

STEPHANIE V. WORMINGTON

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EMPLOYMENT

Research Scientist, Center for Creative Leadership	2019-Present
Assistant Professor, University of Virginia	2016-2019
Postdoctoral Research Associate, Motivate Lab, University of Virginia	2016

EDUCATION

Ph.D., Educational Psychology and Educational Technology, Michigan State University Dissertation Title: Smooth Sailing or Choppy Waters? Profiles, Patterns, and Predictors of Mathematics Motivation	2016
M.A., Developmental Psychology, Duke University Thesis Title: Friendship and Academic Success: A Developmental Framework	2013
B.A., Psychology, Reed College Thesis Title: A Person-Centered Investigation of Academic Motivation, Performance, and Engagement in a High School Setting	2010

GRANT FUNDING

Co-PI (PI: Christopher Hulleman, UVA): <i>Learning Mindset Supports and Practices in Effective Postsecondary Advising</i> . Gates Foundation (\$1,500,000)	2018-2020
Co-PI (PI: Sidney D'Mello, UC Boulder): <i>Analytic and Computational Approaches to Uncover Teacher Practices that Foster Positive Identity and Equite and Engagement and Learning for Middle School Math Students</i> . Mindset Scholars Network (\$35,000)	2019-2020
PI: <i>Fostering Resilient Mindsets among Community College Students in Tennessee</i> . Tennessee Board of Regents (\$100,000)	2018-2019
PI: <i>Fostering Resilient Mindsets among Community College Students in Tennessee</i> . Tennessee Board of Regents (\$50,000)	2017-2018
Co-PI (PI: Yoi Tibbetts, UVA): <i>Fostering Resilient Mindsets in Georgia Higher Education</i> . University System of Georgia (\$100,000)	2018-2019
Co-PI (PI: Christopher Hulleman, UVA): <i>Fostering Resilient Mindsets Through Customized Interventions</i> . Joyce Foundation (\$540,000)	2016
Co-PI (PI: Christopher Hulleman, UVA): <i>Learning Mindset Development in Co-Requisite Courses Across Learning Contexts</i> . Mindset Scholar Network (\$75,000)	2016

FELLOWSHIPS AND SCHOLARSHIPS

Fellow, Mindset Scholars Network	2018-Present
Dissertation Completion Fellowship, Michigan State University	2016
Clifford E. Erickson Memorial Fund Scholarship, Michigan State University	2015
Dissertation Research Award, American Psychological Association	2014
College of Education Research Development Fellowship, Michigan State University	2014
Graduate Research Fellowship, National Science Foundation	2011-2014

ACADEMIC HONORS AND TRAVEL AWARDS

Division C Graduate Student Seminar, American Educational Research Association	2015
Division C Outstanding Poster Award, American Educational Research Association	2014
Motivation SIG Student Travel Award, American Educational Research Association	2013, 2014, 2016

Clair Hamilton Graduate Studies Conference Travel Award, Duke University 2012, 2013
Phi Beta Kappa, Reed College 2010
Commendation for Academic Excellence, Reed College 2008, 2009, 2010

JOURNAL ARTICLES

- Wormington, S. V.**, Francis, M. K., & Hulleman, C. S. (2019). The costs of online learning: Examining differences in motivation and academic outcomes in online and face-to-face community college developmental mathematics courses. *Frontiers in Psychology*.
- Gaspard, H., Wille, E., **Wormington, S. V.**, & Hulleman, C. S. (2019). How are upper secondary school students' expectancy-value profiles associated with achievement and university STEM major? A cross-domain comparison. *Contemporary Educational Psychology*.
- Perez, T., **Wormington, S. V.**, Lee, Y. K., & Linnenbrink-Garcia, L. (2018). Science expectancy, value, and cost profiles and their proximal and distal relations to undergraduate STEM persistence. *Science Education*.
- Linnenbrink-Garcia, L., Perez, T., Barger, M. M., **Wormington, S. V.**, et al. (2018). Repairing the leaky pipeline: A motivationally supportive intervention to enhance persistence in undergraduate science pathways. *Contemporary Educational Psychology*.
- Linnenbrink-Garcia, L., **Wormington, S. V.**, Snyder, K. E., Riggsbee, J., Perez, T. Ben-Eliyahu, A., & Hill, N. E. (2018). Multiple pathways to success: An examination of integrative motivational profiles among upper elementary and college students. *Journal of Educational Psychology*.
- Linnenbrink-Garcia, L., & **Wormington, S. V.** (in press). Key challenges and potential solutions for studying the complexity of motivation in school: A person-oriented integrative motivational perspective. *British Journal of Educational Psychology*.
- Robinson, K. A., Ranellucci, J., Lee, Y. K., **Wormington, S. V.**, Roseth, C. J., & Linnenbrink-Garcia, L. (in press). Affective profiles and academic success in a college science course. *Contemporary Educational Psychology*.
- Lee, Y. K., **Wormington, S. V.**, Linnenbrink-Garcia, L., & Roseth, C. (2017). Understanding the nature and consequences of goal profile stability. *Learning and Individual Differences*.
- Wormington, S. V.** & Linnenbrink-Garcia, L. (2016). A new look at multiple goal pursuit: The promise of a person-centered approach. *Educational Psychology Review*. doi: 10.1007/s10648-016-9358-2
- Corpus, J. H., **Wormington, S. V.**, & Haimovitz, K. (2016). Creating rich portraits: A mixed-methods approach to understanding profiles of intrinsic and extrinsic motivations. *The Elementary School Journal*, 116, 365-390.
- Barger, M. M., **Wormington, S. V.**, Huettel, L., & Linnenbrink-Garcia, L. (2016). Testing a combined perspective of personal epistemology positions and traits using cluster analysis. *Learning and Individual Differences*.
- Westgate, E. C., **Wormington, S. V.**, Oleson, K. C., & Lindgren, K. P. (2016). Productive procrastination: Academic procrastination style predicts academic and alcohol outcomes. *Journal of Applied Social Psychology*.

Godin, E., **Wormington, S. V.**, Perez, T., Barger, M. M., Snyder, K. E., Richman, L. S., Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2015). A pharmacology-based enrichment program for undergraduates promotes interest in pharmacology. *Cell Biology Education-Life Sciences Education*. doi: 10.1187/cbe.15-02-0043

Wormington, S. V., Anderson, K. G., Schneider, A., Tomlinson, K. L., & Brown, S. A. (2014). Peer victimization and negative consequences in early and late adolescence: Does school belonging matter? *Journal of School Violence*. Advance online publication. doi: 10.1080/15388220.2014.922472

Corpus, J. H., & **Wormington, S. V.** (2014). Profiles of intrinsic and extrinsic motivations in elementary school: A longitudinal analysis. *Journal of Experimental Education*, 82, 480-501. doi: 10.1080/00220973.2013.876225

Wormington, S. V., Anderson, K. G., Tomlinson, K. L., & Brown, S. A. (2013). Alcohol and other drug use in middle school: The interplay of gender, peer victimization, and supportive social relationships. *Journal of Early Adolescence*, 33, 609-633. doi: 10.1177/0272431612453650

Snyder, K. E., Barger, M. M., **Wormington, S. V.**, Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2013). Identification as gifted and implicit beliefs about intelligence: An examination of potential moderators. *Journal of Advanced Academics*, 24, 242-258. doi: 10.1177/1932202X13507971

McClintic-Gilbert, M. S., Corpus, J. H., **Wormington, S. V.**, & Haimovitz, K. (2013). The relationships among early adolescents' motivational orientations, learning strategies, and academic achievement. *Middle Grades Research Journal*, 8, 1-12.

Wormington, S. V., Corpus, J. H., & Anderson, K. A. (2012). A person-centered investigation of academic motivation and school-related correlates in high school. *Learning and Individual Differences*, 22, 429-438. doi: 10.1016/j.lindif.2012.03.004

Casey, C. M., **Wormington, S. V.**, & Oleson, K. C. (2012). Promoting comfort and confidence with research through a pluralistic ignorance project. *Teaching of Psychology*, 39, 293-296. doi: 10.1177/0098628312456638

Wormington, S. V., Anderson, K. A., & Corpus, J. H. (2011). The role of motivation quality in high school students' current and lifetime alcohol consumption. *Journal of Studies on Alcohol and Drugs*, 72, 965-974. pmcid: PMC3211967

Haimovitz, K., **Wormington, S. V.**, & Corpus, J. H. (2011). Dangerous mindsets: Theories of intelligence predictive of losses in intrinsic motivation. *Learning and Individual Differences*, 21, 747-752. doi: 10.1016/j.lindif.2011.09.002

BOOK CHAPTERS

Linnenbrink-Garcia, L., & **Wormington, S. V.** (2019). An integrative perspective for studying motivation and engagement. Chapter to appear in K. A. Renninger and S. E. Hidi (Eds.), *The Cambridge Handbook on Motivation and Learning*.

Linnenbrink-Garcia, L., **Wormington, S. V.**, & Ranellucci, J. (2015). Measuring affect in educational contexts: A circumplex approach. In M. Zembylas and P. A. Schutz (Eds.), *Methodological advances in research on emotion and education*. New York: Academic Press.

Corpus, J. H., Haimovitz, K., & **Wormington, S. V.** (2012). Understanding intrinsic and extrinsic motivation: Age differences and meaningful correlates. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning*. New York: Springer.

CONFERENCE PROCEEDINGS AND PUBLISHED ABSTRACTS

Schwartz-Bloom, R., Godin, E., Perez, A., **Wormington, S. V.**, Barger, M., Snyder, K., & Linnenbrink-Garcia, L. (2015). LEAP: Launch into education about pharmacology. A pharmacology-based enrichment program for college students at Duke. *The Journal of the Federation of American Societies for Experimental Biology*, 29, 928-3.

Wormington, S. V., Anderson, K. A., & Brown, S. A. (2011). The role of school-related social interactions in middle school students' alcohol use. *Alcoholism-Clinical and Experimental Research*, 35, 167A.

Anderson, K. A., **Wormington, S. V.**, & Brown, S. A. (2011). Predictors of youth drinking: Should we consider the impact of cognitions associated with not drinking? *Alcoholism-Clinical and Experimental Research*, 35, 275A.

Duncan, K., **Wormington, S. V.**, & Anderson, K. A. (2011). C-side: An audio simulation of high-risk collegiate drinking contexts. *Alcoholism-Clinical and Experimental Research*, 35, 227A.

PROFESSIONAL PRESENTATIONS

Wormington, S. V., Tibbetts, Y., Hulleman, C. S., & Thoman, D. (2019). *Research in action: Empathizing, learning, synthesizing, and planning*. Paper presented at the Society for the Psychological Study of Social Issues Annual Meeting, San Diego, California.

Tibbetts, Y., **Wormington, S. V.**, Hulleman, C. S., & Thoman, D. (2019). *Research in action: Prototyping, testing, adopting, and infusing*. Paper presented at the Society for the Psychological Study of Social Issues Annual Meeting, San Diego, California.

Hulleman, C. S., Tibbetts, Y., **Wormington, S. V.**, & Thoman, D. (2019). *How our research process leads to system change*. Paper presented at the Society for the Psychological Study of Social Issues Annual Meeting, San Diego, California.

Wormington, S. V. (2019). *Lessons learned from early career motivation grant writing: The importance of relationships, terminology, and graphics*. Paper presented at the AERA Annual Meeting, Toronto, Ontario.

Wormington, S. V., Buttrick, N., Silverman, D., Kosovich, J. J., & Hulleman, C. S. (2019). *Is effort enough or do I need strategies, too? Assessing when and why growth mindset interventions affect course grades and victim blaming*. Paper presented at the AERA Annual Meeting, Toronto, Ontario.

Linnenbrink-Garcia, L., & **Wormington, S. V.** (2019). *Motivation as an integrated, complex, dynamic system*. Paper presented at the AERA Annual Meeting, Toronto, Ontario.

- Perez, T., Robinson, K. A., Lee, Y. K., **Wormington, S. V.**, Barger, M. M., Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2019). *The long-term effects of a motivationally-supportive undergraduate science enrichment program on science career persistence*. Paper presented at the AERA Annual Meeting, Toronto, Ontario.
- Tibbetts, Y., Wormington, S. V., Lee, G., Vines, E., Lubin, A., & Hulleman, C. S. (2019, accepted in 2018). *Two-year vs. four-year institutions: Student mindsets across different college*. Poster presented at the SPSP Annual Meeting, Portland, Oregon.
- Linnenbrink-Garcia, L., & **Wormington, S. V.** (2018). *A more holistic perspective on student motivation: The case for an integrative, person-oriented approach*. Paper presented at the AERA Annual Meeting, New York, NY.
- Lee, M., Silverman, D. M., Francis, M., Tibbetts, Y., Moran, M., Wormington, S. V., & Hulleman, C. (2018, May). *The implementation of utility-value interventions with community college students*. Poster presented at the annual conference of Undergraduate Student Opportunities in Academic Research, Charlottesville, VA.
- Mills, N. S., Silverman, D. M., Wormington, S. V., Tibbetts, Y., Moran, M., & Hulleman, C. (2018, May). *Using qualitative coding to examine growth mindset*. Poster presented at the annual conference of Undergraduate Student Opportunities in Academic Research, Charlottesville, VA.
- Philipoom, M.R., Wormington, S. V., Vines, E., Tibbetts, Y., Lubin, A., Silverman, D. M., & Hulleman, C. (2018, May). *Pausing to listen: themes from pre-pilot empathizing in Tennessee community colleges*. Poster presented at the annual conference of Undergraduate Student Opportunities in Academic Research, Charlottesville, VA.
- Hulleman, C. S., **Wormington, S. V.**, Yeager, D. S., & Hinojosa, C. (2017). *Can play improve work? Reflecting on summer camp via a social-psychological intervention enhances academic engagement and achievement*. Paper presented at the annual meeting of the Society for Study of Motivation, Boston, MA.
- Roseth, C. J., Linnenbrink-Garcia, L., Saltarelli, W., Lee, Y-K., Rosenberg, J. M., Bovee, E., Robinson, K. A., Ranellucci, J., **Wormington, S. V.**, Klautke, H., Seals, C., & Beymer, P. N. (2017). *A design-based intervention on flipped instruction: Longitudinal effects on undergraduates' engagement and achievement*. Paper presented at the AERA Annual Meeting, San Antonio, TX.
- Lewis, D. A., Burke, R. A., Philipoom, M. R., Hulleman, C. S., **Wormington, S. V.**, & Kosovich, J. J. (2017, April). *Piecing together the components of a growth mindset: The pathway toward success*. Poster presented at the Curry Research Conference. Charlottesville, VA.
- Philipoom, M. R., Hulleman, C. S., **Wormington, S. V.**, Seward, M., Foley, K., Lewis, D., Graham, N., & Muthoka, H. (2017, April). *Transfer and summer camps: Can kids dive deep?* Poster presented at the USOAR Research Day. University of Virginia. Charlottesville, VA.
- Wormington, S. V.**, Lee, Y. K., Rosenberg, J. M., Seals, C., Saltarelli, W., Roseth, C., & Linnenbrink-Garcia, L. (2016). *Predicting profile permanence: When is motivation stable, why does it change, and what are the consequences?* Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

- Lee, Y. K., **Wormington, S. V.**, Linnenbrink-Garcia, L., & Roseth, C. (2016). *Understanding the nature and consequences of goal profile stability*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.
- Robinson, K., Ranellucci, J., Lee, Y. K., **Wormington, S. V.**, Saltarelli, W., Roseth, C., & Linnenbrink-Garcia, L. (2016). *Affective profiles and academic success in a college anatomy course*. Poster presented at the annual meeting of the American Educational Research Association, Washington D.C.
- Linnenbrink-Garcia, L., Perez, T., Barger, M. M., **Wormington, S. V.**, Godin, E., Snyder, K. E., Richman, L. S., & Schwartz-Bloom, R. (2016). *Repairing the leaky pipeline: A motivationally supportive intervention to enhance persistence in undergraduate science pathways*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.
- Wormington, S. V.**, & Snyder, K. E. (2015). *Examining achievement goal endorsement and adaptiveness in gifted and typical students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Linnenbrink-Garcia, L., **Wormington, S. V.**, & Ranellucci, J. (2015). *Measuring affect in educational contexts: A circumplex approach*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Schwartz-Bloom, R., Godin, E., Perez, T., **Wormington, S. V.**, Barger, M. M., Snyder, K. E., & Linnenbrink-Garcia, L. (2015). *LEAP: Launch into Education About Pharmacology. A pharmacology-based enrichment program for college students at Duke*. Poster presented at the annual meeting of the American Society of Pharmacology and Experimental Therapeutics, Boston, Massachusetts.
- Robinson, K., Lee, Y. K., Rosenberg, J., Klautke, H., Seals, C., Ranellucci, J., **Wormington, S. V.**, Linnenbrink-Garcia, L., & Roseth, C. (2015). *The flipped classroom for motivation, engagement, and learning in anatomy*. Poster presented at the Energy for STEM conference, East Lansing, Michigan.
- Linnenbrink-Garcia, L., Perez, A. C., & **Wormington, S. V.** (2014). *Undergraduates' developing motivation for science: A person-centered approach*. Poster presented at the annual meeting of the International Conference on Motivation, Finland.
- Perez, A. C., **Wormington, S. V.**, Barger, M. M., Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2014). *Profiles of costs: How expectancy-value profiles relate to undergraduates' choices in STEM*. Paper presented at the annual meeting of the International Conference on Motivation, Finland.
- Wormington, S. V.**, Barger, M. M., & Linnenbrink-Garcia, L. (2014). *One size fits all? Longitudinal, profile-centered examinations of adolescents' motivation in mathematics and social studies*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.
- Barger, M. M., **Wormington, S. V.**, Huettel, L., & Linnenbrink-Garcia, L. (2014). *Testing a combined perspective of personal epistemology positions and traits using cluster analysis*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

- Linnenbrink-Garcia, L., Schwartz-Bloom, R., Perez, A. C., **Wormington, S. V.**, Barger, M. M., Godin, E., & Snyder, K. (2014). *Supporting motivation and career intentions in science: The effects of a summer intervention program*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.
- Wormington, S. V.**, & Linnenbrink-Garcia, L. (2014). *Early adolescent friendship networks and academic motivation in mathematics and social studies*. Paper presented at the biannual meeting of the Society for Research on Adolescence, Austin, Texas.
- Wormington, S. V.**, Westgate, E. C., & Oleson, K. C. (2014). *Academically productive procrastination: Links to unique motivations and academic consequences*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Austin, Texas.
- Wormington, S. V.**, & Linnenbrink-Garcia, L. (2013). *A new look at multiple goal pursuit: The promise of a person-centered approach*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Perez, A. C., **Wormington, S. V.**, Barger, M. M., Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2013). *Expectancy-value profiles of college science students: I can do it, I want to do it, but it may be costly*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Snyder, K. E., Barger, M. M., **Wormington, S. V.**, Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2013). *When the timing is right: Identification as gifted and entity beliefs of intelligence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Wormington, S. V.**, Westgate, E. C., & Oleson, K. C. (2013). *How do college students approach difficult academic tasks? A qualitative investigation*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, Louisiana.
- Westgate, E. C., **Wormington, S. V.**, Oleson, K. C., & Lindgren, K. P. (2013). *Better late than never? The relationship between adaptive and maladaptive procrastination styles, substance use, and academic performance*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, Louisiana.
- Corpus, J. H., Haimovitz, K., & **Wormington, S. V.** (2012). *Creating rich portraits: A mixed-methods approach to understanding profiles of intrinsic and extrinsic motivations*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Wormington, S. V.**, & Corpus, J. H. (2012). *School engagement and academic performance: The mediating role of intrinsic motivation*. Paper presented at the biannual meeting of the Society for Research on Adolescence, Vancouver, British Columbia, Canada.
- Wormington, S. V.**, Anderson, K. G., & Brown, S. A. (2012). *Protective and risk-related school factors affecting alcohol consumption: A developmental perspective*. Paper presented at the biannual meeting of the Society for Research on Adolescence, Vancouver, British Columbia, Canada.

Wormington, S. V., Casey, C. M., & Oleson, K. C. (2012). *Teaching the research process through a pluralistic ignorance project*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, California.

Wormington, S. V., & Anderson, K. G. (2011). *Considering motives to abstain from and moderate drinking in collegiate alcohol use*. Paper presented at the annual meeting of the Society on Emerging Adulthood, Providence, Rhode Island.

Wormington, S. V., Anderson, K. G., & Brown, S. A. (2011). *The role of school-related social relationships in middle school substance use*. Paper presented at the annual meeting of the Research Society on Alcoholism, Atlanta, Georgia.

Anderson, K. G., **Wormington, S. V.,** & Brown, S. A. (2011). *Predictors of youth drinking: Should we consider the impact of cognitions associated with not drinking?* Paper presented at the annual meeting of the Research Society on Alcoholism, Atlanta, Georgia.

Duncan, K., **Wormington, S. V.,** & Anderson, K. G. (2011). *C-Side: An audio simulation of high-risk collegiate drinking contexts*. Paper presented at the annual meeting of the Research Society on Alcoholism, Atlanta, Georgia.

Corpus, J. H., & **Wormington, S. V.** (2011). *Profiles of intrinsic and extrinsic motivations in elementary school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Wormington, S. V., & Corpus, J. H. (2011). *A person-centered investigation of academic motivation, performance, and engagement in a high school setting*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Wormington, S. V., Westgate, E. C., Call, A. A., Harati, A. Y. P., Moshontz de la Rocha, H. A., & Oleson, K. C. (2011). *A person-centered investigation of academically-productive procrastination: Relations to self-doubt, concern with performance, and mastery-approach goals*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, Texas.

Moshontz de la Rocha, H. A., Call, A. A., Harati, A. Y. P., Westgate, E. C., **Wormington, S. V.,** & Oleson, K. C. (2011). *Predicting the desire to seek out one's grades when grade knowledge is optional*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, Texas.

Wormington, S. V., & Corpus, J. H. (2010). *A person-centered approach to motivation and performance in a high school setting*. Paper presented at the Oregon Academy of Science, Psychology session, Portland, Oregon.

PROFESSIONAL AFFILIATIONS

Mindset Scholars Network	2018-Present
Society for Research on Education Effectiveness	2016-Present
European Association for Research on Learning and Instruction	
<i>Motivation and Emotion SIG</i>	2013-Present
<i>Social Interaction in Learning and Instruction SIG</i>	2013-Present
American Educational Research Association	
<i>Division C</i>	2011-Present
<i>Motivation SIG</i>	2010-Present

<i>Middle Level Education Research SIG</i>	2013-2015
American Psychological Association	
<i>Division 7</i>	2012-Present
<i>Division 15</i>	2011-Present
Society for Research on Adolescence	2011-2015
Society for Personality and Social Psychology	2010-2013

TEACHING EXPERIENCE

Faculty Teaching Experience

Co-Instructor, University of Virginia	
<i>Introduction to Youth and Social Innovation</i>	2017

Graduate and Undergraduate Teaching Experience

Instructor of Record, Duke University	
<i>Research Methods in Psychological Science</i>	2013
Teaching Assistant, Michigan State University	
<i>Current Issues in Motivation and Learning (hybrid course offering)</i>	2016
Teaching Assistant, Duke University	
<i>Introduction to Statistical Methods in Psychology</i>	2013
<i>Child Observation (Research Methods)</i>	2012
Teaching Assistant, Reed College	
<i>Introduction to Psychology</i>	2010-2011
<i>Research Design and Data Analysis</i>	2009, 2010
<i>Developmental Psychology</i>	2009, 2010
Guest Instructor, University of Texas-Austin	2016
<i>Cluster Analysis and Person-Oriented Approaches</i>	
Guest Instructor, University of Louisville	
<i>Contemporary Mini-Theories and Emerging Approaches: Person-Centered vs. Variable-Centered Approaches (Theories of Development)</i>	2015
Guest Instructor, Reed College	
<i>Psychotropic Drug Use in Adolescence (Clinical Psychology)</i>	2011
<i>Gender (Introduction to Psychology)</i>	2010
<i>Adolescent Sexuality (Developmental Psychology)</i>	2009
Research Design and Data Analysis Guest Lecturer, Reed College	
<i>General Linear Model (with Erin Westgate)</i>	2010
<i>Non-Normal Distributions (with Erin Westgate)</i>	2010
<i>Central Tendency Theory (with Mariah Federow)</i>	2009

K-12 Teaching Experience and Teacher Professional Development

Biology Outreach Teacher (3 rd -4 th grade), Lewis Elementary School	2008-2009
After-School Instructor (1 st -5 th grade), Lent Elementary School	2007-2008
Key Issues Teacher Training Conference Intern, The Keystone Center	2007

SERVICE

Editor Positions

Consulting Editor, <i>Child Development</i>	2019-Present
Guest Editor, <i>Gifted Child Quarterly</i>	2019
Special issue on gifted underachievement, motivation, and development	

Ad Hoc Invited Solo and Co-Reviewer (with Advisor)

Solo Reviewer

<i>British Journal of Educational Psychology</i>	2017
<i>Educational Psychology</i>	2012
<i>Journal of Educational Psychology</i>	2015-2018
<i>Journal of Experimental Education</i>	2017-2018
<i>Learning and Individual Differences</i>	2016
<i>Spanish Journal of Psychology</i>	2013
<i>Learning and Individual Differences</i>	2016

Co-Reviewer (with Advisor)

<i>Contemporary Educational Psychology</i>	2012
<i>Journal of Educational Psychology</i>	2014, 2015
<i>Learning and Individual Differences</i>	2015
<i>Learning and Instruction</i>	2012, 2014
<i>Psychologica Belgica</i>	2015

Graduate Student Conference Proposal Reviewer

<i>Division 15, American Psychological Association</i>	2014
<i>Division C (Section 2a), American Educational Research Association</i>	2013-2016
<i>Middle Level Education SIG, American Educational Research Association</i>	2013
<i>Motivation in Education SIG, American Educational Research Association</i>	2014, 2015
<i>Outstanding Research Award, Society for Personality and Social Psychology</i>	2012
<i>Society for Research on Effective Education</i>	2016

Professional Service

Division C Graduate Student Council Faculty Advisor, American Educational Research Association	2017-Present
Division 15 Psychology Today Committee Student Member, American Psychological Association	2013-Present
Division C Graduate Student Council Co-Chair, American Educational Research Association	2013-2015
Graduate Student Council Community Service Committee Member, American Educational Research Association	2014-2015
Graduate Student Council Election Committee Member, American Educational Research Association	2013
Division C Campus Liaison, American Educational Research Association	2011-2013

University Service—Michigan State University

Graduate Student Representative, EPET Faculty Search Committee	2014-2015
Student Research Group Co-Organizer, EPET Program	2014-2015
Practicum Defense Committee Member, Spencer Greenhalgh (M.A.)	2015
Practicum Defense Committee Member, You-kyung Lee (M.A.)	2014
Student Research Group Mentor Program Founder, EPET Program	2014

University Service—Duke University

Graduation with Distinction Defense Committee Member, Danielle Thompson (B.A.)	2014
Graduate Student Host, Developmental Brown Bag Speaker Series	2011-2013

MENTORING EXPERIENCE

Faculty Mentoring Experience

Masters' Advisor (Travis Maddry), University of Virginia	2018-Present
Masters' Advisor (Mengmeng Chen), University of Virginia	2017-Present
USOAR Advisor (Mary Rose Philipoom), University of Virginia	2016-Present

Graduate and Undergraduate Mentoring Experience

Motivation SIG Graduate Student Mentor, American Educational Research Association	2014, 2015
Graduation with Distinction Thesis Advisor (Alexandra Lewis), Duke University	2014
Independent Study Project Advisor (Alexandra Lewis), Duke University	2013
Graduation with Distinction Thesis Co-Advisor (Marissa Mumford), Duke University	2012

K-12 Mentoring Experience

High School Mentor and Grant Writer, Minds Matter	2010-2011
Girls' Group Middle School Co-Facilitator, Girls Inc.	2008-2009
After School Intern and Coach, Lane Middle School	2006-2010

RESEARCH EXPERIENCE

Lab Manager (Linnenbrink-Garcia Lab), Duke University and Michigan State University <i>Conducted research with Dr. Lisa Linnenbrink-Garcia. Managed data collections for several large-scale survey studies in a university setting focused on aspects of learning and motivation in STEM fields. Supervised undergraduate and graduate research assistants.</i>	2011-Present
Program Assistant (LEAP Project), Duke University and Michigan State University <i>Conducted research with Drs. Lisa Linnenbrink-Garcia and Rochelle Schwartz Bloom on a project funded by the National Institutes of Health. Managed major aspects of a large-scale, longitudinal intervention study investigating underrepresented minority participation in science careers during college.</i>	2011-Present
Project Consultant (Summer Science Sleuths), Duke University <i>Assisted with data entry, data processing, and statistical analyses to assess program efficacy of summer science program with 8th-10th grade students.</i>	2012-2015
Practicum Student (Asher Lab), Duke University <i>Conducted research with Dr. Steven Asher. Developed a scale of negative friendship features.</i>	2013-2014
Project Coordinator (Children's Motivation Project), Reed College <i>Conducted research with Dr. Jennifer Henderlong Corpus. Managed large-scale mixed methods study in two K-8 schools investigating motivational profiles and school-related factors. Selected and developed survey measures, administered surveys, conducted interviews, managed data, and performed analyses for project. Co-presented report of findings to school administrators. Supervised undergraduate and post-baccalaureate research assistants.</i>	2010-2011
Lab Manager (Adolescent Health Research Project), Reed College <i>Conducted research with Dr. Kristen Anderson. Managed online survey data collection at several universities examining motives not to drink in college. Organized and oversaw efforts to recruit participants from local schools and</i>	2010-2011

<i>treatment centers. Processed and analyzed several large-scale data sets. Supervised undergraduate research assistants.</i>	
Research Assistant (Children's Motivation Project), Reed College	2009-2011
<i>Conducted research with Dr. Jennifer Henderlong Corpus. Assisted with data entry and management on studies of motivation in K-12 and university students.</i>	
Research Assistant (Oleson Lab), Reed College	2008-2011
<i>Conducted research with Dr. Kathryn Oleson. Co-designed and conducted several laboratory experiments on subjective overachievement and uncertainty in mastery-oriented learning environments. Co-designed three online data collections examining adaptive and maladaptive forms of procrastination.</i>	
Research Intern, Oregon Health and Science University	2010
<i>Assisted with data entry and transcription in the Sleep and Mood Disorders Lab.</i>	
ERP Volunteer Operator (Canseco-Gonzalez Lab), Reed College	2009
<i>Assisted with data collection in a laboratory study examining the association between language and music comprehension. Co-programmed experiments using Event Related Potential (ERP), MatLab, and eye tracking equipment.</i>	
Academic Tutor, Reed College	
<i>Developmental Psychology</i>	2008-2010
<i>Social Psychology</i>	2008-2010
<i>Introduction to Psychology</i>	2007-2010

LECTURES AND PRESENTATIONS

Invited workshop at Georgia Gwinnett College	2019
Invited Keynote Speaker, Georgia Gwinnett College STEM Initiative	2019
Motivation and interventions in co-requisite math: Afternoon faculty breakout session	2018
Invited workshop at Chattanooga State Community College	2018
Fall Convocation Keynote Speaker, Chattanooga State Community College	2017, 2018
Invited Research Presentation, Mindset Scholars Network	2018
Spring Convocation Keynote Speaker, Columbia State Community College	2017
Social Psychology Brownbag Presenter, University of Virginia	2015
Invited Speaker, An Orientation to the Annual AERA Conference (Sponsor: Division G)	
Educational Psychology Brownbag Presenter, Michigan State University	2015
Summer Science Sleuths Scientist Panel Member, Duke University	2013
<i>Spoke to 8th and 9th grade students interested in a science-related career about experiences as a young psychology researcher. Answered questions related to graduate school, conducting research, and ethical issues in psychology.</i>	
Developmental Psychology Brownbag Presenter, Duke University	2012, 2013
Volunteer Services Workshop Speaker, Reed College	2011
Board of Trustees Thesis Presenter, Reed College	2010
<i>One of two students invited to represent the class of 2010.</i>	
Panel for Prospective Students Member, Reed College	2010

STATISTICAL WORKSHOP EXPERIENCE

Cluster Analysis and Mixture Modeling workshop participant	2016
<i>Curran-Bauer Analytics (5/12-5/17)</i>	
<i>Instructors: Drs. Patrick Curran, Daniel Bauer, and Doug Steinley</i>	
Missing Data Analysis workshop participant	2016
<i>Michigan State University (1/15)</i>	
<i>Instructor: Dr. Tenko Raykov</i>	

Multilevel Modeling workshop participant <i>Curran-Bauer Analytics (6/1-6/5)</i> <i>Instructors: Drs. Patrick Curran and Daniel Bauer</i>	2015
Mixed Methods workshop participant <i>Inter-University Consortium for Political and Social Research (6/24-6/26)</i> <i>Instructors: Drs. Jennifer Wisdom, Thomas Christ, and Paul Mihas</i>	2013
Social Network Analysis workshop participant <i>Inter-University Consortium for Political and Social Research (7/16-7/20)</i> <i>Instructor: Dr. Katherine Faust</i>	2012
Structural Equation Modeling workshop participant <i>Curran-Bauer Analytics (6/11-6/15)</i> <i>Instructors: Drs. Patrick Curran and Daniel Bauer</i>	2012
Social Network Analysis workshop participant <i>Duke University (5/4)</i> <i>Instructor: Dr. James Moody</i>	2012