

CURRICULUM VITAE

Min-Hsiung Huang
Research Fellow (Professor) and Deputy Director
Institute of European and American Studies,
Academia Sinica, Taipei, Taiwan
July, 2026

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Work

Research Fellow (Professor), Institute of European and American Studies, Academia Sinica, Taipei, Taiwan - since July 2013.

Associate Research Fellow (Associate Professor), Institute of European and American Studies, Academia Sinica, Taipei, Taiwan - since May 2004.

Assistant Research Fellow (Assistant Professor), Institute of European and American Studies, Academia Sinica, Taipei, Taiwan - since April 1997.

Education

Ph. D., Sociology, University of Wisconsin - Madison, August 22, 1996.

Special Field Areas: Cognitive Ability and Social Stratification, Racial Inequality,
Educational Stratification, Sociology of Education, Quantitative Methodology
Applied to Social Stratification.

Ph.D. Minor: Educational Policy Studies.

Ph.D. Preliminary Examinations: Social Stratification, Sociology of Education.

Dissertation: *Historical Changes in the Effects of Verbal Ability on Socioeconomic
Success in the United States*

Committee: Robert M. Hauser (Chair), Charles Halaby, Warren Hagstrom, Robert Mare,
Avshalom Caspi (Psychology).

M.S., Sociology, University of Wisconsin - Madison, 1992.

Master Thesis: *Inter-Cohort Changes in Vocabulary Test Score Differences Between
Blacks and Whites*

Committee: Robert M. Hauser (Chair), Robert Mare, Michael Olneck

B.A., Social Work, Fu-Jen University, Taiwan, 1986.

Google Scholar

https://scholar.google.com/citations?user=v7Wdx_MAAAAJ&hl=en

Ongoing Research Presented or to Be Presented at RC28 Conferences

- Huang, Min-Hsiung. “Family Background, Compensatory Advantage, and Educational Attainment,” presented at the 2025 RC28 Summer Conference at UCLA.
- Wang, Junwen, Min-Hsiung Huang, & Tony Tam. “Measuring Educational Achievement Gaps Based on Family Socioeconomic Status: A New Metric,” paper under journal review and presented at the RC28 Online Thematic Meeting on Educational Inequalities in January 2026.
- Huang, Min-Hsiung. “Compensatory Advantage and Secondary Effects in Track Choice: A Cross-National Analysis of Educational Stratification,” accepted for presentation at the 2026 RC28 Summer Conference at New York University.

Publications

- Huang, Min-Hsiung. (2026). Expansion of higher education. In Hsin-Huang Michael Hsiao (Ed.), *Encyclopedia of Taiwan Studies*. Brill Academic Publishers, the Netherlands. https://doi.org/10.1163/2667-1301_ETSO_COM_019259
- Huang, Min-Hsiung. (2025). School admission reform, academic performance, and equality in educational opportunity. *Journal of Social Sciences and Philosophy*, 37(3): 535-564. <https://doi.org/10.53106/1018189X202401001>
- Huang, Min-Hsiung. (2025). A cross-national and multi-year study of participation in after-school tutorials among eighth-graders. *Taiwanese Sociology*, 49: 1-55. [in Chinese]. <https://www.ios.sinica.edu.tw/upload/completetext/20250725095654.pdf>
- Huang, Min-Hsiung. (2025, October 31). A cross-national and multi-year comparison of participation in after-school tutorials among eighth-graders in Taiwan. *Streetcorner Sociology*. [in Chinese]. <https://twstreetcorner.org/2025/10/31/min-hsiung-huang/>
- Huang, Min-Hsiung, & Shih-Keng Yen. (2023). Trends in mathematics performance among Taiwanese secondary school students in an international context. *Bulletin of Educational Research*, 69(4): 121-147. [in Chinese]. <https://ber.ed.ntnu.edu.tw/upload/2026/01/694-58-full-text.pdf>
- Huang, Min-Hsiung. (2021). Distribution of student cognitive and non-cognitive abilities and family socioeconomic status across schools: Differences between junior and senior high schools over time and across countries. *EurAmerica: A Journal of European and American Studies*, 51(2): 357-427. [in Chinese]. [https://doi.org/10.7015/JEAS.202106_51\(2\).0005](https://doi.org/10.7015/JEAS.202106_51(2).0005)

- Huang, Min-Hsiung. (2020). Compensatory advantage and the use of out-of-school-time tutorials: A cross-national study. *Research in Social Stratification and Mobility*, 66. <https://doi.org/10.1016/j.rssm.2020.100472>
- Huang, Min-Hsiung. (2017). Excellence without equity in student mathematics performance: The case of Taiwan from an international perspective. *Comparative Education Review*, 61(2): 391-412. <https://doi.org/10.1086/691091>
- Smith, Michael L., Shu-Ling Tsai, Petr Matějů, & Min-Hsiung Huang. (2016). Educational expansion and inequality in Taiwan and the Czech Republic. *Comparative Education Review*, 60(2): 339-374. <https://doi.org/10.1086/685695>
- Huang, Min-Hsiung. (2015). Rural-nonrural differences in student mathematics performance. *Bulletin of Educational Research*, 61(4): 33-61. [in Chinese]. <https://doi.org/10.3966/102887082015126104002>
- Huang, Min-Hsiung. (2013). After-school tutoring and the distribution of student performance. *Comparative Education Review*, 57(4): 689-710. <https://doi.org/10.1086/671346>
- Huang, Min-Hsiung. (2013). Occupational standing and occupational stratification by cognitive ability. In G. E. Birkelund (Ed.), *Unsolved issues and new developments in class and stratification analysis (Comparative Social Research, Vol. 30)*. Bingley, UK: Emerald Group Publishing Limited. [https://doi.org/10.1108/S0195-6310\(2013\)0000030008](https://doi.org/10.1108/S0195-6310(2013)0000030008)
- Huang, Min-Hsiung, & Taissa S. Hauser. (2010). Tracking persons from high school through adult life: Lessons from the Wisconsin Longitudinal Study. *EurAmerica: A Journal of European and American Studies*, 40(2): 311-358. <https://www.ea.sinica.edu.tw/file/Image/wlslesns.pdf>
- Huang, Min-Hsiung. (2010). What are the right policy responses to the presence and the expansion of shadow education? [Review of the book titled *Confronting the shadow education system: What government policies for what private tutoring*]. *Taiwanese Journal of Sociology*, 45: 249-260. [in Chinese]. <https://doi.org/10.6786/TJS.201012.0249>
- Huang, Min-Hsiung. (2009). Classroom homogeneity and the distribution of student math performance: A country-level fixed-effects analysis. *Social Science Research*, 38(4): 781-791. <https://doi.org/10.1016/j.ssresearch.2009.05.001>
- Huang, Min-Hsiung. (2009). Beyond horse race comparisons of national performance averages: Math performance variation within and between classrooms in 38 countries. *Educational Research and Evaluation*, 15(4): 327-342. <https://doi.org/10.1080/13803610903087003>
- Huang, Min-Hsiung. (2009). Race of the interviewer and the black-white test score gap. *Social Science Research*, 38(1): 29-38. <https://doi.org/10.1016/j.ssresearch.2008.07.004>

- Huang, Min-Hsiung. (2009). Do public exams raise student performance? A cross-national difference-in-differences analysis. *Journal of Social Sciences and Philosophy*, 21(1): 1-24. https://www.rchss.sinica.edu.tw/files_news/21-01-2009/cc2111.pdf
- Huang, Min-Hsiung. (2008). Classroom homogeneity, family background, and math performance: A cross-national difference-in-differences analysis. *Taiwanese Journal of Sociology*, 40: 1-44. [in Chinese]. <https://doi.org/10.6786/TJS.200806.0001>
- Huang, Min-Hsiung. (2007). Variability of math performance within and between classrooms: An international and inter-grade study. *Taiwanese Sociology*, 14: 155-189. [in Chinese]. <https://www.ios.sinica.edu.tw/upload/completetext/20241017091154.pdf>
- Huang, Min-Hsiung. (2004). Classroom homogeneity and mathematics achievement: Differences between Eastern and Western societies. *Hong Kong Journal of Sociology*, 5: 77-101. [in Chinese]. <https://www.ea.sinica.edu.tw/UploadFile/files/MH2004.pdf>
- Huang, Min-Hsiung. (2003). Has verbal ability declined in America? *EurAmerica: A Journal of European and American Studies*, 33(4): 757-800. https://www.ea.sinica.edu.tw/eu_file/12014246474.pdf
- Yang, Meng-Li, Tony Tam, & Min-Hsiung Huang. (2003). Psychometric report for the Taiwan Panel Education Survey 2001. Learning 2000 Project Technical Report 03-1. Taipei, Taiwan: Academia Sinica. [in Chinese]. <https://www.ea.sinica.edu.tw/file/Image/TestingReport2004-2-10.pdf>
- Huang, Min-Hsiung. (2001). Cognitive abilities and the growth of high-IQ occupations. *Social Science Research*, 30(4): 529-551. <https://doi.org/10.1006/ssre.2001.0710>
- Huang, Min-Hsiung, & Robert M. Hauser. (2001). Convergent trends in black-white verbal test score differentials in the U.S.: Period and cohort perspectives. *EurAmerica: A Journal of European and American Studies*, 31(2): 185-230. https://www.ea.sinica.edu.tw/eu_file/12014855174.pdf
- Hauser, Robert M., John R. Warren, Min-Hsiung Huang, & Wendy Y. Carter. (2000). Occupational status, education, and social mobility in the meritocracy. In Kenneth Arrow, Samuel Bowles, & Steven Durlauf (Eds.), *Meritocracy and economic inequality* (pp. 179-229). New Jersey: Princeton University Press. <https://www.jstor.org/stable/j.ctv3hh4rk.12>
- Huang, Min-Hsiung, & Robert M. Hauser. (1998). Trends in black-white test score differentials: The WORDSUM vocabulary test. In Ulric Neisser (Ed.), *The rising curve: Long-term gains in IQ and related measures* (pp. 303-332). Washington, DC: American Psychological Association Press. <https://doi.org/10.1037/10270-011>

- Hauser, Robert M., & Min-Hsiung Huang. (1997). Verbal ability and socioeconomic success: A trend analysis. *Social Science Research*, 26(3): 331-376.
<https://doi.org/10.1006/SSRE.1997.0604>
- Huang, Min-Hsiung. (1996, August). Historical changes in the effects of verbal ability on socioeconomic success in the United States. Pages 1-228. Dissertation, Department of Sociology, University of Wisconsin-Madison, U.S.A.

Research Articles Published in Academia Sinica Newsletter

- Huang, Min-Hsiung. (2013, November 7). Mathematics performance of Taiwanese primary and secondary school students before the implementation of the 12-year compulsory education: An international, cross-grade, and inter-cohort comparison. *Academia Sinica Newsletter*, No.1442, World of Knowledge, pp. 3-5. [in Chinese].
<https://newsletter.sinica.edu.tw/reviews/102/1442/1442.pdf>
- Huang, Min-Hsiung. (2010, January 21). International comparisons of student achievement in mathematics. *Academia Sinica Newsletter*, No.1256, World of Knowledge, pp. 5-6. [in Chinese]. <https://newsletter.sinica.edu.tw/reviews/99/1256/1256.pdf>

Selected Academic Service

- Deputy Director, Institute of European and American Studies, Academia Sinica, Taipei, Taiwan, since 2023
- Taiwan Harvard-Yenching Institute Alumni Coordinator, 2023-2025
- ICPSR Official Representative in Academic Sinica, 2023-2025
- Co-investigator, Taiwan Top Science Student Project, 2021
- Committee Member, the Publishing Committee of Academia Sinica, 2016-2019
- Deputy Director, Institute of European and American Studies, Academia Sinica, Taipei, Taiwan, 2013-2015
- Executive Editor of *EurAmerica: A Journal of European and American Studies*, 2007-2009 and 2011-2012
- Co-investigator, 1999-2001, Taiwan Education Panel Survey
- Coordinator of the Committee on the Testing of Student Academic Performance, 1999-2001, Taiwan Education Panel Survey
- Member of the Editorial Board of *Taiwanese Sociology*, 2003-2004

- Member of the Editorial Board of *EurAmerica: A Journal of European and American Studies*, 1999-2000, 2017-2019
- Member of the Editorial Board of *Bulletin of Educational Research*, 2017-2019

Honors or Awards

- National Science and Technology Council Research Incentive Awards, 2010-2015, 2023, and 2025
- Research Highlights of Academia Sinica, 2009, 2013, and 2025
- Visiting Scholarship, Harvard-Yenching Institute, 2012-2013
The Harvard-Yenching Visiting Scholar Program offers faculty members in the humanities and social sciences the opportunity to undertake 11 months of study and research at Harvard University. Scholars are provided with living expenses while at the Institute. The selection criteria include English proficiency, academic training, quality and originality of the research proposal, demonstrated depth of subject knowledge, and the feasibility of conducting the research.
- Huang, Min-Hsiung. 1996. Paper titled “Inter-Cohort Changes in Vocabulary Test Score Differences Between Blacks and Whites” awarded an *Honorable Mention in the Graduate Division, 1996 General Social Survey Student Paper Competition* from the National Opinion Research Center at the University of Chicago. Judging was done by General Social Survey Principal Investigators James A. Davis and Tom W. Smith, as well as General Social Survey Board of Overseers Paul DiMaggio, Glenn Firebaugh, and Mary Jackman.
- Fellow of the Marie Christine Kohler Fellowship, The Graduate School, University of Wisconsin - Madison, January 1995 - August 1996
The Graduate School of the University of Wisconsin - Madison provides this fellowship, which offers a free room at the old Wisconsin governor's mansion built in 1860. The fellowship is designed to foster intellectual exchange among dissertators from divergent backgrounds. The governor's mansion, now called the Knapp House, accommodates twelve dissertators from different disciplines.

US Media Coverage

- Coverage in *The Washington Post* of Min-Hsiung Huang's Research
The Washington Post covered a study conducted by Min-Hsiung Huang, associate research fellow of Institute of European and American Studies, Academia Sinica. ‘Department of Human Behavior’, a column exploring how ideas from the social sciences speak to news events, interviewed Huang and covered his research in its Feb. 2, 2009 article, “How a Self-Fulfilling Stereotype Can Drag Down Performance” on page A5. Huang’s study, published in *Social Science Research* in 2009, finds that black respondents perform more poorly when tested by a

white interviewer as opposed to a black interviewer. The reason for this finding, Huang suggests, is that the presence of a white interviewer can trigger a stereotype threat and subtly remind the black test-takers of the societal stereotype that blacks are intellectually inferior to whites. As conventional research typically overlooks the race of the interviewer, this study shows that the black-white test score gap is likely to be overestimated because the majority of interviewers are white. Article website:

<https://www.washingtonpost.com/wp-dyn/content/article/2009/02/01/AR2009020102171.html>

Selected Taiwan Media Coverage

- Public Television Service News Network. (2024, December 5). [*A decade of exam-free admission: Has academic competition pressure decreased or increased?*](#) [in Chinese].
- Mandarin Daily News. (2023, December 4). *Is it feasible not to attend cram schools? (2): Exam-oriented education still dominates; demand for cram schools remains high and diverse* [in Chinese].
- Mandarin Daily News. (2023, November 27). *Is it feasible not to attend cram schools? (1): High participation rates persist; students busy, confused, and lost* [in Chinese].
- CommonWealth Magazine. (2023, November 6). [*Learning poorly, living unhappily*](#) [in Chinese].
- CommonWealth Magazine. (2023, October 31a). [*Widening academic gaps behind Taiwan's strong international test performance: Overworked children afraid of failure*](#) [in Chinese].
- CommonWealth Magazine. (2023, October 31b). [*Academic decline feels like a horror movie! Surge in low-performing students raises concerns: "Failing before entering society"*](#) [in Chinese].
- CommonWealth Magazine. (2022, January 7). [*Study: 70% of Taiwanese students attend cram schools—The world's most cram-school-obsessed country isn't South Korea?*](#) [in Chinese].
- PanSci. (2021, December 15). [*Are high school admission pathways becoming more diverse? Data challenges the ideal: Academic ability remains the key divider*](#) [in Chinese].
- StoryStudio. (2021, December 1). [*Have Taiwan's high school entrance exams successfully broken the constraints of family background? Academia Sinica study shows the opposite*](#) [in Chinese].
- The Storm Media. (2021, December 1). [*After educational reforms from joint exams to comprehensive assessments, has Taiwan transformed? Academia Sinica reveals the truth: Academic ability still key*](#) [in Chinese].

- AS Researchers Tell (Academia Sinica). (2021, November 30). [*After joint entrance exams, basic competency tests, and comprehensive assessments: Who became your classmates? A study on fairness in high school admissions*](#) [in Chinese].
- PanSci. (2021, November 29). [*Cross-national study on after-school tutoring rates among secondary students: Russia tops the list—Taiwan ranks 7th globally*](#) [in Chinese].
- National Geographic (Chinese edition). (2021, November 22). [*Is cram schooling only popular in Asia? Which students attend more? A cross-national study reveals the answer*](#) [in Chinese].
- The Storm Media. (2021, November 15). [*Is Taiwan a cram school nation? Do only low-achieving students attend? Academia Sinica cross-national study reveals the truth*](#) [in Chinese].
- AS Researchers Tell (Academia Sinica). (2021, November 12). [*Is cram schooling only popular in Asia? Which students attend more? A cross-national study reveals the answer*](#) [in Chinese].
- PanSci. (2017, August 7). [*Education inequality in Taiwan goes beyond urban–rural gaps: Data analysis reveals social issues within classrooms*](#) [in Chinese].
- AS Researchers Tell (Academia Sinica). (2017, July 28). [*Using data analysis to reveal the roots of social inequality: Family and school education*](#) [in Chinese].
- China Times. (2014, April 24). [*Taiwanese students show the world’s largest gap in mathematics performance*](#) [in Chinese].
- United Daily News. (2014, April 24). [*Taiwanese students show the world’s greatest improvement in mathematics*](#) [in Chinese].
- Mandarin Daily News. (2014, April 24). [*Academia Sinica: Poor math performance may be linked to entrance exams*](#) [in Chinese].
- Economic Daily News. (2014, April 24). [*Ministry of Science and Technology study: Skill begets skill in math*](#) [in Chinese].
- Sina News. (2014, April 23). [*From Grade 4 to Grade 8: Sharp increase in within-class differences in math performance*](#) [in Chinese].
- United Daily News. (2014, April 23). [*Wide disparities in math ability prompt calls for remedial measures*](#) [in Chinese].
- United Daily News. (2010, March 16). [*Eighth-grade math ability gap among the largest in the world*](#) [in Chinese].

- China Times. (2009, February 16). [*Huang Min-Hsiung's research paper reported by The Washington Post*](#) [in Chinese].
- Academia Sinica E-News. (2009, February 12). [*Institute news: The Washington Post reports on the latest research of Associate Research Fellow Huang Min-Hsiung from the Institute of European and American Studies. \(No. 1207\)*](#) [in Chinese].
- Central Daily News. (2000, February 10). [*Taiwan Education Panel Survey \(TEPS\) to launch next year*](#) [in Chinese].