12310-024-09645-x>
- Shapiro, V.B., Duane, A.M., Lee, M.X.,⁺ Jones, T. M., Metzger, A. N., Khan, S.,⁺ Harvey, C. C.,⁺ **Hwang, S. H. J.**, Malicote, B.,⁺ Núñez, A., Lee, J. McLaughlin, M., Caballero, J. A., Moore, J. E.,⁺ Williams, C.,⁺ Eva, A. L. Marriott, R., Ferreira, C.,⁺ McVeagh-Lally, P.,⁺ Kooler, J. M.⁺ & CalHOPE Research Committee (2024). “We will build together”: Sowing the seeds of SEL statewide. *Social and Emotional Learning: Research, Practice, and Policy*.
<https://doi.org/10.1016/j.sel.2023.100014>
- Hwang, S. H. J.**, Cappella, E., Kieffer, M. J., & Yates, M.⁺ (2021). “Let’s hang out!”: Understanding social ties among linguistically diverse youth in urban afterschool programs. *Social Development*, 31(1), 1-17.
<https://doi.org/10.1111/sode.12531>
- Hwang, S. H. J.**, Watford, J. A.,* Cappella, E., Mui, S.⁺, Nix, J.⁺, & Yates, M.⁺ (2020). Fostering positive youth and staff development: Understanding the roles and experiences of the afterschool workforce. *Journal of Community Psychology*, 48(8), 2457-2473. <https://doi.org/10.1002/jcop.22425>
- Hwang, S. H. J.**, & Cappella, E. (2018). Rethinking early elementary grade retention: Examining long-term academic and psychosocial outcomes. *Journal of Research on Educational Effectiveness*, 11(4), 559-587. <https://doi.org/10.1080/19345747.2018.1496500>
- Cappella, E., **Hwang, S. H. J.**, Kieffer, M. J., & Yates, M.⁺ (2018). Classroom practices and academic outcomes in urban afterschool programs: Alleviating social-behavioral risk. *Journal of Emotional and Behavioral Disorders*, 26(1), 42-51. <https://doi.org/10.1177/1063426617739254>
- Hwang, S. H. J.**, Mollen, C. J., Kellom, K. S., Dougherty, S. L., & Noonan, K. G. (2017). Information sharing between the child welfare and behavioral health systems: Perspectives from four stakeholder groups. *Social Work in Mental Health*, 15(5), 500-523.
<https://doi.org/10.1080/15332985.2016.1252825>
- Cappella, E. & **Hwang, S. H. J.** (2015). Peer contexts in schools: Avenues toward behavioral health in early adolescence. *Behavioral Medicine*, 41(3), 80-89.
<https://doi.org/10.1080/08964289.2015.1034646>

Hwang, S. H. J., Childers, M. E., Wang, P. W., Nam, J. Y., Keller, K. L., Hill, S. J. & Ketter, T. A. (2010). Higher prevalence of bipolar I disorder among Asian and Latino compared to Caucasian patients receiving treatment. *Asia-Pacific Psychiatry*, 2(3), 156–165. <https://doi.org/10.1111/j.1758-5872.2010.00080.x>

Non-Peer-Reviewed Book Chapters and Reports

Cappella, E., Mondri, C. F., **Hwang, S. H. J.**, & Park, C. (2024). Social and Emotional Learning of Elementary Aged Students. In J. A. Durlak, C. E. Domitrovich, & J. L. Mahoney (Eds.), *Handbook of Social and Emotional Learning* (2nd ed., pp. 157-170). Guilford Press.

Hwang, S. H. J., Shapiro, V. B., Eldeeb, N., Lee, J., Robitaille, J.L., & Naglieri, J. A. (2023). Assessing social and emotional competencies in educational settings: Supporting resilience in young people. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of Resilience in Children* (3rd ed.). New York: Springer. https://doi.org/10.1007/978-3-031-14728-9_12

Cappella, E., Frazier S. L., Smith E. P., & **Hwang, S. H. J.** (2020). Targeting social processes to support children with EBDs: An ecological, public health approach in out-of-school programs. In T. W. Farmer, M. Conroy, E.M.Z. Farmer, & K. Sutherland (Eds.), *Handbook of Research on Emotional & Behavioral Disorders: Interdisciplinary Developmental Perspectives on Children and Youth* (pp. 167-182). New York: Routledge.

Hwang, S. H. J., Griffis, H., Song, L., & Rubin, D. (2014). Supporting the needs of students involved with the child welfare or juvenile justice system in the School District of Philadelphia. <https://policylab.chop.edu/report/supporting-students-involved-with-child-welfare>

MANUSCRIPTS UNDER REVIEW or IN PREPARATION

(* student mentee; + practice-policy partner)

Hwang, S. H. J., Greenstein, J. E., * Nuñez, A., * Duane, A. M., Khouri, Z., * Schotland, M., & Shapiro, V. B. (revise and resubmit). A multi-perspective qualitative study on the challenges and facilitators of collaboration in a new school-based mental health and wellness initiative.

Hwang, S. H. J., Cappella, E., & Seidman, E (in preparation). A framework for classroom emotional ecology: Integrating social and emotional and social network perspectives for early adolescents.

Cappella, E., McCormick, M., **Hwang, S. H. J.**, O'Connor, E. E., & McClowry, S. G. (in preparation). The role of elementary and middle school climate in longitudinal effects of early intervention.

REFEREED CONFERENCE PRESENTATIONS and POSTERS

(* student mentee; + practice-policy partner)

Murano D., Baelen, R., **Hwang, S. H. J.**, Ha, C., & Caetano Santos, A., (2025, November). *The Future of Learning: Promoting Equitable SEL Support for All*. Poster presented at the SEL Exchange, Minneapolis, MN.

Hwang, S. H. J., Renick, J., Morgan, K., Garcia Peraza, P., Dancis, J., Chaudry, N., Agner, J., & Anderson, A. (2025, June). *Building Peer-Led Community among Early Career Scholars in Academia*. Presentation at the Biennial Conference of the Society for Community Research and Action, East Lansing, MI.

Hwang, S. H. J., Smith, A. S. R.,⁺ Smith, A. A.,⁺ Hayman Jr, L. W.,⁺ & Glazer, I.⁺ (2025, June). *Mindfulness as a Topic of Study and an Approach to Research: Launching a New Research-Practice Partnership*. Poster presented at the annual meeting of Mind & Life Summer Research Institute, Garrison, NY.

Hwang, S. H. J., Cirolia, A. J.,* Michel, E.,* CalHOPE Research Committee,⁺ & Shapiro, V. (2024, May). *Responsive, Feasible, and Evidence-Based Implementation Support Strategies to Build Systemic Social and Emotional Learning in Educational Systems*. Paper presented at the annual meeting of Society for Prevention Research, Washington D.C.

Jones, T. J., Metzger, A., **Hwang, S. H. J.**, Bailey, J. A., Kim, B. K. E., Morris, K., Deng, J., & Shapiro, V. (2024, April – canceled due to illness). *Interrogating Educational Debt: The Association between Covid Campus Closures and Academic Performance among California Schools*. Paper at the annual meeting of American Educational Research Association, Philadelphia, PA.

Hwang, S. H. J., Cirolia, A. J.,* Michel, E.,* CalHOPE Research Committee,⁺ & Shapiro, V. (2024, April). *Supporting Educators: Top-Down and Bottom-Up Training Strategies to Enhance Social and Emotional Learning during COVID-19*. Paper at the annual meeting of American Educational Research Association, Philadelphia, PA.

Núñez, A.,* Duane, A., Greenstein, J.,* **Hwang, S. H. J.**, Schotland, M., Rodriguez, M.,⁺ Eldridge, C.,⁺ Williams, C.,⁺ & Shapiro, V. (2024, April). *Innovating School-Based Mental Health Services: Breaking Boundaries and Building Schools as Centers of Wellness*. Paper at the annual meeting of American Educational Research Association, Philadelphia, PA.

Hwang, S. H. J., Greenstein, J.,* Núñez, A.,* Duane, A., Schotland, M., Rodriguez, M.,⁺ Eldridge, C.,⁺ Williams, C.,⁺ & Shapiro, V. (2024, April). *On-the-Ground Perspectives of the Barriers and Facilitators to Implementing a Multi-tiered Mental Health Supports Model*. Paper at the annual meeting of American Educational Research Association, Philadelphia, PA.

Duane, A., **Hwang, S. H. J.**, Greenstein, J.,* Núñez, A.,* Schotland, M., Rodriguez, M.,⁺ Eldridge, C.,⁺ Williams, C.,⁺ & Shapiro, V. (2024, April). *Beneath the Surface: Co-interpretation Processes in a Research-Practice Partnership*. Paper at the annual meeting of American Educational Research Association, Philadelphia, PA.

Jones, T. M., Metzger, A., Bailey, J., **Hwang, S. H. J.**, Duane, A. Morris, K. S., Deng, J., & Shapiro, V. B. (2024, January). *Associations Between COVID-19 Burden, Unemployment, In-Person Learning and Chronic Absenteeism*. Poster at the Society for Social Work and Research, Washington, DC.

Dancis, J., **Hwang, S. H. J.**, Anderson, A., Reischer, H., Renick, J., Morgan, K., Chaudry, N., Eccleston S., & Christensen K. M. (2023, June). *From Competition to Communalism: Prefiguring a Culture Shift in Academia*. Presentation at the Biennial Conference of the Society for Community Research and Action, Atlanta, GA.

Wolk, C. B., Testa, S., Weiss, M., Albright, J., Rushworth, S., Duresso, B., Cappella, E., **Hwang, S. H. J.**, Lawson, G., Dallard, N.,⁺ Banks, J., Du, C.,⁺ & Worley, J. (2023, June). *Adapting and*

implementing a Mental Health Teacher Consultation Model in a Large Urban U.S. School District. Paper presented at the 10th World Congress of Cognitive and Behavioral Therapies, Seoul, South Korea.

Cirolia, A. J.,* **Hwang, S. H. J.**, Michel E.,* & Shapiro V. B. (2023, June). *Put Your Mask on First": Addressing the Social Emotional Needs of Educators.* Paper presented at the annual meeting of Society for Prevention Research, Washington D.C.

Michel E. M.,* Cirolia, A. J.,***Hwang, S. H. J.**, & Shapiro V. B. (2023, June). *Examining Sustainability within a Statewide Initiative to Implement Social-Emotional Learning: Supports and Strategies within Policy Artifacts.* Poster presented at the annual meeting of Society for Prevention Research, Washington D.C.

Cirolia, A. J.,* **Hwang, S. H. J.**, Michel, E.,* Duane, A., Lee, M. X.,⁺ Williams, C.,⁺ Malicote, B.,⁺ & Shapiro, V. B. (2023, April). *Exploring the Leadership Structures of Social and Emotional Learning Implementation Support Teams: An Artifact Analysis.* Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.

Romano, L., Black, K., **Hwang, S.**, Miciak, J., Carlson, C., Le, B., Kieffer, M., & Francis, D. (2023, April). *Exploring Educator Perceptions of the Barriers and Facilitators to Secondary Course Taking for English Learners.* Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.

Shapiro, V. B., Malicote, B.,⁺ Lee, M.X.,⁺ Duane, A., Williams, C.,⁺ **Hwang, S. H. J.**, Jones, T., & Cook-Harvey, C.⁺ (2023, April). *We will build together": County-Level Implementation Support for Transformative SEL during COVID-19.* Paper presented at the meeting of American Educational Research Association, Chicago, IL.

Worley, J.A., Weiss, M., Testa, S., Albright, J., Rushworth, S., Lawson, G., Cappella, E., **Hwang, S.**, Du, C.,⁺ Dallard, N.,⁺ & Wolk, C.B (2023, March). *Bridging Education and Mental Health: Adaptation and Implementation of the BRIDGE Model in the Philadelphia School System.* Poster presented at the Pennsylvania Department of Education Conference, Hershey, PA.

Weiss, M., Testa, S., Worley, J., Armstrong, J.P., Jr., Washington, A., Lawson, G., Cappella, E., **Hwang, S. H. J.**, Comeau, C., Venti, A., & Wolk, C.B. (2022, November). *Adaptation and Implementation of the BRIDGE model in the Philadelphia School System.* Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Testa, S., Armstrong, J. P., Jr., Washington, A., Weiss, M., Worley, J., Lawson, G., Cappella, E., **Hwang, S. H. J.**, Comeau, C., Venti, A., & Wolk, C. B. (2022, November). *Feasibility and Clinician Knowledge and Self-Efficacy in Using an Adapted Mental Health Teacher Consultation Model in a Large Urban School District.* Poster presented at the annual meeting of Association for Behavioral and Cognitive Therapies, New York, NY.

Hwang, S. H. J. (Chair). (2022, May). *Improving School-Based Implementation Contexts to Advance Social-Emotional Well-Being and Equity.* Symposium presented at the annual meeting of the Society for Prevention Research, Seattle, WA.

- Hwang, S. H. J.**, Cappella, E., Kieffer, M. J., & Seidman, E. (2022, May). *The Distribution, Predictors, and Outcomes of Supportive Relationships in Early Adolescence*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.
- Hwang, S. H. J.**, Lee, J., Shapiro V., B., Nuñez, A.* (2022, May). *Developing a Practical Tool to Measure County Leaders' Support for the Implementation of Transformative Social-Emotional Learning in Educational Systems*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.
- Cirolia, A. J.,* **Hwang, S. H. J.**, Shapiro V., B., Nuñez, A.* (2022, May). *Capturing the Statewide Social-Emotional Learning Implementation During Covid: A Qualitative Analysis of Policy Artifacts to Advance Equity*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.
- Black, K. E., Kieffer, M. J., **Hwang, S. H. J.**, & Romano, L. (2022, April). *Capturing STEM Access for English Learners in New York City: Inequities between and within Schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Hwang, S. H. J.**, McCormick, M., Cappella, E., O'Connor, E., & McClowry, S. (2021, September). *Sustaining Environments of Social-Emotional Learning: Variation in Effects of INSIGHTS by Subsequent School Climate*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang, S. H. J.** (Chair). (2020, March - canceled due to Covid-19). *The Importance of Social Support in Adolescence: Capturing the Predictors, Consequences, and Contexts*. Symposium accepted to the biennial meeting of the Society for Research on Adolescence.
- Hwang, S. H. J.**, Cappella, E., Kieffer, M. J., & Seidman, E. (2020, March - canceled due to Covid-19). *Predictors of Supportive Relationships in a National Sample of Early Adolescence: For whom and under what Conditions*. Paper accepted to the biennial meeting of the Society for Research on Adolescence.
- Hwang, S. H. J.**, Cappella, E., Kieffer, M. J., & Yates, M.⁺ (2020, March - canceled due to Covid-19). *"Let's Hang Out!": Cross-Linguistic Social Ties in Urban Afterschool Programs*. Paper accepted to the biennial meeting of the Society for Research on Adolescence.
- Hwang, S. H. J.** & Sichel, C. E. (Co-Chairs). (2019, May). *Investigating the Interpersonal in Adolescence: Understanding the Critical Role of Relationships for Prevention and Well-being*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Hwang, S. H. J.**, Cappella, E., Seidman, E., & Kieffer, M. J. (2019, May). *Prevalence, Nature, and Impact of Relational Support in Early Adolescence*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Hwang, S. H. J.** (Co-Chair), Sichel, C. E. (Co-Chair), Shapiro, V. B., Ozer, E. J., Corrigan, D.,⁺ & Villa, B. (2019, May). *Training the Next Generation of Prevention Scientists: Cultivating and Maintaining Research-Practice Partnerships*. Roundtable presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

- Hwang, S. H. J.** (Chair). (2019, March). *Empirical and Theoretical Perspectives to Enhance Social-Emotional Learning: Evidence from Three Randomized Control Trials*. Symposium presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang, S. H. J.**, Cappella, E., & Seidman, E. (2019, March). *Classroom Emotional Ecology: A Networked, Social-Emotional Learning Perspective*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang, S. H. J.**, Kieffer, M. J., & Cappella, E. (2018, April). *Measuring Discussion Quality in Linguistically Diverse Afterschool Settings*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Cappella, E., **Hwang, S. H. J.**, Kieffer, M. J., & Yates, M.⁺ (2017, April). *Intergroup Peer Connections in Urban Afterschool Programs: Predictive Influence of Student Characteristics and Teaching Practices*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Mijatovich, K.,* Cappella, E., Watford, J. A.,* & **Hwang, S. H. J.** (2017, April). *Afterschool Staff Role Breadth and Student Support: An Exploratory Mixed-Methods Study*. Poster presented at Research and Scholarship Showcase by the Steinhardt Graduate Student Organization and The Office of Research & Doctoral Studies, New York, NY.
- Hwang, S. H. J.** (Chair). (2017, March). *Research to Practice and Back Again: Examples of University, Community, and Policy Partnerships in Urban Communities*. Symposium presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang, S. H. J.**, Cappella, E., Yates, M.,⁺ & Kieffer, M. J., (2017, March). *University-Community Partnership and Embedded Efficacy Trials: Putting "Science to Work."* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Watford, J. A.,* Cappella, E., **Hwang, S. H. J.**, & Mijatovich, K.* (2017, March). *Roles, Goals, Stressors, and Supports for the Urban Afterschool Education Workforce: Qualitative Findings from an Experimental Trial*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang, S. H. J.**, Cappella, E., & Schwartz, K. (2016, Nov). *Using Propensity Score Matching to Measure the Effect of Grade Retention on Elementary and Middle Grade Academic Outcomes*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, DC.
- Hwang, S. H. J.**, Cappella, E., & Schwartz, K. (2016, April & May). *Evaluating the Effect of Grade Retention on Academic and Psychosocial Outcomes: Implications for Research, Policy, and Practice*. Poster presented at Stanford University's Education and Inequality in 21st Century America Conference, Stanford, CA, and presented at Research and Scholarship Showcase by the Steinhardt Graduate Student Organization and The Office of Research & Doctoral Studies, New York, NY.
- Hwang, S. H. J.**, & Lieberman, L.⁺ (2011, November). *Mapping Competencies to Assess Trainings for the Public Health Workforce*. Poster presented at the American Public Health Association 129th Annual Meeting, Washington, DC.
- Hwang, S. H. J.**, & Paesani, S.⁺ (2011, June). *Closing the Gap between Knowledge and Practice in Trauma-Informed Care: Analyzing Trainings for Children's Service Providers*. Paper presented at

University of Pennsylvania's Field Center for Children's Policy Practice and Research: One Child, Many Hands Conference, Philadelphia, PA.

Ketter, T. A., **Hwang, S. H. J.**, Childers, M., Wang, P.W., Nam, J.Y., Keller, K.L., & Hill, S. (2008, December). *Higher Prevalence of Bipolar I Disorder among Asian and Latino Compared to Caucasian Patients Receiving Treatment*. Poster presented at 47th Annual Meeting of the American College of Neuropsychopharmacology, Phoenix, AZ.

PUBLICATIONS for POLICY and PRACTICE

(⁺ practice-policy partner)

Original, Non-Peer-Reviewed Briefs, Blogs, and Letters

Hwang, S. H. J. (invited, under review). Dear Roger Weissberg, from the CASEL Weissberg Scholars. *Social and Emotional Learning: Research, Practice, and Policy*.

Good Shepherd Services⁺ & **New York University**. (Vol 6. 2022). [Three Evidence-Informed Strategies to Foster Diverse Connections for Youth in Afterschool](#) [Practice brief].

New York University & Good Shepherd Services.⁺ (Vol 5. 2022). [The Benefit of Linguistically Diverse Connections for Afterschool Youth](#) [Research brief].

Good Shepherd Services⁺ & **New York University**. (Vol 4. 2022). [Three Ways to Strengthen the Afterschool Workforce](#) [Practice brief].

New York University & Good Shepherd Services.⁺ (Vol 3. 2022). [The Importance of Afterschool Youth Workers: Supporting Positive Youth, Staff, and Community Development](#) [Research brief].

Hwang, S. H. J., Pagan, O., Nalani, A., Watford, J.A., Rosenbach, S. (2020). Q&A: NYU Students Inform Unity Task Force on Education [NYU blog post]. <https://steinhardt.nyu.edu/ihdsc/on-the-ground/qa-nyu-students-inform-unity-task-force-education>

Good Shepherd Services⁺ & **New York University**. (Vol 2. 2019). Lessons from the Field: Three Evidence-Informed Strategies to Improve Afterschool Quality [Practice brief]. <https://goodshepherds.org/wp-content/uploads/2019/02/ACROSS-Practice-Brief.pdf>

New York University & Good Shepherd Services.⁺ (Vol 1. 2018). Afterschool classroom quality matters: Driving academic outcomes in out-of-school contexts [Research brief]. <https://goodshepherds.org/wp-content/uploads/2018/04/ACROSS-Brief-Classroom-Quality-3-28-2018.pdf>

Yates, M.,⁺ Cappella, E., & **Hwang, S. H. J.** (2019). Partnering to improve afterschool [NYU blog post]. <https://steinhardt.nyu.edu/ihdsc/on-the-ground/partnering-improve-afterschool>

Hwang, S. H. J. (2018). Social-emotional learning across the American continents [NYU blog post]. <https://steinhardt.nyu.edu/site/ihdscblog/2018/03/13/social-emotional-learning-across-the-american-continents/>

Media Coverage and Publications in Other Outlets

- Yates, M.,⁺ Eagan, N.,⁺ Cappella, E., **Hwang, S. H. J.** & Kieffer, M. (2020). Using the chaordic stepping stones to advance inclusion and creativity in a partnership. *American Evaluation Association*.
<https://aea365.org/blog/using-the-chaordic-stepping-stones-to-advance-inclusion-and-creativity-in-a-partnership-by-miranda-yates-nancy-eagan-elise-cappella-sophia-hwang-and-michael-kieffer/>
- Education Week*. (2019) "Grade Retention." <https://www.edweek.org/teaching-learning/grade-retention/2019/01>
- Cappella, E., & **Hwang, S. H. J.** (2017). The role of after-school environments in students' academic performance. *Education Week*. <https://www.edweek.org/leadership/opinion-the-role-of-after-school-environments-in-students-academic-performance/2017/12>

TEACHING and INVITED PRESENTATIONS

Instructor of Record

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

2025, 2024, 2023	Introduction to Community Psychology (Undergraduate)
2024, 2022	Prevention Science (Doctoral)
2025, 2023	Program Evaluation (Doctoral)

NEW YORK UNIVERSITY

2019, 2018	Human Growth and Development (Masters)
2018, 2017	Inquiries into Teaching & Learning (Undergraduate, Masters)

Invited Presentations and Lectures

2025	Guest lecturer , Research Methods (UMBC Psychology doctoral seminar). Invited by Molly Franz, PhD and Kerrie Godwin, PhD. Baltimore, MD
2024	Invited speaker , University of Michigan's Combined Program in Education and Psychology (CPEP) Colloquium. Invited by Deborah Rivas-Drake, PhD. Ann Arbor, MI
2024	Invited panelist , University System of Maryland Postdoctoral Research Symposium. Invited by Robin Cresiski, PhD. College Park, MD
2024	Invited panelist , UMBC New Faculty Mentorship Program. Invited by Orianne Smith, PhD. Baltimore, MD
2021	Guest lecturer , Developmental and Prevention Sciences (NYU Applied Psychology doctoral seminar). Invited by Hirokazu Yoshikawa, PhD. New York, NY
2021	Guest lecturer , Research Methods II for Social Work (CUNY Hunter masters seminar). Invited by Ali Holstein, MSW. New York, NY
2017	Invited presenter (with Miranda Yates ⁺ , PhD from Good Shepherd Services), Building NYC-NYU Connections: Research Partnerships for Knowledge and Action Conference. New York, NY

2017 **Guest lecturer**, Research and Policy for Children in the United States and United Kingdom (NYU Teaching & Learning undergraduate honors seminar). Invited by Erin O'Connor, EdD. New York, NY

CONSULTING in HIGHER EDUCATION

2020-2024 **Consultant**, New York University and University of Houston.
[Center for the Success of English Learners](#) (CSEL) funded by Institute of Education Sciences

2014-2024 **Consultant**, Good Shepherd Services and New York University.
[Advancing Collaborative Research in Out-of-School Settings](#) (ACROSS)

2017-2018 **Consultant**, DeWitt Clinton High School and Good Shepherd Services.
 Community school in the Bronx, NY

EXPERIENCE OUTSIDE of HIGHER EDUCATION

2020 **Consultant**, Biden-Sanders Unity Task Force on Education with Hirokazu Yoshikawa, PhD

2011-2014 **Research Associate**, PolicyLab at The Children's Hospital of Philadelphia with David Rubin, MD and Kathleen Noonan, JD, Philadelphia PA

2010-2012 **Selector**, Philadelphia Teaching Fellows-TNTP, Philadelphia PA

2010-2011 **Stoneleigh Foundation Emerging Leader Fellow**, Health Federation of Philadelphia, Philadelphia PA

2008 – 2010 **9th and 10th Grade Science Teacher, Department Chair**, Charles Y. Audenried High School (physical science, biology, special education), Philadelphia PA

PROFESSIONAL SERVICE

2025-present Guest Editor for *Social and Emotional Learning: Research, Practice, and Policy* special issue on integrating SEL and academics. Invited by Sara Rimm-Kaufman, PhD.

2024-present Editorial Board Member of the journal, *Social and Emotional Learning: Research, Practice, and Policy*

2022-present Member of the Cross-Institutional Community Psychology Scholarship Collective

2016-present Ad hoc reviewer for:

American Journal of Community Psychology

Children and Youth Services Review

Educational Researcher

Journal of Early Adolescence

Journal of Research on Educational Effectiveness

Psychology in the Schools

Social Development

School Mental Health

2024 Society for Research on Educational Effectiveness (SREE) conference abstract reviewer for "Social and Emotional Learning in Educational Settings" section

2017 Junior reviewer for Society for Research in Child Development (SRCD) conference

UNIVERSITY SERVICE, DEPARTMENTAL SERVICE, and MENTORSHIP

University Service and Involvement

2022-2026	Member of UMBC's Asian and Asian American Faculty and Staff Council (AAAFSC)
2023-2026	Member of UMBC's Center for Social Science Scholarship (CS3) Faculty Writing Group
2023-2024	Participant in UMBC's New Faculty Mentorship Program
2015-2016	Mentor for the NYU Steinhardt's Community College Transfer Opportunity Program

Departmental Service

2024-2026	Member, UMBC Department of Psychology Diversity Climate Survey Committee
2023-2026	UMBC undergraduate advising for ~25 students each semester
2022-2026	Member, UMBC Community Psychology Graduate Faculty
2022-2026	Member, UMBC Human Services Psychology (HSP) Graduate Faculty
2024	Search committee member, UMBC Psychology Department business specialist
2023	Interviewer, UMBC Psychology Department business specialist
2016-2018	NYU Department of Applied Psychology student representative and liaison to faculty
2015-2016	NYU Department of Applied Psychology Colloquium Committee
2014-2015	NYU Psychology & Social Intervention Program Admissions Committee

UMBC Doctoral Student Mentorship

(HSP = Human Services Psychology; ADP = Applied Developmental Psychology)

Jordan Taliaferro	Fall 2025 - Ongoing - HSP Clinical-Community Psychology mentor (primary)
Christy Wnuk-Fink	Fall 2023 - HSP Community Psychology mentor
Allie Lloyd	Ongoing - HSP dissertation committee member
	Spring 2025 - HSP dissertation proposal committee member
Clarice Hampton	Ongoing - HSP comprehensive portfolio committee member
Meghan Mette	Ongoing - HSP dissertation methods consultation
Christina Ducat	Spring 2025 - HSP dissertation proposal committee member
Daliah Altal	Fall 2024 - HSP dissertation proposal committee member
	Spring 2024 - HSP comprehensive portfolio committee member
Jordyn Beschel	Fall 2025 - HSP master's thesis committee member
	Fall 2024 - HSP master's thesis proposal committee member
Raven Ross	Fall 2025 - HSP comprehensive portfolio committee member
	Fall 2023 - HSP master's thesis equivalency committee member
Jenny Zhao	Fall 2024 - HSP comprehensive portfolio committee member
Hatice Gursoy	Spring 2024 - ADP comprehensive portfolio committee member

UMBC Undergraduate Student Mentorship

Levi Reese	Fall 2024 – Fall 2025 (PSYC 397, research advisor), graduated Fall 2025
Amariana Crawley	Fall 2024 - Spring 2025 (PSYC 397, research advisor), exp graduation Spring 2027
Stephenie Joseph	Fall 2024 - Spring 2025 (PSYC 397, research advisor), graduated Spring 2025
Miladi Rodas Cruz	Summer 2023 -Fall 2024 (PSYC 397, research advisor), graduated Fall 2024
James Harris III	Summer 2023 - Spring 2024 (PSYC 397, research advisor), graduated Spring 2024
Jada Gross	Spring 2023 - Spring 2024 (PSYC 397, research advisor), graduated Spring 2024
Matthew Strahlman	Spring 2023 (PSYC 397, research advisor), graduated Spring 2024

TRAINING and CERTIFICATION

- Completion of NCFDD's Faculty Success Program (FSP), Cohort 41
- Certified *Classroom Assessment Scoring System (CLASS)* Observer by Teachstone

- Completion of Dr. Alison Hamilton's training on *Implementation Research: Using Qualitative Research Methods to Improve Policy and Practice* by Research Talk

PROFESSIONAL MEMBERSHIPS

- Society for Community Research and Action (SCRA)
- Society for Prevention Research (SPR)
- American Educational Research Association (AERA)
- Diversity Scholars Network (DSN), facilitated by the University of Michigan (invited member)