

DAVID S. YEAGER

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EDUCATION

Ph.D., Developmental and Psychological Science, Stanford University School of Education, Stanford, CA 2011
Certificate: Methods of Analysis Program in the Social Sciences (MAPSS)
 M.A., Psychology, Stanford University, Stanford, CA 2010
 M.Ed, Secondary and Middle School English, The University of Notre Dame, Notre Dame, IN 2006
 B.A., Program of Liberal Studies [Great Books], The University of Notre Dame, Notre Dame, IN 2004
 Studied in Spain and Chile.

PROFESSIONAL APPOINTMENTS

Department of Psychology, The University of Texas at Austin, Austin, TX
 Associate Professor 2017-present
 Area Head, Developmental Area 2017-present
 Assistant Professor 2012-2017
 Population Research Center, The University of Texas at Austin, Austin, TX
 Co-Director and Co-Founder, Texas Behavioral Science and Policy Institute 2020-present
 Faculty Research Associate, 2012-present
 Faculty Research Fellow, Charles A. Dana Center 2012-present
 Co-Principal Investigator, The Texas Mindset Study 2020-present
 Principal Investigator, National Study of Learning Mindsets 2013-present
 Principal Investigator, Texas Longitudinal Study of Adolescent Stress and Well-being 2015-present
 Co-Principal Investigator and Co-Founder, College Transition Collaborative 2014-present
 Mindset Scholars Network
 Scientific Steering Committee Member 2017-present
 Co-Founder and Co-Chair (with Barbara Schneider) 2014-2017
 Carnegie Foundation for the Advancement of Teaching, Stanford, CA
 Fellow 2012-2017
 Associate Researcher 2010-2011
 Center for Advanced Study in the Behavioral Sciences (CASBS), Stanford, CA
 Research Affiliate 2015-2017
 Residential Fellow 2014-2015
 Education Pioneers Fellow, Partners in School Innovation, San Francisco, CA 2008
 K-8 English, PE, and Computer Teacher, Sts. Peter and Paul School, Tulsa, OK 2004-2006

PUBLICATIONS**Journal Articles**

Rege, M., Hanselman, P., ... Yeager, D. S. (in press). How can we inspire nations of learners? An investigation of growth mindset and challenge-seeking in two countries. *American Psychologist*.

Walton, G.M. & Yeager, D.S. (2020). Seed and soil: Psychological affordances in contexts help explain where wise interventions succeed or fail. *Current Directions in Psychological Science*.
<https://doi.org/10.1177/0963721420904453>

Talaifar, S., Ashokkumar, A., Pennebaker, J.W., Medrano, F.N., Yeager, D.S., Swann, W.B. (2020). A new pathway to university retention? Identity fusion with university predicts retention independently of grades. *Social Psychological and Personality Science*. <https://doi.org/10.1177/1948550619894995>

Lee, H.Y., Jamieson, J.P., Beevers, C.G., Josephs, R.A., Reis, H.T., & Yeager, D.S. (in press). Getting fewer “likes” than others on social media elicits emotional distress among victimized adolescents. *Child Development*.

- Bailey, D. H., Duncan, G., Cunha, F., Foorman, B. R., & Yeager, D. S. (in press). Fadeout and persistence of educational intervention effects. *Psychological Science in the Public Interest*.
- Bryan, C., Yeager, D. S., & O'Brien, J. (2019). Replicator degrees of freedom allow publication of misleading "failures to replicate." *Proceedings of the National Academy of Sciences of the United States of America*. <https://doi.org/10.1073/pnas.1910951116>
- Lee, H.Y., & Yeager, D.S. (2019). Adolescents with an entity theory of personality use relational aggression to maintain social status. *Social Development*. <https://doi.org/10.1111/sode.12393>
- Yeager, D. S., Krosnick, J. A., Visser, P., Holbrook, A., & Tahk, A. (2019). Moderation of classic social psychological effects by demographics in the U.S. adult population: New opportunities for theoretical advancement. *Journal of Personality and Social Psychology*, *117*, e84-e89. <http://dx.doi.org/10.1037/pspa0000171>
- Yeager, D. S., Hanselman, P., ... Dweck, C. S. (2019). A national study reveals where a growth mindset improves achievement. *Nature*, *573*, 364-369. <http://dx.doi.org/10.1038/s41586-019-1466-y>
- Destin, M., Hanselman, P., Buontempo, J., Tipton, E., & Yeager, D. S. (2019). Do student mindsets differ by socioeconomic status and explain disparities in academic achievement in the United States? *AERA Open*, *5*(3), 1–12. <https://doi.org/10.1177/2332858419857706>
- Bryan, C. J., Yeager, D. S., & Hinojosa, C. P. (2019). A values-alignment intervention protects adolescents from the effects of food marketing. *Nature Human Behaviour*, *3*, 596-603. <https://doi.org/10.1038/s41562-019-0586-6>
- Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A view from two eras. *Perspectives on Psychological Science*, *14*, 481-496. <https://doi.org/10.1177/1745691618804166>
- Calvete, E., Fernández-Gonzalez, L., Orue, I., Echezarraga, A., Royuela-Colomer, E., Cortazar, N., ... Yeager, D. S. (2019). The effect of an intervention teaching adolescents that people can change on depressive symptoms, cognitive schemas, and hypothalamic-pituitary-adrenal axis hormones. *Journal of Abnormal Child Psychology*, *47*, 1533-1546. <https://doi.org/10.1007/s10802-019-00538-1>
- Lee, H. Y., Jamieson, J. P., Miu, A. S., Josephs, R. A., & Yeager, D. S. (2019). An entity theory of intelligence predicts higher cortisol levels when high school grades are declining. *Child Development*, *90*, e849-e867. <https://doi.org/10.1111/cdev.13116>
- DeBell, M., Krosnick, J. A., Gera, K., Yeager, D. S., & McDonald, M. P. (2018). The turnout gap in surveys: Explanations and solutions. *Sociological Methods & Research*, <https://doi.org/10.1177/0049124118769085>
- Dainer-Best, J., Lee, H. Y., Shumake, J. D., Yeager, D. S., & Beevers, C. G. (2018). Determining optimal parameters of the self-referent encoding task: A large-scale examination of self-referent cognition and depression. *Psychological Assessment*, *30*(11), 1527–1540. <https://doi.org/10.1037/pas0000602>
- Broda, M., Yun, J., Schneider, B., Yeager, D. S., Walton, G. M., & Diemer, M. (2018). Reducing inequality in academic success for incoming college students: A randomized trial of growth mindset and belonging interventions. *Journal of Research on Educational Effectiveness*, *11*(3), 317–338. <https://doi.org/10.1080/19345747.2018.1429037>
- Yeager, D. S., Dahl, R., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. *Perspectives on Psychological Science*, *13*, 101-122. <https://doi.org/10.1177/1745691617722620>

- Bettinger, E., Ludvigsen, S., Rege, M., Solli, I.F., & Yeager, D.S. (2018). Increasing perseverance in math: Evidence from a field experiment in Norway. *Journal of Economic Behavior and Organization*, 146, 1-15. <https://doi.org/10.1016/j.jebo.2017.11.032>
- Jamieson, J. P., Greenwood, E. J., Lee, H. Y., & Yeager, D. S. (2018). Capitalizing on appraisal processes to improve social stress responses. *Emotion Review*, 10(1):30-39. <https://doi.org/10.1177/1754073917693085>
- Ramirez, G., Hooper, S. Y., Kersting, N.B., Ferguson, R., & Yeager, D.S. (2018). Teacher math anxiety relates to adolescent students' math achievement. *AERA Open*, 4(1);1-13 <https://doi.org/10.1177/2332858418756052>
- Yeager, D. S. (2017). Dealing with social difficulty during adolescence: The role of implicit theories of personality. *Child Development Perspectives*, 11, 196-201. <https://doi.org/10.1111/cdep.12234>
- Yeager, D. S., Purdie-Vaughns, V., Yang, S., & Cohen, G. L. (2017). Loss of institutional trust among racial and ethnic minority adolescents: Consequence of procedural injustice, cause of behavioral disengagement. *Child Development*, 88, 658-676. <https://doi.org/10.1111/cdev.12697>
- Bryan, C., Yeager, D. S., Hinojosa, C., Chabot, A. M., Bergen, H., Kawamura, M. & Steubing, F. (2016). Harnessing adolescent values to reduce unhealthy snacking. *Proceedings of the National Academy of Sciences of the United States of America*, 113, 10830-10835. <http://dx.doi.org/10.1073/pnas.1604586113>
- Yeager, D. S., Lee, H. Y. & Jamieson, J. (2016). How to improve adolescent stress responses: Insights from an integration of implicit theories and biopsychosocial models. *Psychological Science*, 27, 1078-1091. <http://dx.doi.org/10.1177/0956797616649604>
- Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D. & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences of the United States of America*, 113(24), D3341-E3348. <http://dx.doi.org/10.1073/pnas.1524360113>
+ Yeager and Walton contributed equally to this research
- Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, G. M., & Dweck, C. S. (2016). Using design thinking to make psychological interventions ready for scaling: The case of the growth mindset during the transition to high school. *Journal of Educational Psychology*, 108(3), 374-391. <http://dx.doi.org/10.1037/edu0000098> (Special issue on motivational interventions in education).
- Miu, A., & Yeager, D. S. (2015). Preventing symptoms of depression by teaching adolescents that people can change: Effects of a brief incremental theory of personality intervention at 9-month follow-up. *Clinical Psychological Science*, 3(5), 726-743. <http://dx.doi.org/10.1177/2167702614548317>
- Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784-793. <http://dx.doi.org/10.1177/0956797615571017>
- Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44(4), 237-251. <http://dx.doi.org/10.3102/0013189X15584327>
- Yeager, D. S., Fong, C. J., Lee, H. Y., & Espelage, D. (2015). Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis. *Journal of Applied Developmental Psychology*, 37, 36-51. (Special issue on bullying prevention and intervention). <http://dx.doi.org/10.1016/j.appdev.2014.11.005>

- + Received the 2015 APA Division 7 (Developmental Psychology) Early Career Outstanding Paper Award.
- Yeager, D. S., Henderson, M. D., Paunesku, D., Walton, G. M., D’Mello, S., Spitzer, B. J., & Duckworth, A. L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology, 107*(4), 559-580. <http://dx.doi.org/10.1037/a0037637>
- Yeager, D. S., Johnson, R., Spitzer, B., Trzesniewski, K., Powers, J., & Dweck, C. S. (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology, 106*(6), 867-884. <http://dx.doi.org/10.1037/a0036335>
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., Williams, M. E., & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General, 143*(2), 804-824. <http://dx.doi.org/10.1037/a0033906>
+ Received the 2015 SPSP Cialdini Award.
- Yeager, D. S., Miu, A. S., Powers, J., & Dweck, C. S. (2013). Implicit theories of personality and attributions of hostile intent: A meta-analysis, an experiment, and a longitudinal intervention. *Child Development, 84*(5), 1651-1667. <http://dx.doi.org/10.1111/cdev.12062>
- Yeager, D. S., Trzesniewski, K. H., & Dweck, C. S. (2013). An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child Development, 84*(3), 970-988. <http://dx.doi.org/10.1111/cdev.12003>
+ Received the 2012 AERA Division E Outstanding Dissertation Award
+ Received the 2010 ISRA Lagerspetz award.
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*(4), 302-314. <http://dx.doi.org/10.1080/00461520.2012.722805>
- Yeager, D. S., Bundick, M. J., & Johnson, B. (2012). The role of future work goal motives in adolescent identity development: A longitudinal mixed-methods investigation. *Contemporary Educational Psychology, 37*(3), 206-217. <http://dx.doi.org/10.1016/j.cedpsych.2012.01.004> (Special issue on identity formation in educational settings).
- Yeager, D. S., & Krosnick, J. A. (2012). Does mentioning “some people” and “other people” in an opinion question improve measurement quality? *Public Opinion Quarterly, 76*(1), 131-141. <http://dx.doi.org/10.1093/poq/nfr066>
- Yeager, D. S., & Krosnick, J. A. (2011). Does mentioning “some people” and “other people” in a survey question increase the accuracy of adolescents’ self-reports? *Developmental Psychology, 47*(6), 1674-1679. <http://dx.doi.org/10.1037/a0025440>
- Yeager, D. S., Trzesniewski, K. H., Tirri, K., Nokelainen, P., & Dweck, C. S. (2011). Adolescents’ implicit theories predict desire for vengeance after peer conflicts: Correlational and experimental evidence. *Developmental Psychology, 47*(4), 1090-1107. <http://dx.doi.org/10.1037/a0023769>
- Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They’re not magic. *Review of Educational Research, 81*(2), 267-301. <http://dx.doi.org/10.3102/0034654311405999>
+ Received the 2012 AERA Review of Research Award
+ Received the 2012 AERA Division E Outstanding Research Award
- Yeager, D. S., Larson, S. B., Krosnick, J. A., & Tompson, T. (2011). Measuring Americans’ issue priorities: A new version of the most important problem question reveals more concern about global warming and the

environment. *Public Opinion Quarterly*, 75(1), 125-138. <http://dx.doi.org/10.1093/poq/nfq075>
+ Editor's Choice, *Science* (2011), 332, 151.

Yeager, D. S., & Krosnick, J. A. (2011). Response to the validity of self-reported nicotine product use in the 2001–2008 National Health and Nutrition Examination Survey. *Medical Care*, 49(3), 332.
<http://dx.doi.org/10.1097/MLR.0b013e3181ef9948>

Yeager, D. S., Krosnick, J. A., Chang, L., Javitz, H. S., Levendusky, M. S., Simpser, A., & Wang, R. (2011). Comparing the accuracy of RDD telephone surveys and internet surveys conducted with probability and non-probability samples. *Public Opinion Quarterly*, 75(4), 709-747. <http://dx.doi.org/10.1093/poq/nfr020>

Yeager, D. S., & Krosnick, J. A. (2010). The validity of self-reported nicotine product use in the 2001–2008 National Health and Nutrition Examination Survey. *Medical Care*, 48(12), 1128-1132.
<http://dx.doi.org/10.1097/MLR.0b013e3181ef9948>
+ Article rated a “must read” (8 out of 10) by the Faculty of 1000, <http://f1000.com/6743958>.

Yeager, D. S., & Bundick, M. J. (2009). The role of purposeful work goals in promoting meaning in life and in schoolwork during adolescence. *Journal of Adolescent Research*, 24(4), 423-452.
<http://dx.doi.org/10.1177/0743558409336749>

Journal Articles in Progress

Reeves, S.L., Henderson, M.D., Cohen, G.L., Steingut, R., Hirschi, Q., & Yeager, D.S. (R&R) Psychological affordances activate the effects of a purpose-for-learning intervention. *Journal of Personality and Social Psychology*.

Yeager, D.S. ... (in preparation). Growth mindset intervention effects depend on teachers' mindsets.

Goyer, P., Yeager, D.S., & Walton, G.M. (R&R). The role of psychological factors and structural channels in predicting the attainment of post-secondary goals. *Developmental Psychology*.

Kaufman, T., Lee, H.Y., Benner, A.D., & Yeager, D.S. (R&R). Implicit theories and depressive symptoms among victims of bullying: The role of school context. *Journal of Research on Adolescence*.

ten Brink, M., Lee, H.Y., Manber, R., Yeager, D.S., & Gross, J.J. (under review). Stress, sleep, and coping self-efficacy in adolescents. *Psychological Science*.

Tipton, E., Bryan, C.J., & Yeager, D.S. (under review). To change the world, behavioral intervention research will need to get serious about heterogeneity. *Nature Human Behaviour*.

Hirschi, Q., Josephs, R. & Yeager, D.S. (in preparation). Respectful language promotes medication adherence by increasing perceived social reward: Evidence from a testosterone administration study.

Medrano, F.N., Bryan, C.J., Josephs, R.A., Dahl, R.E., Hinjosa, C.J., & Yeager, D.S. (in preparation). Endogenous testosterone reveals the mechanism for a behavior-change intervention that appeals to adolescent values.

Seo, E.J., Lee, H.Y., Jamieson, J. Beevers, C., Reis, H., Josephs, R., & Yeager, D.S. (in preparation). Trait attributions and stress appraisals explain the relation between implicit theories of personality and internalizing symptoms during adolescence.

Seo, E.J., Gonzalez, M., Lee, H.Y., Jamieson, J. Beevers, C., Reis, H., Josephs, R., & Yeager, D.S. (in preparation). How does the effect of an incremental theory of personality intervention on mental health and stress resilience vary across individuals and contexts?

Yeager, D.S., Seo, E.J., Bryan, C.J., & Jamieson, J. (in preparation). Combining growth mindset and the stress-is-enhancing mindset promotes stress resilience.

- Yeager, D.S., Hanselman, P., Muller, C., & Crosnoe, R. (in preparation). Mindset \times Context Theory: How agency and affordances interact to shape human development and group-based inequality.
- Yeager, D.S., Gross, J., & Dweck, C.S. (in preparation). Beliefs count (at least) twice: A unified model of beliefs and affect regulation.
- Yamamoto, T., Bryan, C.J., & Yeager, D.S. (in preparation). Causal mediation and effect modification: A unified framework.
- Murray, J. Carvahlo, C., Hahn, R.P., Dweck, C.S., & Yeager, D.S. (in preparation). Understanding heterogeneous effects of behavioral interventions: A “Bayesian Causal Forest” approach.
- Rajagopal, T., Powers, J., Yeager, D.S., & Cohen, G.L.C. (in preparation). P-value myopia: The impact of statistical over practical significance in editorial decisions in psychology.
- Yang, M., Lee, H.Y., Crosnoe, R., & Yeager, D.S. (under revision). The cognitive cost of thinking you’re popular in high school.
- Yeager, D. S., & Bryk, A. (under revision). Practical measurement.
- Yeager, D.S., & Krosnick, J.A. (under revision). The impact of number of retrieved instances on self-ratings assertiveness: Availability heuristic or averaging models of information integration?
- Pustejovsky, J.E., Yeager, D.S., & Krosnick, J.A. (under revision). The impossible mediation test.
- Reeves, S.L., Yeager, D.S., D’Mello, S., & Murphy, M.C. (under revision). Caught up in red tape: Bureaucratic hassles undermine sense of belonging in college among first-generation students.
- O’Brien, J.M., Yeager, D.S., Galla, B. M., D’Mello, S., & Duckworth, A.L. (under revision). The “frame of reference bias” can undermine the validity of cross-context comparisons of aggregated self-reports.
- Netter, M., Henderson, M., Cullum, K., D’Mello, S., & Yeager, D.S. (under revision). Cheating yourself out of knowledge: Greater self-regulation predicts less cheating on skill-development tasks.
- Mullarkey, M., Fong, C., Beevers, C.G., & Yeager, D.S. (in preparation). Do more therapy sessions lead to better outcomes? A meta-analysis of experimental tests of dosage on mental health outcomes.

Books

- Elliott, A., Dweck, C. S., & Yeager, D. S. (2017). *Handbook of Competence and Motivation (2nd Edition): Theory and Application, 2nd ed.* New York, NY: Guilford Press.

Non-Peer-Reviewed Chapters and Articles

- Yeager, D.S. & Lee, H.Y. (in press). The incremental theory of personality intervention. In G. Walton & A. Crum (Eds.) *Handbook of wise interventions: How social-psychological insights can help solve problems*. New York, NY: Guilford Press.
- Dweck, C.S. & Yeager, D.S. (in press). The growth mindset of intelligence intervention. In G. Walton & A. Crum (Eds.) *Handbook of wise interventions: How social-psychological insights can help solve problems*. New York, NY: Guilford Press.
- Yeager, D. S. (In press). A purpose for working hard: When transcending the self creates self-regulation. In E. Aronson & J. Aronson, (Eds.) *Readings about the Social Animal*, New York: Worth Publishing.

- Yeager, D. S., Lee, H. Y., & Dahl, R. (2017). Competence and motivation in adolescence. In A. Elliot, C. S. Dweck, & D. S. Yeager, (Eds.) *Handbook of Competence and Motivation (2nd Edition): Theory and Application*. (pp. 431-448). New York, NY: Guilford Press.
- Yeager, D. S. (2017). Social and emotional learning during adolescence. *Future of Children*, 27(1):73-94. (Special issue on Social-emotional Learning). <https://www.jstor.org/stable/44219022>
- Yeager, D. S., Walton, G. M., & Cohen, G. L. (2013). Addressing achievement gaps with psychological interventions. *Phi Delta Kappan*, 94(5), 62-65. <http://dx.doi.org/10.1177/003172171309400514>
- Lapsley, D., & Yeager, D. S., (2012). Moral character education. In W. M. Reynolds, G. E. Miller, & I. B. Weiner, (Eds.) *Handbook of Psychology: Vol. 7. Educational Psychology, 2nd ed.* (pp. 147-178). Hoboken, NJ: John Wiley and Sons. <http://dx.doi.org/10.1002/9781118133880.hop207007>
- Steger, M., Bundick, M., & Yeager, D. S. (2011). Meaning in life. In R. J. Levesque (Ed.), *Encyclopedia of Adolescence* (pp. 1666-1677). New York, NY: Springer. https://doi.org/10.1007/978-1-4419-1695-2_316
- Yeager, D. S., & Miu, A. (2011). Implicit theories of personality predict motivation to use prosocial coping strategies after bullying in high school. In E. Frydenberg, & G. Reeve, (Eds.) *Personality, Stress and Coping: Implications for Education* (pp. 49-66). Charlotte, NC: Information Age Publishing.
- Bundick, M. J., Yeager, D. S., King, P. E., & Damon, W. (2010). Thriving across the lifespan. In Lerner, R. M., Lamb, M. E., Freund, A. M., & Overton, W. F. (Eds.), *Handbook of life-span development, Vol. 1: Cognition, Biology and Methods* (pp. 882-923). Hoboken, NJ: John Wiley & Sons.

Invited White Papers for the White House

- Yeager, D. S., Paunesku, D., Walton, G. M., & Dweck, C. S. (2013). How can we instill productive mindsets at scale? A review of the evidence and an initial R&D agenda. *A White Paper prepared for the White House meeting on "Excellence in Education: The Importance of Academic Mindsets."* <https://labs.la.utexas.edu/adrg/files/2013/12/Yeager-et-al-RD-agenda-6-10-131.pdf>
- Bryk, A. S., Yeager, D. S., Hausman, H., Muhich, J., Doll, J. R., Grunow, A., LeMahieu, P., & Gomez, L. (2013). Improvement research carried out through networked communities: Accelerating learning about practices that support more productive student mindsets. *A White Paper prepared for the White House meeting on "Excellence in Education: The Importance of Academic Mindsets."* <https://www.carnegiefoundation.org/resources/publications/improvement-research-carried-networked-communities-accelerating-learning-practices-support-productive-student-mindsets/>

Other Non-Peer Reviewed Writings

- Yeager, D. S., & Krosnick, J. A. (2009). Were the benchmarks really wrong? Retrieved on December 17th, 2009 from <http://blogs.abcnews.com/thenumbers/2009/12/survey-accuracy-revisiting-the-benchmarks-.html>
- Yeager, D. S., Krosnick, J. A., & Javitz, H. (2009). More on problems with opt-in Internet surveys. Retrieved on Oct 12th, 2009 from <http://blogs.abcnews.com/thenumbers/2009/09/guest-blog-more-on-the-problems-with-optin-internet-surveys.html>
- Krosnick, J. A., Malka, A., & Yeager, D. S. (2009). State of the nation: Getting warmer. *Boston Review*, 34(5):6. September/October: 6. <https://pprg.stanford.edu/wp-content/uploads/11-State-of-the-nation-getting-warmer.pdf>

RESEARCH GRANTS

- Yeager, D. S. (PI), Crosnoe, R., & Muller, C. (Co-PIs). "The Texas Mindset Study." Bill and Melinda Gates Foundation. (pending final approval).

- Yeager, D.S. (PI). Jacobs Foundation Advanced Research Fellowship. 2020-2022. CHF.
- Yeager, D. S. (PI), Crosnoe, R., & Muller, C. (Co-PIs). "Growth mindset and socioeconomic disparities in college readiness." William T. Grant Foundation. 2019-2021.
- Yeager, D. S. (PI), Crosnoe, R., & Muller, C. (Co-PIs). "Longitudinal follow-up to the *National Study of Learning Mindsets*." Bill and Melinda Gates Foundation. 2018-2021.
- Yeager, D. S. (PI), Crosnoe, R., & Muller, C. (Co-PIs). "Math classrooms, student mindsets, and STEM pathways in high school." HRD-1761179, National Science Foundation, EHR Core Research. 2018-2021.
- Yeager, D. S. (PI). "Turning the *National Study of Learning Mindsets* into a cornerstone dataset for the science of learning mindsets." Raikes Foundation. 2018-2020.
- Yeager, D. S. (PI). "Long-term follow-up to the *National Study of Learning Mindsets*." Optimus Foundation. 2018-2020.
- Yeager, D. S. (PI). "Conducting a generalizability replication of a promising, brief, scalable behavioral science intervention to improve mental health among adolescents." Robert Wood Johnson Foundation. 2017-2019.
- Yeager, D. S. (PI). "A national evaluation of an intervention to promote adolescent thriving." Templeton Foundation. 2016-2019.
- Yeager, D. S. (PI), Muller, C. (CI), & Crosnoe, R. (CI). "Supplement for National Mindset Study." Raikes Foundation. 2016-2017.
- Yeager, D. S. (PI). "Greasing the hinges, reducing the friction: A psychological approach to opening gateways to postsecondary success in Texas." Greater Texas Foundation, Faculty Fellow. 2016-2018.
- Yeager, D. S. (PI). "Understanding how, why and when psychological interventions reduce inequality: A nationally representative experiment." William T. Grant Foundation, Inequality Program. 2015-2017.
- Bryan, C. (PI), Yeager, D. S. (CI). "Bringing purpose to healthy eating: A randomized intervention experiment." Character Lab, Bridging Research and Practice RFP. 2015-2017.
- Yeager, D. S. (PI). "Estimating and understanding effects of teaching teens that people can change." R01 HD084772, NICHD. 2015-2020.
- Yeager, D. S. (PI). "Understanding for whom, and under what conditions, mindset interventions have enduring effects: An experiment in a nationally-representative sample." Spencer Foundation. 2015-2017.
- Yeager, D. S. (PI). "Intervening to reduce educational underperformance in Houston and America: A test of a growth mindset in probability samples." Houston Endowment. 2014-2017.
- Yeager, D. S. (PI). "National Mindset Study." Bezos Foundation. 2014-2017.
- Yeager, D. S. (PI). "National Mindset Study pilot." Character Lab. 2014-2017.
- Yeager, D. S. (Network co-chair, authored grant), Schneider, B. (Network co-chair), M. Levi (PI). "Mindset Scholars Network: An interdisciplinary research network at the Center for Advanced Study in the Behavioral Sciences" Raikes Foundation. 2014-2017.
- Yeager, D. S. (PI). "Toward a sociological, contextual perspective on psychological interventions." William T. Grant Foundation, Scholars Program. 2014-2019.

Dweck, C. S. (PI), Yeager, D. S. (CI, authored grant). "Mindsets Collaborative: An interdisciplinary research network on student agency in education." Raikes Foundation. 2014.

Yeager, D. S. (PI). "Effect of implicit theories on adolescent health." Hope Lab. 2013.

Yeager, D. S. (PI). "Promoting mindsets about the purpose of schoolwork and assessing academic perseverance: Experiments in urban district middle schools." Raikes Foundation. 2013-2015.

Yeager, D. S. (PI). "What's the best way to motivate kids? A field experiment testing the American public's intuitions about motivation," Time-Sharing Experiments in the Social Sciences, Short Studies Program. 2013. Awarded free survey data collection ($N = 2000$) from GfK/Knowledge Networks' representative national panel of American adults.

Yeager, D. S. (PI). "It's tedious but it matters: Can purpose promote the grit required to build Math and Science skills?" The Center for Decision Research at The University of Chicago, Booth School of Business, New Paths to Purpose Request for Proposals. 2013-2015.

Bryan, C. (PI), Yeager, D. S. (CI). "Bringing purpose to healthy eating for adolescents: A classroom-based intervention experiment." The Center for Decision Research at The University of Chicago, Booth School of Business, New Paths to Purpose Request for Proposals. 2013-2015.

Yeager, D. S. (PI). "Beliefs that get under the skin: When and how implicit theories produce differences in high school students' physiological stress levels." R24 HD042849, NICHD. Population Research Center, University of Texas at Austin Level 2 seed funding. 2012.

Duckworth, A. L. (PI), Yeager, D. S. (CI). "Understanding and Increasing College Persistence." Gates Foundation. 2011-2013.

Yeager, D. S. (grant recipient, authored grant), Dweck, C. S. (PI). "Motivating Resilient Responses to Conflict by Teaching Adolescents That People Can Change." Thrive Foundation for Youth. Funding for dissertation research. 2009-2011.

Yeager, D. S. (PI). "Does Mentioning 'Some People' and 'Other People' in an Attitude Question Improve Measurement Quality?" Time-Sharing Experiments in the Social Sciences. 2009. Awarded free survey data collection ($N = 1700$) from Knowledge Networks' representative national panel of American adults.

AWARDS AND HONORS

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|------|---|
| 2020 | Distinguished Scientific Award for Early Career Contribution to Psychology (Developmental), American Psychological Association (APA). |
| 2020 | Advanced Research Fellowship, Jacobs Foundation. |
| 2018 | Boyd McCandless Award, APA Division 7 (Developmental Psychology). |
| 2017 | Early Career Research Contribution Award, Society for Research in Child Development (SRCD). |
| 2016 | Faculty Fellow, Greater Texas Foundation. |
| 2015 | Rising Star, APS. |
| 2015 | Cialdini Award for best paper using field methods and demonstrating importance to outside groups, with co-authors, Society for Personality and Social Psychology (SPSP). Shared with V. Purdie-Vaughns, J. Garcia, J., N. Apfel, P. Brzustoski, A. Master, W.T. Hessert, M.E. Williams, & G. Cohen. |

- 2015 Early Career Outstanding Paper Award, APA Division 7.
- 2015 Joseph E. Zins Early Career Award for Action Research in Social and Emotional Learning, Collaborative for Academic, Social and Emotional Learning (CASEL).
- 2014-2015 Fellow, Center for Advanced Study in the Behavioral Sciences (CASBS).
- 2013 Michael Pressley Award for an early career researcher, Institute for Educational Initiatives, University of Notre Dame.
- 2013 Outstanding Dissertation Award, SRCD.
- 2012 Social Issues Dissertation Award, Second Prize, Society for the Psychological Study of Social Issues (SPSSI).
- 2012 Dissertation Award, APA Division 7.
- 2012 Review of Research Award, with Gregory Walton, American Educational Research Association (AERA).
- 2012 Outstanding Research Award, with Gregory Walton, AERA, Division E (Counseling and Human Development).
- 2012 Outstanding Dissertation Award, AERA, Division E (Counseling and Human Development).
- 2011 Dissertation Funding Award (one of five), SRCD, Student and Early Career Committee.
- 2011 Selected for immersive training in Stanford / IDEO design methodology, "The d.School Experience: Adventures in Design Thinking." Stanford, CA.
- 2011 Selected for advanced training institute on structural equation modeling in longitudinal research, APA, UC Davis, CA.
- 2011 International summer school, Society for Research on Adolescence, (declined).
- 2010 Selected for participation in Academic Center of Excellence summer institute on youth violence prevention, Center for Disease Control and Prevention, Berkeley, CA.
- 2011 Travel Award, SRCD.
- 2010 Dissertation Research Award (one of three "highest rated"), APA Science Directorate.
- 2010-2011 Dissertation Fellow, Spencer Foundation.
- 2010 Lagerspetz Award for exceptional presentations at the 2010 ISRA World Conference, International Society for Research on Aggression (ISRA).
- 2009 Travel award, AERA, Adolescence and Youth Development SIG.
- 2009 Seminar award, AERA, Division E (Counseling and Human Development).
- 2008 Education Pioneers fellowship, for work with Partners in School Innovation.
- 2007; 2008 8th grade commencement speaker, Sts. Peter and Paul School.
- 2006-2007 James and Viola Quillen Fellowship, Stanford School of Education.

2004 University of Notre Dame Hall Spirit Award for exemplifying the “Spirit of Notre Dame.”, University of Notre Dame.

PRESENTATIONS

Invited Lectures, Talks, and Meetings

“The new era of mindset research.” Character Lab Educator Summit, Philadelphia, PA, July, 2019.

“Taking contextual heterogeneity seriously in behavior-change research.” Behavior Change for Good Conference, Philadelphia, PA, June, 2019.

“Mindset × Context Theory.” Invited Colloquium Speaker, Northwestern University, Chicago, IL, May, 2019.

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” PIER public seminar speaker at the Center for Education Policy Research at the Harvard Graduate School of Education, Cambridge, MA. February 2019.

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” Invited talk at the Harvard Kennedy School, Cambridge, MA. May 2018.

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” Invited talk at the Boston University School of Education, Boston, MA. May 2018.

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” UCLA Department of Psychology, Developmental Area Meeting, Los Angeles, CA. April 2018.

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” Wisconsin Interdisciplinary Training Program in Education Sciences, Madison, WI. April 2018.

“Team science approaches to scaling up: Insights from the National Study of Learning Mindsets.” Invited talk for the SPSP “Scaling Up” pre-conference, Atlanta, GA. March 2018.

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” Invited talk at Stanford University Political Psychology Research Group, Stanford, CA. February 2018

“Putting mindsets into context: Insights from the National Study of Learning Mindsets.” University of Southern California Social Psychology Area Meeting, Los Angeles, CA. February 2018

“Planning to learn from heterogeneity in behavioral science interventions: The case of the National Study of Learning Mindsets.” Causal Inference Conference at Columbia University, New York, NY. May 2017.

“Intervening to improve adolescent development on a national scale.” Behavioral science and public policy invited keynote, Biennial meeting for the Society for Research on Child Development (SRCD), Austin, TX. April 2017.

“Dealing with social stress during adolescence.” Seminar series, NICHD social development training center, University of Maryland Department of Human Development and Quantitative Methodology. October 2016.

“Generalizable behavioral science.” Decision processes colloquium. Wharton School of Business, University of Pennsylvania, Philadelphia, PA. October 2016.

“Dealing with social stress during adolescence.” Psychology colloquium, University of Pennsylvania, Philadelphia, PA. October 2016.

- “Dealing with social stress during adolescence.” Master’s of Applied Positive Psychology Fall Summit, University of Pennsylvania, Philadelphia, PA. October 2016.
- “Generalizable behavioral science.” Behavioral exchange 2016. Harvard University, Cambridge, MA. June 2016.
- “Generalizable behavioral science.” 10th triennial invitational choice symposium. Lake Louise, AB, Canada. May 2016.
- “Mindset, belonging, and purpose.” Commencement speech for Austin Community College adult GED honors program. Austin, TX. April 2016.
- “Dealing with social stress during adolescence.” Colloquium Speaker for the Department of Psychology, University of Virginia. Charlottesville, VA. April 2016.
- “The subtle psychology of motivation and learning,” Participant in SXSW Edu Panel. Austin, TX. March 2016.
- “Mindset research.” Education Writer’s Association Meeting, Stanford, CA. November 2015.
- “Coping with social conflict during the transition to high school: Process model and intervention.” Marschak Colloquium. University of California at Los Angeles. Los Angeles, CA. February 2015.
- “Growth mindset in higher education.” Round table discussion with Secretary Arne Duncan, U.S. Department of Education, Washington, D.C. February 2015.
- “Produce persistence and developmental mathematics student success.” Talk and discussion with Vice Provosts for California State Universities. Long Beach, CA. October 2014.
- “Non-cognitive factors in education” for Education Funders Strategy Group. Washington, D.C. September 2014.
- “Deep Dive on Non-Cognitive Factors” at Education Writer’s Association Annual Meeting. Nashville, TN. May 2014.
- “Noncognitive factors and social / emotional learning,” Webinar for Education Pioneers Analyst Fellows. May 2014.
- “Noncognitive factors affecting student success: State of the science and opportunities for school improvement”, American Educational Research Association Annual Meeting, Philadelphia, PA. April 2014.
- “Social emotional learning can change the world,” Participant in SXSW Edu Panel. Austin, TX. March 2014.
- “Productive persistence.” Keynote, Hawaii Community College System. Honolulu, HI. March 2014.
- “Hard to measure 21st Century Skills.” Meeting at the White House, OSTP and the Hewlett Foundation. Washington, D.C. January 2014.
- “Mindsets that promote resilience: Theory and practice.” New York City Department of Education, OPSR Academic and Personal Behaviors group. New York, NY. October 2013.
- “Designing psychological interventions to solve social problems at scale: The case of the ‘growth mindset’ and ‘social belonging.’” Lecture, New York University Steinhardt School (Applied Psychology). New York, NY. October 2013.
- “Designing psychological interventions to solve social problems at scale: The case of the ‘growth mindset’ and ‘social belonging.’” John A. Hannah Lecture, Michigan State University. Lansing, MI. October 2013.

- “Mindsets that promote resilience.” Keynote lecture and workshop, “Changing the odds” Conference, The Salesmanship Club, Dallas TX. September 2013.
- “Productive persistence.” President’s day keynote, Seattle Central Community College. Seattle, WA. September 2013.
- “The role of beliefs in adolescent personality development: Evidence from intervention experiments.” Conference on Personality and Identity Formation in Childhood and Adolescence, Human Capital and Economic Opportunity: A Global Working Group. Chicago, IL. May 2013.
- “An R&D agenda for scaling academic mindsets.” Lecture and discussion at the White House convening on Excellence in Education: The Importance of Academic Mindsets. Washington, D.C. May 2013.
- “Mindsets about intelligence and belonging.” Briefing and discussion with Bill Gates, Melinda Gates and the Global Good Fund. Bellevue, WA. January 2013.
- “Student agency.” Plenary speaker for Raikes Foundation / Hewlett Foundation convening on the “Middle Shift” Network. Stanford, CA. September 2012.
- “Psychological strategies to promote student agency.” Invited speaker for Raikes Foundation Board of Trustees meeting. Hood Canal, WA. August 2012.
- “Mindsets that promote resilience.” Plenary speaker at Houston Independent School District Summer Leadership Institute. Houston, TX. June 2012.
- “Productive Persistence: A practical theory of community college student success.” Speaker at the Bill and Melinda Gates Foundation Post-secondary Convening. Seattle, WA. June 2012.
- “Scaling psychological interventions to reduce achievement gaps: A blueprint.” Speaker at the New Schools Venture Fund / Aspen Institute Summit. San Francisco, CA. May 2012.
- “Productive persistence: Drivers of developmental math student success.” Plenary speaker at the Texas Developmental Education Conference. Houston Community College. Houston, TX. April 2012.
- “Productive persistence: Tenacity + good strategies.” Speaker at the Achieving the Dream D.R.E.A.M. Conference. Dallas, TX. February 2012.
- “What we’re learning about productive persistence: Evidence from the Statway.” Plenary speaker at the Quantway Winter Institute, Carnegie Foundation for the Advancement of Teaching. Stanford, CA. December 2011.
- “Aggression, stress and achievement during adolescence: The role of implicit theories of personality.” Stanford University Developmental Psychology Brown Bag. Stanford, CA. November 2011.
- “Mindsets that promote resilience.” Keynote at the Thrive Foundation for Youth Summer Forum. Menlo Park, CA. June 2011.
- “Implicit theories and aggression: A process model and an intervention.” Department of Psychology, Motivation Area, University of Zürich, Switzerland. Zürich, Switzerland. April 2011.
- “The accuracy and utility of Internet surveys.” CentER Data, University of Tilburg. Tilburg, Netherlands. April 2011.
- “Implicit theories and aggression: A process model and an intervention.” Department of Psychology, Developmental Area, Utrecht University. Utrecht, Netherlands. April 2011.

- “Scaling psychological interventions.” Guest speaker for the Principal Fellows Program, Stanford University. Stanford, CA. February 2011.
- “Reducing aggression by changing mindsets: Evidence from Bay Area schools.” Guest speaker for the Principal Fellows Program, Stanford University. Stanford, CA. January 2011.
- “Productive persistence.” Plenary speaker at the Statway / Quantway Winter Institutes, Carnegie Foundation for the Advancement of Teaching, Stanford, CA. January 2011.
- “What does ‘doing college’ mean?” Brown bag presentation at the Carnegie Foundation for the Advancement of Teaching, Stanford, CA. December 2010.
- “An implicit theories intervention changes aggressive and prosocial responses to peer exclusion and victimization” Developmental Psychology Brown Bag, Stanford University. Stanford, CA. October 2010.
- “Social-psychological interventions in education” guest lecture at MDRC, New York, NY. September 2010.
- “Coping with conflict during adolescence: An implicit theories perspective” guest lecture in School of Education course titled “Adolescent Development and Schooling.” Stanford University. Stanford, CA. May 2010.
- “Adolescent implicit theories and desires for vengeance after bullying” guest lecture for the Research Experience Program, Foothill College. Los Altos Hills, CA. June 2009.
- “Social psychology outside the lab: Does what we know about collect sophomores generalize to a representative sample of American adults?” guest lecture for the Research Experience Program, Foothill College. Los Altos Hills, CA. March 2009.

Conference Presentations (since 2009)

Biennial Meeting of the Society for Research on Child Development (SRCD); Biennial Meeting of the Society for Research on Adolescence (SRA); Annual conference for the Society for Personality and Social Psychology (SPSP); Annual meeting of the American Educational Research Association (AERA); Society for Research on Educational Effectiveness (SREE); Society for Experimental Social Psychology (SESP); World conference for the International Society for Research on Aggression (ISRA); Fourth Annual Workshop on Measurement and Experimentation with Internet Panels: Innovative Features of Internet Interviewing; Annual conference for the Association for Public Opinion Research (AAPOR); Association for Psychological Science (APS); Annual Meeting for the Association of Moral Education (AME); Annual Meeting of the American Political Science Association (APSA); Annual Meeting for the American Psychological Association (APA).

ADVISING AND STUDENT RELATED-SERVICE

Post-doctoral Students (First job)

Paul Hanselman (Assistant Professor, UC Irvine)
Eunjin Seo (current)
Jamie Carroll (current)

Doctoral Students, Primary Dissertation Advisor (First post-PhD position)

Hae Yeon Lee, PhD (Postdoctoral fellow at Stanford University psychology department)
Joseph O'Brien, PhD (current)
Melanie Gonzalez (current)
Fortunato (Nick) Medrano (current)

Undergraduate Honors Theses

Saniya Hirani, Psychology, 2017.
Title: “The power of the inanimate object: Food.”

Post-thesis position: MA, Yale University; Consultant, Accenture

Cintia Hinojosa, Psychology, 2014. (Supervisor)

Title: "A prosocial purpose for healthy eating makes health an appealing identity and doubles the free-choice selection of healthy options in a double-blind field experiment."+

+ Awarded "Dean's Distinguished Graduate" (one of 12 students in the College of Liberal Arts; only winner from Psychology).

Post-thesis position: PhD student at University of Chicago Booth School of Business

Rebecca Johnson, Psychology, 2011. (Co-supervisor with Carol Dweck)

Title: "Beliefs about Depression's Controllability of Onset and Potential for Improvement: Effects on Stigma and Allocation of Funding for Mental Health"+

+ Awarded Firestone Medal for Excellence in Undergraduate Research (top 10% of all Stanford University honors theses in social science, science and engineering)

Post-thesis position: PhD student at Princeton University

Alexandria Ordway, Education, 2010. (Co-supervisor with Amado Padilla)

Title: "The Relationship Between Implicit Theories and Victims' Attributions in Response to Social Conflicts and Relational Aggression: Evidence from Adolescent Narratives"

Post-thesis position: Harvard Law School

ADMINISTRATIVE AND PROFESSIONAL SERVICE

University and Local Service

UT Provost's committee for campus-wide efforts to improve K-12 education, 2019-present.

UT Provost's committee on equity in the academic experience, 2019-present.

Diversity steering committee, UT department of psychology

Partnership with former Vice Provost Gretchen Ritter (and subsequently Vice Provost David Laude, and Carolyn Connerat) to improve college persistence for UT Freshmen; implementation of UT mindset program for entire incoming UT class in 2012, 2014, and 2016 (see

http://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html?_r=0).

Assistance to first-year student support programs and College of Natural Science to improve student retention and success rates.

Professional Service

Member, National Scientific Council on Adolescence, Center for the Developing Adolescent. Berkeley, CA. 2019-Present.

Co-chair (with Barbara Schneider), Mindset Scholars Network, an interdisciplinary research network at the Center for Advanced Study in the Behavioral Sciences (CASBS). Stanford, CA. 2013-2017.

Member, Working Group on Identity and Personality, Becker Friedman Institute for Research in Economics, University of Chicago. 2013-Present

Program Chair and Co-Organizer, White House Convening on *Excellence in Education: The Importance of Academic Mindsets*, Washington, D. C. 2013.

Peer Reviewer

Editorial board

Journal of Personality and Social Psychology: Attitudes and Social Cognition (2017-Current)

Ad hoc

Nature Human Behavior, Child Development, Psychological Science, Perspectives on Psychological Science, Emotion; Current Directions in Psychological Science, Motivation and Emotion, Journal of Abnormal Psychology, Personality and Social Psychology Review, Public Opinion Quarterly, Journal of Educational Psychology, Journal of Adolescent Research, Journal of Experimental Social Psychology, Basic and Applied Social Psychology, European Journal of Social Psychology, Science Education, Journal of Applied Developmental Psychology, Journal of Positive Psychology, Time-Sharing Experiments in the Social Sciences, Educational Evaluation and Policy Analysis, American Educational Research Journal, Educational Researcher.

Professional Memberships

Society for Research on Child Development; American Psychological Association Division 7 (Developmental Psychology); Society for Personality and Social Psychology; Association for Psychological Science; American Education Research Association; Society for Research on Adolescence.