

Tenelle Porter
Rowan University
Robinson Hall, 201 Mullica Hill Road, Glassboro, NJ, 08028
Email: portert@rowan.edu
Website: tenelleporter.com

POSITIONS

2023-Current	Assistant Professor of Psychology, Rowan University
2022-2023	Assistant Professor of Educational Psychology, Ball State University
2020-2022	Postdoctoral Scholar in Psychology, University of Pennsylvania
2015-2020	Postdoctoral Scholar in Human Development, UC Davis

EDUCATION

PhD	Stanford University, Developmental and Psychological Sciences, 2010-2015
MSc	University of Oxford, Evidence-Based Social Intervention, <i>Distinction</i> , 2007-2008
BA	University of Kansas, Spanish, <i>Distinction</i> , 2000-2004

GRANTS

2023-2025	Arizona State University Humility in Inquiry Grant. “Investigating Whether an Emphasis on Brilliance Stifles Humble Inquiry” Role: PI. (Co-PI: Andrei Cimpian). Total: \$212,467
2023-2026	John Templeton Foundation, 62978. “Building a Foundation for the Study of Intellectual Humility in Education” Role: PI. (Co-PI: Jon Valant, Brookings Institution). Total: \$849,800
2021	Google Sponsorship Grant. “Promoting Intellectual Humility to Combat the Spread of Misinformation” Role: Co-PI with Keith Welker at OpenMind. Total: \$50,000
2020-2023	John Templeton Foundation, 61942. “Promoting Intellectual Humility in Classrooms” Role: PI. (Co-PIs: Andrei Cimpian, Mark Leary). Total: \$234,698
2013-2015	Thrive Center for Human Development, IH101. “Intellectual Humility and Beliefs about Intelligence” Role: Author and Graduate Student Fellow (PI: Carol Dweck). Total: \$234,080

PEER-REVIEWED PUBLICATIONS (*denotes student mentee)

- Porter, T.** & Cimpian, A. (2023). Emphasis on intellectual ability discourages the expression of intellectual humility. *Motivation Science*, 9(2), 120-130. <https://doi.org/10.1037/mot0000289>
- Porter, T.** (2023). Jingle-Jangle fallacies in intellectual humility research. *Journal of Positive Psychology*, 18(2), 221-223. <https://doi.org/10.1080/17439760.2022.2154698>
- Porter, S. L., Baehr, J., **Porter, T.**, & Roberts, R. C. (2022). On the integration of positive psychology and the psychology of religion/spirituality: Logical, normative, and methodological questions. In E.B. Davis, E.L. Worthington, & S.A. Schnitker (Eds.), *Handbook of positive psychology, religion, and spirituality* (pp. 37-51). Springer International Publishing.
- Porter, T.**, Elnakouri, A., Meyers, E., Shibayama, T., Jayawichreme, E., Grossmann, I. (2022). Intellectual Humility: Predictors and consequences. *Nature Reviews Psychology*, 1, 524-536. <https://doi.org/10.1038/s44159-022-00081-9>

- Porter, T.**, Catalán Molina, D., Lucas, M., Oberle, C., Trzesniewski, K. Classroom environment predicts changes in expressed intellectual humility. (2022). *Contemporary Educational Psychology*, 70, 102081. <https://doi.org/10.1016/j.cedpsych.2022.102081>
- Domingue, B. W., Kanopka, K., Stenhaug, B., Sulik, M. J., Beverly, T., Brinkhuis, M., Circi, R., Faul, J., Liao, D., McCandliss, B., Obradovic, J., Piech, C., **Porter, T.**, Soland, J., Weeks, J., Wise, S.L., Yeatman, J. (2022). Speed–accuracy trade-off? Not so fast: Marginal changes in speed have inconsistent relationships with accuracy in real-world settings. *Journal of Educational and Behavioral Statistics*, 47(5), 576-602.
- Catalán Molina, D., **Porter, T.**, Oberle, C., Haghghat, M., Roberts, S., Blackwell, L. S., Trzesniewski, K. How to measure quality of delivery: Focus on teaching practices that help students to develop proximal outcomes. (2022). *Journal of Research on Educational Effectiveness*, 15(4), 898-923. <https://doi.org/10.1080/19345747.2022.2054481>
- Koetke, J., Schumann, K., **Porter, T.**, Smilo-Morgan, I. (2022). Fallibility salience increases intellectual humility: Implications for people’s willingness to investigate misinformation. *Personality and Social Psychology Bulletin*, 49(5), 806-820. <https://doi.org/10.1177/01461672221080979>
- Ludwig, J., Schumann, K., **Porter, T.** (2022). Humble and apologetic? Predicting apology quality with intellectual and general humility. *Personality and Individual Differences*, 188, 111477. <https://doi.org/10.1016/j.paid.2021.111477>
- Porter, T.**, Catalán Molina, D., Cimpian, A., Roberts, S., Frederiks, A., Blackwell, L.S., Trzesniewski, K. (2022). Growth mindset intervention delivered by teachers boosts achievement in early adolescence. *Psychological Science*, 33(7), 1027-1181. <https://doi.org/10.1177/09567976211061109>
- Porter, T.**, Baldwin, C. R.*, Warren, M. T., Murray, E. D., Bronk, K. C., Forgeard, M., Snow, N., & Jayawickreme, E. (2021) Clarifying the content of intellectual humility: A systematic review and integrative framework. *Journal of Personality Assessment*, 104(5), 573-585. <https://doi.org/10.1080/00223891.2021.1975725>
- Porter, T.** (2021). Did it work? Reflections and five humble questions to guide assessment. *Journal of Education*, 202(2), 166-169. <https://doi.org/10.1177/0022057421102506>
- Selmezy, D., Ghetti, S., Zheng, L., **Porter, T.**, & Trzesniewski, K. (2021). Help me understand: Information-seeking, developmental differences, and implications for academic achievement. *Cognitive Development*, 59, 101062. <https://doi.org/10.1016/j.cogdev.2021.101062>
- Koetke, J., Schumann, K., **Porter, T.** (2021). Trust in science increases conservative support for social distancing. *Group Processes and Intergroup Relations*, 24(4), 680-697. <https://doi.org/10.1177/1368430220985918>
- Koetke, J., Schumann, K., **Porter, T.** (2021). Intellectual humility predicts scrutiny of COVID-19 misinformation. *Social Psychological and Personality Science*, 13(1), 277-284. <https://doi.org/10.1177/1948550620988242>
- Porter, T.**, Schumann, K., Selmezy, D., & Trzesniewski, K. (2020). Intellectual humility predicts mastery behaviors when learning. *Learning and Individual Differences*, 80, 101888. <https://doi.org/10.1016/j.lindif.2020.101888>
- Porter, T.**, Martinus, A., Ross, R., Cyster, C.F., Trzesniewski, K. (2020). Changing learner beliefs in South African townships - an evaluation of a growth mindset intervention. *Social Psychological and Personality Science*, 11(7), 991-998. <https://doi.org/10.1177/1948550620909738>

- Porter, T.**, Catalán Molina, D., Blackwell, L., Roberts, S., Quirk, A., Duckworth, A.L., & Trzesniewski, K. (2020). Measuring mastery behaviors at scale: The persistence, effort, resilience and challenge-seeking task (PERC). *Journal of Learning Analytics*, 7(1), 5-18.
<https://doi.org/10.18608/jla.2020.71.2>
- Porter, T.**, Gardiner, G., Davis, D.E., Baehr, J. (2019). Wisdom through adversity: The potential role of humility. *Journal of Value Inquiry*, 53, 475-477. (invited submission).
- Porter, T.**, Schumann, K. (2018). Intellectual humility and openness to the opposing view. *Self and Identity*, 17(2), 131-162. <https://doi.org/10.1080/15298868.2017.1361861>
- Ballard, P.J., Malin, H., **Porter, T.**, Colby, A., Damon, W. (2015). Motivations for political and volunteering civic participation among diverse youth: More similarities than differences. *Research in Human Development*, 12, 63-83.
- Damon, W., Bronk, K., **Porter, T.** (2015). Youth entrepreneurship. *Emerging Trends in the Social Sciences*, New York, NY: John Wiley & Sons.
- Geldhof, J., Malin, H., Johnson, S.K., **Porter, T.**, Bronk, K.C., Weiner, M.B., Agans, J.P., Mueller, M.K., Colby, A., Lerner, R.M., Damon, W. (2014). Entrepreneurship in young adults: Initial findings from the young entrepreneurs study. *Journal of Applied Developmental Psychology*, 35, 410-421.
- Geldhof, J., **Porter, T.**, Weiner, M.B., Malin, H., Bronk, K., Agans, J.P., Mueller, M., Damon, W., Lerner, R. (2014). Fostering youth entrepreneurship: Preliminary findings from the young entrepreneurs study. *Journal of Research on Adolescence*, 24, 431-446.
- Porter, T.** (2013). Moral and political identity and civic involvement in adolescents. *Journal of Moral Education*, 42, 239-255.
- Schnitker, S., **Porter, T.**, Emmons, R.A., Barrett, J. (2012). Attachment predicts adolescent conversions at Young Life religious summer camps. *International Journal for the Psychology of Religion*, 22, 198-215.
- Barret, J., **Porter, T.**, Emmons, R.A. Schnitker, S. (2009). Different styles reach different kids: An empirical inquiry into Young Life camping programmes in the USA and Europe, *Journal of Youth and Theology*, 8, 10-27.
- Barrett, J., Burdett, E., **Porter, T.** (2009). Quantifying counterintuitiveness of folktales: Empirical investigation of MCI theory, *Journal of Cognition and Culture*, 9, 271-87.

MANUSCRIPTS UNDER REVIEW

- Muradoglu, M., **Porter, T.**, Trzesniewski, K., & Cimpian, A. (2022). A growth mindset scale for young children.
- Catalán Molina, D., **Porter, T.**, DeMartino, S., Trzesniweski, K. (2022). Whether students benefit from a social and emotional learning intervention depends on their motivation profile.

MANUSCRIPTS IN PREPARATION

- Porter, T.**, Catalán Molina, D., Cimpian, A., Roberts, S., Frederiks, A., Blackwell, L.S., Trzesniewski, K. (2022). Longitudinal Effects of a Teacher-Delivered Growth Mindset Intervention: Registered Report.

Porter, T., Cimpian, A., & Leary, M. (2022). Modeling intellectual humility benefits learning and motivation in classrooms.

Porter, T. & Zipory, O. (2022). Pseudo Intellectual Humility.

Porter, T., Cimpian, A., & Leary, M. (2022). A model of experiencing and expressing intellectual humility in classrooms.

Porter, T., Cimpian, A., Leary, M. (2022). Privilege to Inquire: Underrepresented students are less comfortable asking questions in classrooms.

Porter, T., Catalán, D., & Trzesniewski, K. (2022). Who “Owns” Their Limitations? A person-centered analysis of middle school students’ intellectual humility, academic anxiety, and self-esteem.

Porter, T. Mushold, K., Ronfard, S., Sinnott-Armstrong, W. (2022). Development of Intellectual Humility White Paper.

OTHER PUBLICATIONS

Porter, T. (2019, May). The Intellectual Humility Playbook. *Character Lab*.

Porter, T. (2018, April 30). The Benefits of Admitting When You Don’t Know. *Behavioral Scientist*.

Porter, T. (2015, August 13). Humility Boosts Learning. *Slate*.

Porter, T. (2012, March 11). Engage Young Voters. *The Wichita Eagle*.

Porter, T., Barrett, J.L. (2009, September). Feeding Kids’ Hunger: How adolescents sometimes crave what they need. *Group Magazine*.

Porter, T. (2008, Autumn). Ada’s Story: Sex Trafficking and Implications for Policy. *The Oxford Forum*.

Porter, T. (2008, Summer). Turning the Corner: Liberia’s journey from civil war to recovery. *The Oxford Forum*.

INVITED PRESENTATIONS

Porter, T. (2023, August). *Growth mindset in the classroom*. Invited presentation at the Ball State Teachers College Professional Development Series, online presentation.

Porter, T. & Cimpian, A. (2023, May). *An emphasis on brilliance discourages intellectual humility (and what to do about it)*. Invited presentation at the Intellectual Humility and Oppression meeting, Chicago, IL.

Porter, T. (2023, May). *Can expressing intellectual humility benefit others?* Invited presentation at the Intellectual Humility in Florence conference, Florence, Italy.

Porter, T. (2022, December). *Assessing and measuring intellectual humility*. Invited presentation at the Wake Forest Program for Leadership and Character, Winston-Salem, NC.

Porter, T. (2022, November). *Motivational benefits of teachers expressing intellectual humility*. Invited presentation at the Thiem Social Psychology Lab, Ball State University, Muncie, IN.

Porter, T. (2022, October). *Helping learners reveal what they don’t know: The influence of growth-focused classrooms on equity and engagement*. Invited presentation for Psychological Science Colloquium,

Ball State University, online presentation.

Porter, T. (2022, October). *Intellectual humility and learning*. Invited presentation at The Greater Good Science Center, Berkeley, CA.

Porter, T. (2022, January). *Helping learners reveal what they don't know: The influence of growth-focused classrooms on equity and engagement*. Invited presentation at Teachers College, Ball State University, online presentation.

Porter, T. (2022, January). *Helping learners reveal what they don't know*. Invited presentation at the University of Oklahoma, online presentation.

Porter, T. (2021, March). *I might be wrong: How to foster intellectual humility in the classroom and why it matters*. Invited presentation at Civics Symposium by Civic Spirit, online presentation.

Porter, T. (2019, June). *Psychological conceptualizations of intellectual humility* Invited presentation at New Directions in Promoting Character Virtues meeting, Palo Alto, CA.

Porter, T. (2019, April). *Did it work? Five humble questions to guide evaluation*. Invited presentation at Boston University's Wheelock College of Education and Human Development, Brookline, MA.

Porter, T. (2018, August). *Progress and priorities for empirical work on intellectual humility*. Invited presentation at John Templeton Foundation Planning Meeting, Tysons, VA.

Porter, T., Colby, A. (2017, June). *Entrepreneurial identity and grit as possible predictors of stable entrepreneurial engagement among young adults*. Invited presentation at Stanford's Designing Education Laboratory colloquium, Stanford, CA.

Porter, T. (2017, December). *Mindset Mechanisms: Shedding light on how a growth mindset shapes students' learning & achievement*. Invited presentation at Character Lab, Philadelphia, PA

Porter, T., Trzesniewski, K. (2017, April). *Developing a behavioral measure of persistence, effort, resilience and challenge-seeking*. Invited presentation at World Bank Behavioral Initiatives colloquium, Washington D.C.

Porter, T., Trzesniewski, K. (2017, February). *PERC: A behavioral measure of persistence, effort, resilience, and challenge-seeking*. Invited presentation at Stanford's Psychology in Education colloquium, Stanford, CA.

PRESENTATIONS AT PROFESSIONAL MEETINGS (*denotes student mentee)

Porter, T., Cimpian, A. (May, 2023). *Expressing intellectual humility in high school classrooms*. Paper presented at the Association for Psychological Science annual meeting, Washington D.C.

Porter, T., Cimpian, A. (May, 2023). *Emphasis on brilliance decreases willingness to express intellectual humility in adolescence*. Paper presented at the American Educational Research Association annual meeting, virtual presentation.

Porter, T., Leary, M., Cimpian, A. (April, 2023). *Teacher modeling intellectual humility increases interest in math*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.

Porter, T., Cimpian, A., Leary, M. (April, 2022). *Adult modeling encourages expression of intellectual humility in adolescence*. Paper presented at the Cognitive Development Society Biennial Meeting, Madison, WI.

- Vasquez, A.*, **Porter, T.** (April, 2022). *High school girls are less comfortable expressing intellectual humility in class than boys*. Roundtable session presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Hicken, E.*, **Porter, T.** (April, 2022). *Exploring barriers to expressing intellectual humility in online classes*. Poster presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Porter, T.**¹, Zipory, O¹. (March, 2022). *Identifying pseudo-intellectual humility*. Paper presented at the Philosophy of Education Society Annual Meeting, San Jose, CA. ¹Authors contributed equally.
- Welker, K., **Porter, T.**, Cole, R. (February, 2022). *Fallibility prompts increase scrutiny of misinformation*. Paper presented at the Society for Personality and Social Psychology Annual Meeting, San Francisco, CA.
- Oberle, C., Catalán Molina, D., **Porter, T.**, Ontai, L., Trzesniewski, K. (2021, April). *Teachers' observed classroom feedback influences how students perceive their learning environments*. Paper presented at the Society for Research in Child Development Biennial Meeting.
- Catalán Molina, D., **Porter, T.**, De Martino, S., Johnson, H.C., Mueller, H., Perova, E., Vakis, R., & Trzesniewski, K. (2020, December). *Who benefited from a growth mindset intervention in Indonesia? A study of achievement motivation profiles*. Paper presented at the Society for Research in Child Development Special Topic Workshop: Studying Child Development in Low Resource Contexts. Virtual session.
- Catalán Molina, D., Roberts, S., Budd, K., Jonnalagadda, S., **Porter, T.**, Blackwell, L. S., & Trzesniewski, K. (2019, November). *Measuring quality of delivery in school interventions: What to measure and when?* Paper presented at the American Evaluation Association, Minneapolis, MN.
- Porter, T.**, Trzesniewski, K. (2018, October). *The role of school and classroom environments in shaping development of intellectual humility*. Poster presented at the Society for Research in Child Development: Promoting Character Development among Diverse Adolescents Special Topic Meeting, Philadelphia, PA.
- Porter, T.**, DeMartino, S., Trzesniewski, K. (2018, May). *Assessing behavioral expressions of growth mindset in adolescents in South Africa*. Paper presented at the Association for Psychological Science Conference, San Francisco, CA.
- *Guzman, C., **Porter, T.**, Robins, R., Trzesniewski, K.H. (2018, May). *Factors that contribute to coping for children of Mexican origin*. Poster presented at the U.C. Davis Undergraduate Research Conference, Davis, CA.
- Porter, T.**, Clark, S. (2018, January). *The promising association between intellectual virtue and civic goods*. Paper presented at the Jubilee Centre for Character and Virtues Annual Conference, Oxford, England.
- Porter, T.**, Schumann, K. (2017, April). *Intellectual character development in adolescence: Promoting Learning and Success*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Porter, T.**, Blackwell, L.S., Roberts, S., Catalán, D., Trzesniewski, K.H. (2017, April). *Testing a measure of growth mindset-relevant behavior: The Persistence, Effort Investment, Resilience, Challenge-seeking task*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

- Porter, T.**, Schumann, K. (2017, April). *Adolescents' intellectual humility predicts engagement in learning, and math achievement*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Catalán, D., **Porter, T.**, Donnellan, B., & Trzesniewski, K.H. (2017, April). *Do growth mindset and sense of belonging predict stress in school over time?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Porter, T.**, Blackwell, L.S., Roberts, S., Catalán, D., Trzesniewski, K.H. (2017, April). *The PERC task: assessing behavioral correlates of children's mindsets of intelligence*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- *Leslie, C., **Porter, T.**, Catalán, D., Trzesniewski, K.H. (2017, April). *Students' goals moderate the association between poverty and grades in school*. Poster presented at the U.C. Davis Undergraduate Research Conference, Davis, CA.
- Clark, S., **Porter, T.**, Seider, S. (2017, January). *How should we teach intellectual character? Student and teacher perspectives on the impact of enculturation on adolescent intellectual character growth*. Paper presented at the Jubilee Centre for Character and Virtues Annual Conference, Oxford, England.
- Porter, T.**, Schumann, K., Dweck, C., Damon, W. (2016, Jan). *Intellectual Humility as Character*. Paper presented at the Jubilee Centre for Character and Virtues Annual Conference, Oxford, England.
- Porter, T.**, Schumann, K., Trzesniewski, K., Dweck, C. (2015, May). *Intellectual humility: Importance for learning in school and from opposing views*. Paper presented at the Association for Psychological Science (APS) conference in New York, NY
- Porter, T.**, Schumann, K., Trzesniewski, K., Dweck, C. (2015, May). *Intellectual humility and learning*. Paper presented at the Thrive Center for Human Development Intellectual Humility Conference, Catalina Island, CA.
- Porter, T.**, Malin, H., Liauw, I., Colby, A., Damon, W. (2014, August). *Entrepreneurial intention among 18-26 year olds: Development and change over time*. Paper presented at the Epicenter Research Summit, Palo Alto, CA.
- Porter, T.**, Schumann, K., Dweck, C. (2014, May). *Intellectual humility and mindset*. Paper presented at the Association for Psychological Science (APS) conference in San Francisco, CA.
- Porter, T.**, Schumann, K., Dweck, C. (2014, May). *Intellectual humility and beliefs about intelligence: Findings from phase one of research*. Paper presented at the Science of Intellectual Humility conference in St. Louis, MO.
- Porter, T.**, Schumann, K., Dweck, C. (2014, March). *Intellectual humility and learning-relevant outcomes among adolescents and young adults*. Poster presented at the American Educational Research Association (AERA) conference in Philadelphia, PA.
- Jahromi, P., **Porter, T.**, Damon, W. (2013, November). *School and peer groups as contexts for youth civic development*. Paper presented at the Society for the Study of Human Development conference in Fort Lauderdale, FL.
- Lerner, R., Damon, W., Bronk, K., Malin, H., **Porter, T.**, Kielly-Mueller, M. (2012, March). *Entrepreneurship as a pathway to Positive Youth Development*. Roundtable presented at Society for Research on Adolescence (SRA) conference, Vancouver, BC.

Porter, T., Jahromi, P., Damon, W. *Differential correlates of political and community service involvement.* (August, 2012). Poster presented at European Association for Research on Adolescence (EARA) conference, Spistes, Greece.

Jahromi, P., **Porter, T.,** Damon, W. *Civic effects of racial discrimination among immigrant adolescents in the USA.* (August, 2012). Paper presented at European Association for Research on Adolescence (EARA) conference, Spistes, Greece.

Porter, T., Jahromi, P, Damon, W. *The role of political identity in adolescent civic engagement.* Poster accepted for presentation July, 2012 at International Society of Political Psychology conference, Chicago, IL.

TEACHING

Lead instructor, “Learning, Motivation, and Assessment” (EDPS 390). Undergraduate level. Ball State University, Fall, 2022.

Lead instructor, “Psychology of Bias, Misbelief, and the Self” (Psy 680). Master’s level. Saint Joseph’s University, Spring, 2021.

Teaching assistant, “GRIT Lab: Fostering Passion and Perseverance” (Psyc 005) Undergraduate level. University of Pennsylvania, Fall, 2020.

Lead instructor, “Motivating Wisely” (Psy 470). Master’s level. Saint Joseph’s University, Spring, 2020.

Teaching assistant, “GRIT Lab: Fostering Passion and Perseverance” (Psyc 005) Undergraduate level. University of Pennsylvania, Spring, 2020.

Lead instructor, “The Psychology of Motivation” (Psy 370). Undergraduate level. Saint Joseph’s University, Summer, 2019.

Guest instructor, “Moral and Character Education” (Educ 247). Undergraduate, Master’s and PhD levels. Stanford University, 2015.

Guest instructor, “Policy, Organization, and Leadership Studies Seminar” (Educ 209A). Master’s level. Stanford University, 2014.

Teaching assistant, “Education Proseminar 2: Learning and Teaching” (Educ 325B). PhD level. Stanford University, 2014.

Guest instructor, “Moral and Character Education” (Educ 247). Undergraduate, Master’s and PhD levels. Stanford University, 2014.

Teaching assistant and section leader, “Introduction to Statistical Data Analysis and Interpretation” (Educ 200A). Master’s level. Stanford University, Winter, 2013.

MENTORSHIP

PhD and Master’s committees I have or am currently serving on: Kiara Johnson, Qunishia Carter, Allison Southworth, Ball State University; Brandon Warren, University of St. Thomas

PhD students I have advised or assisted in mentoring: Kiara Johnson, Qunishia Carter, Allison Southworth, Ball State University; Emily Aisenbrey, UPenn; Nina Vaupotič, University of Münster; Jonah Koetke, Justin Ludwig, University of Pittsburgh; Cady Oberle, Lucy Zheng, UC Davis

Master's and undergraduate students I have assisted in mentoring: Carolyn Priebe, Danny Shemesh, Allison Southworth, Ball State University; Chayce Baldwin, University of Pennsylvania; Amber Valentino, St. Joseph's University; Madison Gilbertson, Stanford University

Undergraduate researchers supervised and mentored: Angie Vasquez, Daniella Ortiz, NYU; Bri Herrera, Emma Hicken, Chelsea Leslie, Celeste Guzman, Chris Miles, Natalie Ramos, Eric Pape, Diana Santoyo, Yahaira Villa, Megan Shope, Christian L'Heureux, UC Davis

HONORS AND AWARDS

2022	Ball State University Diversity Associate
2022	Greater Good Science Center Media project advisor
2022	Intellectual Humility and Oppression Working Group Member
2022	Intellectual Humility in Science Working Group Member
2022	Intellectual Humility Conference in Florence Invitee
2021	Kern Family Foundation Character Convening Invitee
2021	UVA Institute of Advanced Studies in Culture Workshop Invitee
2021	Character Interventions Conference Invitee and Subject Matter Expert
2021	UC Davis Office of Educational Opportunity Research Fellow Mentor
2021	Development of Intellectual Humility Virtual Research Network Member
2020	Research Advisory Council Member, WGU Labs
2019-Present	Advisory Board, OpenMind
2018	Exceptional Scholarship Award, OpenMind
2017	Selected to participate in the Wisdom and Adversity Seminar, Fordham University
2017	Winner of CASEL Design Challenge for PERC task
2012	Graduate Public Service Fellowship, Stanford University
2008	Distinction awarded for Master's Thesis, University of Oxford
2004	Distinction awarded for undergraduate record of achievement, University of Kansas
2004	Phi Kappa Phi
2003	University of Kansas Honors Program Undergraduate Research Grant Recipient
2000-2004	University of Kansas Academic Scholarship

SERVICE

2015-Present	Reviewer for Child Development, Nature Science of Learning, Journal of Personality and Social Psychology, Learning and Individual Differences, Review of Philosophy and Psychology, Journal of Personality, Journal of Social and Political Psychology, Psychology of Religion and Spirituality, Personality and Social Psychology Bulletin, Journal of Research on Adolescence, Journal of Adolescence, Journal of Positive Psychology, Journal of Moral Education, Journal of Character Education, British Journal of Educational Psychology
2011-2013	Chair of Stanford Graduate School of Education Community Service Committee Organized community service events for students each quarter, e.g., canned food drive and maintenance day at local NGO specializing in parenting classes and early childhood education
2011-2012	Stanford Graduate School of Education Teaching and Advising Awards Coordinator Organized a review board of students who selected teaching and advising award recipients

ADDITIONAL TRAINING

June 2019	Philosophy-Psychology workshop on Belief, Knowledge, Inquiry, Fordham University
June 2017	Interdisciplinary Seminar on Wisdom and Adversity, John Templeton Foundation

- July 2014 Hierarchical Linear Modeling Workshop, Society for Research on Educational Effectiveness
July 2012 Summer Institute in Political Psychology, Stanford University

REFERENCES

Professor Kali Trzesniewski
University of California Davis Human Development Graduate Group
Department of Human Ecology
University of California
Davis, CA 95616
Tel: (650) 740-4752
Email: ktrz@ucdavis.edu

Professor William Damon
Stanford University Graduate School of Education
Barnum Building
505 Lasuen Mall
Stanford, CA 94305-3083
Tel: (650) 725-8205
Email: staton@stanford.edu or wdamon@stanford.edu

Professor Carol Dweck
Stanford University Psychology Department
Jordan Hall
Building 420, Room 240
Stanford, CA 94305-3083
Tel: (650) 725-2417
Email: beedavid@stanford.edu or dweck@stanford.edu

Professor Deborah Stipek
Stanford University Graduate School of Education
Cubberley Building
Office 113
Stanford, CA 94305-3083
Tel: (650) 725-9090
Email: stipek@stanford.edu

Professor Angela Duckworth
University of Pennsylvania Department of Psychology
Character Lab
3675 Market Street
Philadelphia, PA 19104
Tel: (215)-898-1339
Email: aduckworth@characterlab.org