

Yoi Tibbetts

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EMPLOYMENT

Assistant Professor, University of Virginia	2017-present
Motivate Lab Research Director, University of Virginia	2018-present
Founder and Scientific Director, MAP Sports	2017-present
Fellow, John N. Gardner Institute for Excellence in Undergraduate Education	2020-present

EDUCATION

PhD., Social Psychology, University of Wisconsin - Madison	2017
Ph.D. Minor: Quantitative Methods in Educational Sciences	
Dissertation: "Leveraging Theory to Maximize Intervention Effectiveness"	
M.S., Social Psychology, University of Wisconsin - Madison	2012
B.A., Psychology, Swarthmore College	2009

Interests: equity, motivation, system change, social stratification, learning mindsets

PUBLICATIONS

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- *Himmelberger, Z.M., **Tibbetts, Y.**, Barron, K.E., Hulleman, C.S., Harootunian, G., Speicher, M.R. (in press). Motivationally supportive learning environments in medical school and osteopathic medical student well-being and burnout. *Families, Systems, & Health*.
- Tibbetts, Y.** *Himmelberger, Z.M., Barron, K.E., Speicher, M.R., & Hulleman, C.S. (2024). The relationships between learning mindsets and osteopathic medical student psychological well-being and ill-being. *The Journal Of The American Medical Association Network Open*.
- *Silverman, D.M., Rosario J.R., Wormington S.V., **Tibbetts, Y.**, Hulleman, C.S., Destin, M. (2023). Race, academic achievement, and the issue of inequitable motivational payoff. *Nature: Human Behaviour*, 7(4), 515-528. <https://doi.org/10.1038/s41562-023-01533-9>.
- *Silverman, D. M., Hulleman, C. S., & **Tibbetts, Y.** (2023). Identifying the psychological mechanisms of utility-value activities to inform educational research and practice. *British Journal Of Educational Psychology*, 93(4), 960-977. <https://doi.org/10.1111/bjep.12614>
- *Totonchi, D. A., **Tibbetts, Y.**, *Williams, C. L., *Francis, M. K., DeCoster, J., Lee, G. A., Hull, J. W., & Hulleman, C. S. (2023). The cost of being first: Belonging uncertainty predicts math motivation and achievement for first-generation, but not continuing-generation, students. *Learning and Individual Differences*, 107 (102365). <https://doi.org/10.1016/j.lindif.2023.102365>
- *Totonchi, D. A., Francis, M. K., **Tibbetts, Y.**, Huelskoetter, E., Davis, J., Smith, A., Barron, K. E., & Hulleman, C. S. (2023). Improving community college students' success in math: Findings from two utility-value studies. *The Journal of Experimental Education*, 1-24. <https://doi.org/10.1080/00220973.2023.2243610>
- Hecht, C.A., Priniski, S.J., Harackiewicz, J.M., **Tibbetts, Y.** (2022). Affirming both independent and interdependent values improves achievement for all students and mitigates cultural mismatch for first-generation college students. *Journal Of Social Issues*, 77(3), 851-887. <https://doi.org/10.1111/josi.12416>

- Rosenzweig, E.Q., Hecht, C.A., Priniski, S.J., Canning, E.A., Asher, M.W., **Tibbetts, Y.**, Hyde, J.S., Harackiewicz, J.M. (2021). Inside the STEM pipeline: Changes in students' biomedical career plans across the college years. *Science Advances*, 7(18).
<https://doi.org/10.1126/sciadv.abe0985>
- Rosenzweig, E.Q., Harackiewicz, J.M., Hecht, C.A., Priniski, S.J., Canning, E.A., **Tibbetts, Y.**, Asher, M.W., Hyde, J.S. (2021). College students' reasons for leaving biomedical fields: disenchantment with biomedicine or attraction to other fields? *Journal Of Educational Psychology*, 113(2), 351. <https://doi.org/10.1037/edu0000456>
- Hecht, C.A., Harackiewicz, J.M., Priniski, S.J., Canning, E.A., **Tibbetts, Y.**, Hyde, J.S. (2020). Promoting persistence in the biological and medical sciences: An expectancy-value approach to intervention. *Journal Of Educational Psychology*, 111(8), 1462.
<https://doi.org/10.1037/edu0000356>
- Priniski, S.J., Rosenzweig, E.A., Hecht, C.A., Canning, E.A., **Tibbetts, Y.**, Hyde, J.S., Harackiewicz, J.M. (2019). The Benefits of combining value for the self and others in utility-value interventions. *Journal Of Educational Psychology*, 111(8), 1478.
<https://doi.org/10.1037/edu0000343>
- Rosenzweig, E.Q., Harackiewicz, J.M., Priniski, S.J., Hecht, C., Canning, E.A., **Tibbetts, Y.**, Hyde, J.S. (2019). Choosing your own Intervention: Using choice to enhance the effectiveness of a utility-value intervention. *Motivation Science*, 5(3), 269.
<https://doi.org/10.1037/mot0000113>
- Tibbetts, Y.**, Priniski, S. J., Hecht, C. A., Borman, G. D., & Harackiewicz, J. M. (2018). Different institutions and different values: Exploring first-generation student fit at 2-year colleges. *Frontiers In Psychology*, 9, 344019.
<https://doi.org/10.3389/fpsyg.2018.00502>
- Seyranian, V., Madva, A., Duong, N., Abramzon, N., **Tibbetts, Y.**, Harackiewicz, J.M. (2018). The longitudinal effects of STEM identity and gender on flourishing and achievement in college physics. *International Journal Of Stem Education*, 5, 1-14.
<https://doi.org/10.1186/s40594-018-0137-0>
- Canning, E. A., Harackiewicz, J. M., Priniski, S. J., Hecht, C. A., **Tibbetts, Y.**, & Hyde, J. S. (2018). Improving performance and retention in introductory biology with a utility-value intervention. *Journal Of Educational Psychology*, 110(6), 834-849.
<https://doi.org/10.1037/edu0000244>
- Tibbetts, Y.**, Harackiewicz, J.M., Priniski, S, Canning, E.A. (2016). Broadening participation in the life sciences with value interventions. *Cell Biology Education – Life Sciences Education*, 15(3), es4, 1-10. <http://dx.doi.org/10.1187/cbe.16-01-0001>.
- Tibbetts, Y.**, Harackiewicz, J.M., Canning, E.A., *Boston, J., Priniski, S, Hyde, J.S. (2016). Affirming independence: Exploring mechanisms underlying a values affirmation intervention for first-generation students. *Journal Of Personality And Social Psychology*, 110(5), 635-659. <http://dx.doi.org/10.1037/pspa0000049>.
- Harackiewicz, J.M., Canning, E., **Tibbetts, Y**, Priniski, S.J., Hyde, J. (2015). Closing achievement gaps with a utility-value intervention: Disentangling race and social class. *Journal Of Personality And Social Psychology*. <http://dx.doi.org/10.1037/pspp0000075>.
- Harackiewicz, J.M., Canning, E., **Tibbetts, Y**, Giffen, C.J., Blair, S., Rouse, D., Hyde, J. (2014). Closing the social class achievement gap for first-generation students in undergraduate biology. *Journal Of Educational Psychology* 106(2), 375-389.
<http://dx.doi.org/10.1037/a0034679>.

+ Editor's Choice, *Science* (2014), 343, 8.

* denotes student, postdoc, or supervisee co-author

Publications (Under Review)

- Tibbetts, Y.**, Himmelberger, Z.M., Denley, T., Lemming, H., Hull, J., Hulleman, C.S., Lee, G.A., Francis, M., Totonchi, D. *Learning mindsets matter: Implications for developmental education models and equity.*
- Totonchi, D.A., Sutter, C.C., DeCoster, J., Francis, M.K., Huelskoetter, E., Davis, J., Barron, K.E., Hulleman, C.S., **Tibbetts, Y.** *Learning contexts matter: Having value-supportive instructors moderates the efficacy of a utility-value intervention in community college math.*

Publications (In Preparation)

- Tibbetts, Y.**, Best, M., Hulleman, C.S., Nesterak, E.N., Barron, K. Creating more supporting training climates: *Coaching practices that leverage a growth mindset.*
- Himmelberger, Z.M., Guercio, E., Barrow, J., Speicher, M.R., Brannan, G.D., Hulleman, C.S. & **Tibbetts, Y.** *Prevalence of burnout and psychiatric morbidity in graduating osteopathic medical students.*
- Himmelberger, Z.M., Johnson, B., Carey, K., Speicher, M.R., Hulleman, C.S. **Tibbetts, Y.** *Burnout, job satisfaction, and perceptions of the workplace in U.S. osteopathic medical school faculty.*

Peer-reviewed Reports

- Tibbetts, Y.**, DeCoster, J., Francis, M.K., Williams, C.L., Totonchi, D.A., Lee, G.A., Hulleman, C.S. (2022). Learning mindsets matter for students in corequisite courses (Executive Summary). Denver, CO: Strong Start to Finish, Education Commission of the States. <https://strongstart.org/resource/learning-mindsets-matter-forstudents-in-corequisite-courses/>
- Tibbetts, Y.**, DeCoster, J., Francis, M.K., Williams, C.L., Totonchi, D.A., Lee, G.A., Hulleman, C.S. (2022). Learning mindsets matter for students in corequisite courses (Full Research Report). Denver, CO: Strong Start to Finish, Education Commission of the States. <https://strongstart.org/resource/learning-mindsets-matter-forstudents-in-corequisite-courses/>
- Hulleman, C. S., Murrah, W., Lee, M., Howard, D., **Tibbetts, Y.**, Frances, M., Silverman, D. S., Moran, M., Phelps, J., & Kosovich, J. J. (2022). A utility-value intervention improves pass rates in community college remedial math for first-generation students (Executive Summary). Denver, CO: Strong Start to Finish, Education Commission of the States.
- Hulleman, C. S., Murrah, W., Lee, M., Howard, D., **Tibbetts, Y.**, Frances, M., Silverman, D. S., Moran, M., Phelps, J., & Kosovich, J. J. (2022). A utility-value intervention improves pass rates in community college remedial math for first-generation students (Full Research Report). Denver, CO: Strong Start to Finish, Education Commission of the States.

Other Technical Reports

- Tibbetts, Y.** & Best, M. (2024). Evaluating the gents alliance: Growth mindset messaging. Data report for OneFuture Coachella Valley. Motivate Lab, Charlottesville, VA.

Tibbetts, Y., DeCoster, J., Francis, M., Moran, M., & Hulleman, C.S (2020). University System of Georgia STEM Initiative: (Institution's name) 2020 Data Spotlight Report. Motivate Lab, Charlottesville, VA

***30 STEM data spotlight reports for the University System of Georgia, including all 26 individual institutions and four sectors (state colleges, state universities, comprehensive universities, research universities).*

Tibbetts, Y., Francis, M., DeCoster, J., Silverman, D.S., Moran, M., Lubin, A., & Hulleman, C.S. (2020). The College System of Tennessee Fall 2019 Data Spotlights: (Institution's Name). Motivate Lab, Charlottesville, VA

***13 data spotlight reports for all community colleges in The College System of Tennessee.*

Tibbetts, Y., Hulleman, C.S., Wormington S.W., Lubin, A., Moran, M., Silverman, D.S., & Vines, E. (2018). Understanding the (Institution Name) Experience: Learnings, Takeaways and Highlights from Motivate Lab Site Visits. Motivate Lab, Charlottesville, VA.

***Nine customized site-visit reports (~20 pages each) summarizing qualitative and quantitative findings from multi-day site visits at nine institutions in The College System of Tennessee (Southwest Tennessee, Nashville State, Chattanooga State) and The University System of Georgia (Georgia State, Atlanta Metro, Georgia Southwestern, Georgia Perimeter Colleges, Kennesaw State, Dalton State)*

Peer-reviewed Chapters

Tibbetts, Y. (2020). Independence. In: Virgil Zeigler-Hill & Todd K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*, 1st Ed. Switzerland: Springer International Publishing.

Tibbetts, Y., Canning, E. A., & Harackiewicz, J. M., (2015). Academic motivation and performance: Task value interventions. In: James D. Wright (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd Ed (Vol. 1, pp37-42). Oxford: Elsevier. <http://dx.doi.org/10.1016/B978-0-08-097086-8.26078-9>.

Harackiewicz, J. M., **Tibbetts, Y.**, Canning, E. A., & Hyde, J. S. (2014). Harnessing values to promote motivation in education. In Karabenick, S., & Urdan, T. (Eds.) *Advances in Motivation and Achievement*, (Vol. 18, pp. 71-105). Bingley, UK: Emerald Group Publishing. <http://dx.doi.org/10.1108/S0749-742320140000018002>.

PROFESSIONAL PRESENTATIONS

Invited Workshops, Presentations, and Keynotes

Tibbetts, Y., Francis, A., Hulleman, C.S., Himmelberger, Z., Barron, K. Promoting well-being and resilience in historically underserved students (2024). **Invited Presentation** at the International Association of Medical Science Education's Annual Conference. Minneapolis, MN.

Tibbetts, Y., Francis, A., Barron, K., Speicher, M. Developing resilient mindsets in health professions (2024). **Invited Preconference Workshop** at the International Association of Medical Science Education's Annual Conference. Minneapolis, MN.

Tibbetts, Y., Speicher, M., Delaney, P., Francis, A., Himmelberger, Z., & Barron, K. (2024). Beyond growth mindset: Using mindset GPS to create motivationally supportive learning

- environments. **Invited Presentation** at The American Association of Colleges of Osteopathic Medicine's Annual Educating Leaders Conference. Kansas City, MO.
- Tibbetts, Y., Calderon-Dotson, M. (2024).** Leveraging learning mindsets in the postsecondary planning process. **Invited Workshop** presented at College Board's Annual Conference for Preparing Latino Students for the Future: Prepare, Austin, TX.
- Tibbetts, Y., Calderon-Dotson, M. (2024).** Activating student motivation in the postsecondary planning process. **Invited Workshop** presented at College Board's Annual Conference for Historically Black Colleges and Universities: A Dream Deferred, New York, NY.
- Tibbetts, Y., Calderon Dotson, M. (2024).** Purpose and relevance: Making meaningful connections to students' education and career goals. **Invited Workshop** for the National Alliance of Concurrent Enrollment Partnerships. Remote Presentation.
- Tibbetts, Y., Francis, A., Speicher, M. (2024).** Establishing resilient mindsets in medicine. **Invited Presentation** at the Workplace Change Collaborative's Annual Meeting. Washington D.C.
- Tibbetts, Y., Himmelberger, Z., Barron, K. (2024).** Student motivation and well-being in medical school and the resilient mindsets in medicine initiative. **Invited Webinar** for The International Association of Medical Science Educators. Remote Presentation.
- Tibbetts, Y. (2023).** Navigating medical school with a mindset GPS. **Invited keynote.** American Association of Colleges of Osteopathic Medicine's Assembly of Council Leaders Meeting. Bethesda, MD.
- Tibbetts, Y. & Barron, K. (2023).** Optimizing ourselves: The science of motivation. **Invited Presentation.** The Post's Inaugural Members Meeting. Palm Beach, FL.
- Tibbetts, Y. & Totonchi D. (2023).** Infusing advising with purpose and relevance. **Invited Presentation.** The Navigate Project's Annual Advisor Convening. Dallas, TX.
- Tibbetts, Y., Himmelberger, Z., Francis, A., Gin, L. (2023).** Measuring, developing, and implementing supportive learning mindsets in osteopathic medical education. **Invited Preconference.** The American Association of Colleges of Osteopathic Medicine's Annual Educating Leaders Conference. Baltimore, MD.
- Tibbetts, Y., Frick, J. (2023).** Progressive pathways: Leveraging motivational supports. **Invited Presentation.** The Navigate Project's Quarterly Meeting. Virtual.
- Tibbetts, Y. (2023).** Centering student voices to instigate institutional change. **Invited Presentation.** Strong Start to Finish Annual Learning Network Convening. Denver, CO.
- Tibbetts, Y., Wood, J.L., Canning, E. (2023).** What We've Learned about Learning Mindsets and where we are going with them. **Plenary Panel.** City University of New York's Equity, Inclusion, and Supporting Students Throughout Their Academic Journey Annual Professional Development Event. New York City, NY.
- Tibbetts, Y. (2022).** Developing learning mindsets in osteopathic medical education: Faculty development to support students from historically marginalized backgrounds. **Invited Presentation.** The American Association of Colleges of Osteopathic Medicine's Annual Educating Leaders Conference. Denver, CO.
- Tibbetts, Y. (2022).** Learning mindsets matter: Implications for developmental education models and equity. **Invited Presentation.** Strong Start to Finish Annual Learning Network Convening. Denver, CO.
- Tibbetts, Y. (2022).** Leveraging mindsets to develop elite Athletes. **Invited Keynote.** The United States Soccer Federation's Annual Coaching Convention. Virtual.
- Tibbetts, Y. (2022).** Elevating Perspectives of Historically Marginalized Students: The Student

- Voices Initiative. **Invited Presentation.** Tennessee Board of Regent's We All Rise Annual Convening. Nashville, TN.
- Tibbetts, Y.** (2022). Institutional accountability: How to elevate student voices. **Invited Workshop.** Tennessee Board of Regent's We All Rise Annual Convening. Nashville, TN.
- Tibbetts, Y.** (2022). Striving to create wiser and more equitable interventions: Elevating student voices. **Invited Presentation.** Institute of Education Science's Interdisciplinary Training Program Convening. Madison, WI.
- Tibbetts, Y. & Calderon-Dotson, M.** Navigating with mindset GPS: Relevance affirmation. **Invited Presentation.** The Navigate Project's Annual Advisor Convening. Virtual.
- Tibbetts, Y.** (2021). Leveraging learning mindsets to improve STEM education. **Invited keynote.** Partnership for Undergraduate Life Sciences Education Annual Conference. Remote presentation.
- Tibbetts, Y., Lubin A., Lexow, M.** (2021). Student voices initiative: Youth participatory action research. **Invited Presentation.** The Tennessee Board of Regents Annual High-Impact Practices Statewide Conference.
- Tibbetts Y. & Young, L.** (2021). Learning mindsets matter: Implications for equity. **Invited Workshop** at Partnership for Undergraduate Life Sciences Education Annual Conference. Remote Presentation.
- Tibbetts, Y. & Miller-Marshall** (2021). Infusing course artifacts with mindset-supportive strategies. **Invited Workshop** for the Ohio Department of Higher Education's Strong Start to Finish Professional Development Series. Remote Presentation.
- Tibbetts, Y. & Best, M** (2021). Measuring and leveraging mindsets to develop elite athletes. **Invited Keynote** at The United States Soccer Federation's A-License Coaching Course.
- Tibbetts, Y.** Beyond GPS: Importance of measure instructor/mentor mindsets. **Invited Workshop** for the Navigate Project's Annual Convening. Remote Presentation.
- Tibbetts, Y., Denley, T., Watanabe, M., Sudkamp, T., Hulleman, C.S.** (2021). Leveraging faculty mindset to create more motivationally supportive learning climates. **Invited Panel** at Strong Start to Finish's Annual Learning Network Convening. Remote Presentation.
- Tibbetts, Y., Totonchi, D., Huelskoetter, Hulleman C.S.** (2021). Tennessee value project: faculty training. Two **Invited Workshops** designed to support faculty to implement randomized controlled trials with fidelity. Remote Presentation.
- Miller-Marshall, S., Muthoka, H., **Tibbetts, Y.** (2021). Microaggression: The unseen student barrier. **Invited Workshop** for the University of Virginia's Diversity, Equity, and Inclusion Collective Professional Learning Series.
- Hulleman, C.S. & **Tibbetts, Y.** (2021). The utility-value intervention: The context of customization. **Invited presentation** for the Intervention Science Pre-Conference Workshop, Society for Personality and Social Psychology Annual Meeting.
- Tibbetts, Y.** (2020). Leveraging learning mindsets to develop world-class players. **Invited keynote** at The United States Soccer Federation's Annual Coaching Convention. Bradenton, FL.
- Tibbetts, Y.** (2020). Leveraging learning mindsets to create more motivationally-supportive learning contexts. **Invited keynote** at the Ohio Department of Higher Education's Strong Start to Finish Professional Development Series. Remote presentation.
- Tibbetts, Y.** (2020). Creating motivationally-supportive learning contexts. **Invited keynote** at the University System of Georgia's Annual STEM Kick-off Summit. Remote presentation.

- Tibbetts, Y.** (2020). Supporting belonging during covid-19. **Invited presentation** at High-impact Practice's National Townhall. Remote presentation.
- Tibbetts, Y.** (2020). Creating community and belonging. **Invited presentation** at Southwest Tennessee Community College. Memphis, TN.
- Tibbetts, Y.** (2020). Student and faculty motivation: Helping students navigate college with mindset GPS. **Invited keynote** at the University of Arkansas - Community College at Batesville Spring Professional Development Symposium.
- Tibbetts, Y.** (2020). Faculty mindsets matter: Supporting students. **Invited Workshop** at the University of Arkansas- Community College at Batesville Spring Professional Development Symposium.
- Tibbetts, Y., Lubin A., Moya, S.** (2020). Coding focus group data: Elevating student voices. Two **Workshops** for Tennessee Board of Regents. Remote presentation.
- Tibbetts, Y. Miller-Marshall, S., Lubin, A.** Data spotlights: Coaching institutions to leverage their data. (2020) Three **Workshops** presented to the University System of Georgia's state colleges, state universities, comprehensive universities, and research universities.
- Tibbetts, Y. Miller-Marshall, S., Maddry, T.** (2020). Promoting mindset-supportive practices in face-to-face and online settings. **Invited Workshop** at the City University of New York Summer Symposium, New York, NY
- Tibbetts, Y., Hulleman, C.S.** (2020). Motivate lab's approach to higher education reform. **Invited presentation** for the Strong Start to Finish Network Partner Meeting. Virtual.
- Tibbetts, Y. Miller-Marshall, S., Maddry, T.** (2020). Infusing course artifacts with mindset-supportive strategies. **Invited Workshop** at the City University of New York Summer Symposium, New York, NY
- Tibbetts, Y., Lubin A., Moya, S.** (2020). Elevating student voices. **Workshop** at the Tennessee Board of Regent's Headquarters. Nashville, TN.
- Hulleman, C.S., Barron, K.E., Murphy, M., Thoman, D., Francis, M., **Tibbetts, Y.** (2020). NSF RAPID: Role of faculty mindset beliefs during the transition to online education. **Invited Presentation** at the NSF ECR PI Meeting. Virtual.
- Tibbetts, Y.** (2019). Improving the lives of student-athletes with rigorous motivation research. **Invited presentation** at the Mind, Brain, and Whole Child Coaching Education Meeting. Sponsored by the United States Olympic Committee, Colorado Springs, CO.
- Tibbetts, Y.** (2019). Bringing your mindset GPS to sports. **Invited keynote** at the Sports and Fitness Seminars hosted at IX park. Charlottesville, VA.
- Tibbetts, Y.** (2019). Supporting athletes with adaptive mindsets. **Invited presentation** at the Junior Tennis Champions Center. Baltimore, MD.
- Tibbetts, Y.** (2019). Growth mindset and beyond: Helping students navigate college with mindset GPS. **Invited keynote** at CUNY's Mindset Professional Development Convening. New York, NY.
- Tibbetts, Y., Maddry, T., Hulleman, C.S.** (2019). Exploring growth mindset, purpose & relevance, and social belonging. **Invited Workshop** at CUNY's Mindset Professional Development Convening. New York, NY.
- Tibbetts, Y. & Moran, M.** (2019). Supporting students' growth mindset. **Workshop** at Nashville State Community College. Nashville, TN.
- Tibbetts, Y.** Motivation: It takes a village. (2019) **Invited keynote**, University System of Georgia's Annual STEM Summit. Athens, GA.
- Tibbetts, Y. & Hulleman, C.S.** (2019). Infusing mindset GPS. **Workshop** at University System

- of Georgia's Annual STEM Summit. Athens, GA.
- Tibbetts, Y.** (2019). Leveraging student and faculty mindset to improve academic outcomes. **Invited presentation**, Complete College America's Annual Convening, Phoenix, AZ.
- Tibbetts, Y.** (2019). Learning mindsets and student success. **Invited keynote** at University of Arkansas System's Annual English Corequisite Instruction Institute by Complete College America. Little Rock, AR.
- Tibbetts, Y. & Vines, E.** Promoting Learning Mindsets across Nashville State. **Workshop** at Nashville State Community College. Nashville, TN.
- Tibbetts, Y.** (2019). Student motivation and faculty mindsets. **Invited Workshop** at University of Arkansas System's Annual English Corequisite Instruction Institute by Complete College America. Little Rock, AR.
- Tibbetts, Y.** (2019). Bringing purpose and value to your classrooms, curriculum, and campus. **Workshop** at University System of Georgia's Annual Momentum Summit. Peach Tree City, GA.
- Tibbetts, Y.** (2019). Exploring growth mindset, purpose & relevance, and social belonging across the university system of Georgia's institutions. **Invited presentation** at University System of Georgia's Annual Momentum Summit. Peach Tree City, GA.
- Tibbetts, Y.** (2019). Synthesizing and planning for learning mindset work. **Workshop** at Tennessee Board of Regent's Annual Mindset Summit. Nashville, TN.
- Tibbetts, Y.** (2019). Exploring mindset GPS in Tennessee. **Invited Talk**, Tennessee Board of Regent's Annual Mindset Summit. Nashville, TN.
- Tibbetts, Y. & Young L.** (2019). Understanding student belonging. **Invited presentation**, Navigate Project's Inaugural Convening. Chicago, IL.
- Tibbetts, Y.** (2019). Motivating students for success. **Invited keynote** at the University System of Georgia Gear-Up Coordinator Training Meeting. Jekyll Island, GA.
- Tibbetts, Y.** (2019). Motivation and culturally relevant teaching practices. **Invited Workshop** at Kennesaw State University. Kennesaw, GA.
- Tibbetts Y. & Moran, M.** (2019). Supporting students with a values reflection lesson plan. **Workshop** at Nashville State Community College. Nashville, TN.
- Tibbetts, Y., Maddy, T.** (2019) Finding utility value. **Workshop** presented at the University System of Georgia Gear-Up Coordinator Training Meeting. Jekyll Island, GA.
- Tibbetts, Y.** (2019). Navigating college with a mindset GPS. **Invited keynote** at Southwest Tennessee Community College. Memphis, TN.
- Tibbetts, Y., Hulleman, C.S.** (2019). Promoting productive learning mindsets and motivation. **Invited keynote** at Kennesaw State University. Atlanta, GA.
- Tibbetts, Y. & Vines, E.** (2019). Introducing mindset GPS: Learning mindsets at Nashville State. **Invited Workshop** at Nashville State Community College. Nashville, TN.
- Tibbetts, Y. & Wormington, S.** (2019). Exploring mindset GPS. **Invited presentation** at the University System of Georgia's Annual Mindset Summit. Jekyll Island, GA.
- Tibbetts, Y. & Wormington, S.** (2019). Synthesizing and planning for learning mindset work. **Invited presentation** at the University System of Georgia's Annual Mindset Summit, Jekyll Island, GA.
- Tibbetts, Y. & Barron K.** (2019) Promoting productive learning mindsets and motivation. **Workshop** at Kennesaw State University. Kennesaw, GA.
- Tibbetts, Y.** (2018). Leadership dialogues: Implementing a mindset survey across university systems. **Invited presentation** at the Strong Start to Finish Learning Network Convening.

Denver, CO.

- Tibbetts, Y.** (2018). Infusing a system with productive learning mindsets. **Invited keynote** at the African American Male Initiative Annual Meeting sponsored by the University System of Georgia. Macon, GA
- Tibbetts, Y. & Hulleman, C.S.** (2018). Applying research: Productive learning mindsets. **Invited keynote** at Georgia Southwestern State University. Americus, GA.
- Tibbetts, Y.** (2018). Fostering productive learning mindsets in Georgia: Student values. **Invited presentation** at the Mindset Summit sponsored by the University System of Georgia. Atlanta, GA.
- Tibbetts, Y.** (2017). Leveraging motivation theory to address the social-class achievement gap. **Invited presentation** to the University of Virginia's Social Psychology Area Group. Charlottesville, VA.
- Tibbetts, Y. Hulleman, C.S., & Wormington, S.V.,** (2017). Potential and pitfalls of mindset interventions in education: Key lessons and secrets for success. **Invited keynote** to the high Impact Practice Drive-In sponsored by the Tennessee Board of Regents. Nashville, TN.
- Hulleman, C.S., **Tibbetts, Y., & Wormington, S.V.** (2017). Fostering purpose for school through learning mindsets. **Invited presentation** to the Pedagogy Academy sponsored by the Tennessee Board of Regents. Nashville, TN.
- Tibbetts, Y.** (2016). Maximizing intervention effectiveness: Leveraging knowledge from combining laboratory and field studies. **Invited presentation** to Angela Duckworth's Character Lab, Philadelphia, PA.
- Tibbetts, Y., Canning, E.A.** (2014). Promoting motivation for underrepresented groups in undergraduate biology courses. **Invited presentation** to the Psychology Department Board of Visitors at the University of Wisconsin-Madison.
- Tibbetts, Y.** (2014). Promoting performance and motivation for underrepresented students in STEM courses. **Invited presentation** at the Interdisciplinary Training Seminar, Educational Sciences Department, University of Wisconsin-Madison.

Other first authored, peer-reviewed conference talks and presentations

- Tibbetts, Y., Best, M., Totonchi, D., Francis, M., Himmelberger, Z., Hulleman, C.S.** (2024). Growth mindset cultures: A stronger predictor of outcomes than an individual's own growth mindset. **Poster** presented in structured poster session at the meeting of the Society for Personality and Social Psychology. San Diego, CA.
- Tibbetts, Y., Wormington, S., Lee, G., Vines, E., Lubin, A., Hulleman, C.S.** (2019). Two-year vs. four-year institutions: Student mindsets across different colleges. **Poster** presented at the Society of Personality and Social Psychology Annual Conference, Portland, OR.
- Tibbetts, Y., Raveendhran, R., Heydarian, A.** (2019). Examining the longitudinal effects of behavior tracking in education and work settings. **Poster** at New Directions in Research on the Psychology of Technology Annual Conference. Washington D.C.
- Tibbetts, Y., Wormington, S., Barron, K., Thoman, D., Hulleman, C.S.** (2019). Using social psychology to facilitate system-wide change in higher education. Symposium presented at the Annual Meeting for the Society for the Psychological Study of Social Issues. San Diego, CA. ***served as symposium chair**
- Tibbetts, Y., Hulleman, C.S., Wormington, S., Barron, K., Thoman, D.** (2019). Research in action: Prototyping, adopting, and infusing. **Accepted symposium talk.** Society for the

- Psychological Study of Social Issues. San Diego, CA.
- Tibbetts, Y., Hulleman, C.S., Lee, M., Silverman, D., Foley, K., Moran, M., Francis, M., Muthoka, H., Howard, D., Wormington, S. (2018) Implementing utility-value interventions in the real world. *Accepted symposium talk*. International Conference on Motivation, Aarhus, Denmark.**
- Tibbetts, Y., Harackiewicz, J.M., Wigfield, A.L., Hulleman, C.S., Cohen, G.L. (2017).** Motivational interventions in education. Symposium presented at the annual meeting of the Society of the Study of Motivation. Boston, MA. ***served as symposium chair**
- Tibbetts, Y., Harackiewicz, J.M., Canning, E.A., Boston, J.S., Priniski, S.J., Hyde, J.S. (2017).** Examining long-term benefits of a values-affirmation intervention for first-generation students. Paper presented at the annual meeting of the Society of the Study of Motivation. Boston, MA.
- Tibbetts, Y., Canning, E.A., & Harackiewicz, J.M. (2016).** Leveraging theory to create better interventions: Maximizing intervention effectiveness. **Accepted symposium talk.** Conference on Understanding Interventions that Broaden Participation in Science Careers, Philadelphia, PA.
- Tibbetts, Y., Canning, E.A., Harackiewicz, J.M. (2016).** Improving academic fit for first-generation students. **Accepted symposium talk.** Society for Personality and Social Psychology Annual Meeting, San Diego, CA.
- Tibbetts, Y., Canning, E.A., & Harackiewicz, J.M. (2015).** Closing the social class achievement gap in undergraduate biology courses with values affirmation interventions. **Accepted symposium talk.** Conference on Understanding Interventions that Broaden Participation in Science Careers, San Diego, CA.
- Tibbetts, Y., Canning, E.A., & Harackiewicz, J.M. (2015).** Independently fitting in: Affirming independence improves first-generation students' academic performance. **Accepted symposium talk.** American Educational Research Association Annual Meeting, Chicago, IL.
- Tibbetts, Y., Canning, E. A., Boston, J. Hyde, J. S. & Harackiewicz, J. M. (2015).** Affirming independence: Promoting academic fit for first-generation students. **Poster** presented at the meeting of the Society for Personality and Social Psychology, Long Beach, CA.
- Tibbetts, Y., Canning, E. A., Hyde, J. S., & Harackiewicz, J. M. (2014).** Closing the social class achievement gap: Exploring the role of social belonging. **Accepted symposium talk.** American Educational Research Association Annual Meeting, Philadelphia, PA.
- Tibbetts, Y., Canning, E. A., & Harackiewicz, J. M. (2014).** Measuring topic-specific interests in a single course: Advantages and challenges. **Poster** presented in a structured poster session at the meeting of the American Educational Research Association, Philadelphia, PA.
- Tibbetts, Y., Canning, E. A., & Harackiewicz, J. M. (2014).** Exploring the role of social belonging and cultural mismatch: First-generation college students. **Poster** presented at Society of Personality and Social Psychology, Austin, TX.
- Tibbetts, Y., Canning, E. A., & Harackiewicz, J. M. (2013).** Examining the positive effects of a values affirmation intervention for first-generation college students. **Poster** presented at the meeting of the Society for Personality and Social Psychology, New Orleans, LA.
- Tibbetts, Y. (2012).** Examining the positive effects of a values affirmation intervention for first-generation college students. **Accepted symposium talk.** Annual First Year Symposium, Psychology Department, University of Wisconsin-Madison.

Other conference presentations

- Hulleman, C. S., Young, L., & **Tibbetts, Y.** (2023). Measuring belonging: Why it's important and how to do it. **Invited presentation** at the Achieving the Dream Data Analytics Conference. Baltimore, MD.
- Best, M.T. & **Tibbetts, Y.** (2023). It's not just us: Perceptions of others' growth mindsets matter more for performance. **Poster** presented at the Annual Meeting of the European Congress of Sports Sciences (ECSS). Paris, France.
- Hulleman, C. S., Totonchi, D., Davis, J., Francis, M., Huelskoetter, E., & **Tibbetts, Y.** (2023). Educational contexts that support student motivation lead to better academic outcomes in STEM: The role of mathematics instructors in student motivation. **Poster** presented at the Annual Conference and Exposition of the American Society of Engineering Education, Minneapolis, MN.
- Lee, G. A., Williams, C. L., Francis, M., Totonchi, D. A., Hulleman, C. S., & **Tibbetts, Y.** (2023). Belonging and belonging uncertainty predicting academic motivation and achievement among community college and university students. **Paper** presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Silverman, D. M., Rosario, J., Destin, M., Wormington, S. V., **Tibbetts, Y.**, & Hulleman, C. S. (2023). Race, academic Achievement, and the issue of inequitable motivational payoff. **Paper** presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hulleman, C. S., **Tibbetts, Y.**, Francis, M., Lubin, A., Totonchi, D., Barron, K., & Young, L. (2023). Will I ever use this? Closing equity gaps in math with utility-value interventions. **Presentation** at the 17th Annual Southeastern STEM Education Research Conference. Nashville, TN.
- Hulleman, C.S. & **Tibbetts, Y.** (2021). The utility-value intervention: The content and Context of Customization. **Invited presentation** for the Intervention Science Pre-Conference Workshop, Society for Personality and Social Psychology Annual Meeting.
- Williams, C. L., Garam, A. L., **Tibbetts, Y.**, Hulleman, C. S., & Wilson, T. D. (2021). The case for ability belonging. **Presentation** at Society for Personality and Social Psychology Annual Convention, virtual.
- Lee, G. A., Wormington S. V., **Tibbetts, Y.**, Vines, E., & Hulleman, C. S. (2020). The differential relation between high school GPA, academic motivation, and college GPA across post-secondary contexts. **Poster** at Society of Personality and Social Psychology Annual Convention. New Orleans, LA.
- Silverman, D. M., Hirschi, Q. A., Moran, M., Williams, C. L., **Tibbetts, Y.**, & Hulleman, C. S. (2019). Rapid development to design interventions: Incorporating qualitative data in real time. **Poster** presented at the AERA Annual Meeting, Toronto, Ontario.
- Wormington S., **Tibbetts, Y.**, Vines, E., Lee, G., Barron, K., Hulleman, C.S. (2019). Mismatch between student and faculty learning mindsets in STEM courses. **Invited presentation** for the bi-annual meeting of the Mindset Scholars Network. Washington D.C.
- Silverman D., Moran, M., Hirschi, Q., Williams, C., **Tibbetts, Y.**, Hulleman, C.S. (2019). Rapid development to design interventions: Incorporating qualitative data in real time. **Poster** at American Education Research Associations Annual Conference. Toronto, Canada.
- Hulleman, C.S., **Tibbetts, Y.**, Wormington, S., Barron, K., Thoman, D. (2019). How our

- research process leads to system change. **Accepted Symposium Talk**. Society for the Psychological Study of Social issues, San Diego, CA.
- Hull, J., **Tibbetts, Y.**, Hulleman, C.S., Wormington, S., Barron, K., Thoman, D. (2019). Building momentum year: Researching and applying. **Accepted Symposium Talk**. Society for the Psychological Study of Social issues, San Diego, CA.
- Wormington S., **Tibbetts, Y.**, Hulleman, C.S., Barron, K., Thoman, D. (2019). Research in action: Empathizing, learning, synthesizing, and planning. **Accepted Symposium Talk**. Society for the Psychological Study of Social issues, San Diego, CA.
- Wormington, S., **Tibbetts, Y.**, Philipoom, M., Hulleman, C.S. (2018). A meta-analytic synthesis of utility-value interventions in education. **Accepted Symposium Talk** International Conference on Motivation, Aarhus, Denmark.
- Priniski, S., Canning, E.A., **Tibbetts, Y.**, Rosenzweig, E., Harackiewicz, J.M. (2018). Understanding utility-value intervention effects: The role of personal and interpersonal writing. **Accepted Symposium Talk** International Conference on Motivation, Aarhus, Denmark.
- Canning, E. A., Priniski, S. J., **Tibbetts, Y.**, & Harackiewicz, J. M. (2016). Improving performance and retention in introductory biology with a utility value intervention. **Poster** presented at the meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Harackiewicz, J. M., **Tibbetts, Y.**, & Canning, E. A. (2016). Improving academic fit for first-generation students. **Accepted Symposium Talk**. Society for Personality and Social Psychology, San Diego, CA.
- Hecht, C., Canning, E. A., **Tibbetts, Y.**, Priniski, S. J., & Harackiewicz, J. M. (2016). Connecting action to identity: Developing an attainment value intervention. **Poster** presented at the meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Harackiewicz, J. M., Priniski, S. J., Canning, E. A., & **Tibbetts, Y.** (2015). Closing achievement gaps with utility value interventions. **Accepted Symposium Talk** Understanding Interventions that Broaden Participation in Science Careers Conference. San Diego, CA.
- Canning, E. A., **Tibbetts, Y.**, & Harackiewicz, J. M. (2015). Tell me something I don't know: Testing the difference between directly-communicated and self-generated relevance information. **Poster** presented at the meeting of the Society for Personality and Social Psychology, Long Beach, CA.
- Harackiewicz, J. M., Canning, E. A., **Tibbetts, Y.**, & Hyde, J.S. (2015). Closing the social class achievement gap with utility value interventions. **Accepted Symposium Talk** American Educational Research Association Annual Convening, Chicago, IL.
- Harackiewicz, J. M., **Tibbetts, Y.**, Canning, E. A., & Hyde, J.S. (2015). Closing the social class achievement gap in undergraduate biology courses with values affirmation interventions. **Accepted Symposium Talk** the American Educational Research Association Annual Convening, Chicago, IL.
- Priniski, S. J., Canning, E. A., **Tibbetts, Y.**, & Harackiewicz, J. M. (2015). Is variety the spice of successful intervention? Comparing personal and interpersonal utility value assignments. **Accepted Symposium Talk**. American Educational Research Association Annual Convening, Chicago, IL.
- Priniski, S. J., **Tibbetts, Y.**, Canning, E. A., & Harackiewicz, J. M. (2015). Yours, mine, and ours: The role of self-referencing in utility value writing. **Poster** presented at the meeting

- of the Society for Personality and Social Psychology, Long Beach, CA.
- Harackiewicz, J. M., **Tibbetts, Y.**, & Canning, E. A. (2014). Measuring perceived utility value and personal relevance in college biology courses. **Accepted Symposium Talk.** American Educational Research Association Annual Convening, Philadelphia, PA.
- Canning, E. A., **Tibbetts, Y.**, & Harackiewicz, J. M. (2014). Increasing interest by communicating value. **Accepted Symposium Talk.** Society for Personality and Social Psychology Annual Meeting, Austin, TX.
- Canning, E. A., **Tibbetts, Y.**, & Harackiewicz, J. M. (2014). Increasing interest by communicating value. **Poster** presented at the meeting of the American Educational Research Association, Philadelphia, PA.
- Harackiewicz, J. M., Canning, E. A., **Tibbetts, Y.**, & Hyde, J. S. (2014). Closing achievement gaps in undergraduate biology and chemistry courses with value interventions. **Accepted Symposium Talk.** American Educational Research Association Annual Convening, Philadelphia, PA.
- Renninger, K.A. & **Tibbetts, Y.** (2010, March). Triggers for Interest and the Reconfiguration of Knowledge as a Naturally Occurring Utility-Value Intervention. **Accepted Symposium Talk.** Society of Research on Adolescents 2010 Biennial Meeting, Philadelphia, PA.

CURRENT GRANT FUNDING

Source/Sponsor: University of Virginia's Jefferson Trust Foundation Title: <i>Creating Connections to STEM Learning: Motivationally Supporting Students, Instructors, and Institutions</i> PI: Hulleman, C.S., Co-PIs: Tibbetts, Y, Totonchi D., Rolf, J., James, D. Role: As Co-PI, I work closely with math department instructors to create more motivationally-supportive teaching practices. Part of this involves creating materials to test the efficacy of a growth-mindset supportive test-taking strategy. Total Award Amount: \$170,000 Description/Objective: Support UVA's math faculty to implement and evaluate practices designed to leverage the power of supporting students' growth mindset.	2024-2025
Source/Sponsor: Ascendium Title: <i>Sustaining and Scaling Equitable Educational Practices</i> PI: Leming, H., Co-PIs: Tibbetts, Y, Hulleman, C.S. Effort: 50% Role: As a Co-PI I support a UVA-based team to evaluate the current state of the Tennessee Board of Regent's High Impact Practices (HIPs) and support the implementation and evaluation of learning-mindset supportive strategies designed to enhance the benefits of these HIPs. Total Award Amount: \$1,400,000 Description/Objective: Create and customize motivationally-supportive tools designed to be integrated into the Tennessee Board of Regent's High Impact Practices.	2023-2026
Source/Sponsor: The National Science Foundation Title: <i>Maximizing the Sustained Effects of Utility-Value Interventions in Community College Math</i>	2020-2025

PI: Hulleman, C.S., Co-PIs: Tibbetts, Y., Leming, H., DeCoster, J.

Effort: 10%

Role: As Co-PI, I oversee the procedures required to randomly assign students according to our study design and ensure protocols are carried out with fidelity. I am also responsible for supporting the analyses of the intervention data as well as supporting dissemination efforts.

Total Award Amount: \$1,984,983

Description/Objective: Implement and evaluate a randomized field experiment of a utility-value intervention across all 13 community colleges in Tennessee.

Source/Sponsor: University of Virginia's IDEAS Fund

2022-2024

Title: *The Cost: Evaluating the Costs associated with Afterschool Engagement for Students from Historically Marginalized Communities.*

PI: Tibbetts, Y Co-PIs: Sjogren, A.

Role: As PI I have provided consultation on which motivation theories could be best leveraged to support this initiative in addition to advising on project design and procedures. Co-PI Dr. Sjogren has been integral in that she has been the primary point person and point of contact for these afterschool programs.

Total Award Amount: \$10,000

Description/Objective: Evaluate practices designed to increase the engagement in afterschool activities for students from historically marginalized communities.

Source/Sponsor: Bill and Melinda Gates Foundation

2022-2024

Title: *The Navigate Project 2.0: Learning Mindset Supports and Practices in Effective Postsecondary Advising.*

PI: Hulleman, C.S., Co-PI: Tibbetts, Y., Calderon-Dotson, M.

Effort: 50%

Role: As Co-PI on this project I have collaborated with a number of our practitioner partners to build data bases that will allow them to test the efficacy of implementing mindset-supportive practices throughout their programming.

Total Award Amount: \$2,464,021

Description/Objective: Expand network of program partners, learning-mindset tools, and dissemination of learning mindset supportive practices in the postsecondary advising space.

UNDER REVIEW GRANT FUNDING

Source/Sponsor: National Science Foundation

2024-2027

Title: *Racial Equity: Elevating Student Voices to Catalyze System Change in STEM Education.*

PI: Tibbetts, Y, Co-PI: Totonchi, D, Hulleman, C.S., Steward, T.

Effort: 40%

Role: As PI, my role is to work with participating institutions to implement and evaluate the student voices initiative.

Total Award Amount: \$2,868,975

Description/Objective: Implement and evaluate the effects of a system-change protocol designed to integrate the voices of historically marginalized students into

institutional reform efforts.

Source/Sponsor: National Science Foundation

2024-2027

Title: *Racial Equity: A Mutual Benefit Approach to Diversity in STEM Education.*

PI: Garrick, L, Co-PI: Tibbetts, Y., Habashi, M., Roksa, J., Scherer, W.

Effort: 10%

Role: As CO-PI, my role is to identify the most salient measures and implementation procedures for identifying opportunities to inspire students from historically marginalized backgrounds to enroll in more STEM courses.

Total Award Amount: \$2,125,000

Description/Objective: Leverage existing collaborations between institutions of higher-education and STEM access programs to identify optimal strategies for supporting students from historically marginalized backgrounds to pursue STEM careers.

PAST GRANT FUNDING

Source/Sponsor: University of Virginia's 4VA Fund

2021-2022

Title: *Leveraging Student Voices to Identify Opportunity Structures and Enhance Belonging.*

PI: Tibbetts, Y.

Role: As PI, I oversaw a team of research specialists and assistants as they coded relevant qualitative data from the student voices initiative. These data are continuing to be utilized in workshops and grant proposals that aim to further the reach/goals of the student voices initiative.

Total Award Amount: \$25,000

Description/Objective: Code and disseminate findings from student focus group data designed to be integrated into institutional reform efforts.

Source/Sponsor: Bill and Melinda Gates Foundation

2019-2022

Title: *The Navigate Project: Learning Mindset Supports and Practices in Effective Postsecondary Advising.*

PI: Hulleman, C.S., Co-PIs: Tibbetts, Y

Effort: 45%

Role: As Co-PI I was extensively involved in the recruitment of postsecondary access programs to be part of this work. I consulted with a number of these partners and collaborated with them to identify opportunities to embed more mindset-supportive practices in their programming.

Total Award Amount: \$2,464,021

Description/Objective: Integrate findings from the science of learning mindsets into the postsecondary access and success space by creating a network of programs and advisors.

Source/Sponsor: The Precision Institute

2020-2022

Title: *Learning Mindsets and Postsecondary Success at National University.*

The Precision Institute

PI: Hulleman, C.S., Co-PIs: Tibbetts, Y

Effort: 15%

Role: As Co-PI, I oversaw a team that analyzed several student surveys as a first step towards identifying target areas for embedded more motivationally-supportive practices.

Total Award Amount: \$350,000

Description/Objective: Implement learning mindset interventions and measures in the National University higher education system.

Source/Sponsor: The Junior Tennis Championship Center

2018-2021

Title: *Creating Motivationally Supportive Climates to Support Developing Tennis Players*

PI: Tibbetts, Y

Role: As PI, I combined qualitative data from program alumni with quantitative data from current athletes to create a plan for revamping policies and training practices to be more motivationally-supportive, particularly for athletes from historically underserved backgrounds.

Total Award Amount: \$50,000

Description/Objective: Evaluate the impacts of the center's motivational climate on academic and motivational outcomes in addition to advising on next steps for further leveraging the power of learning mindsets.

Source/Sponsor: The United States Soccer Federation

2018-2021

Title: *Leveraging Mindsets to Support Elite Soccer Development.*

PI: Tibbetts, Y. Co-PI: Hulleman, C.S.

Role: As PI I led a team to administer and collect the largest data-set ever assembled that connected elite youth soccer players' learning mindset data with performance outcomes (e.g., goals scored). We then leveraged these data to create coaching professional development sessions that are annually used by the United States Soccer Federation's Coaching Education department.

Total Award Amount: \$450,000

Description/Objective: Measure learning mindsets among elite youth soccer players and deliver tailored strategies for supporting their continued development.

Source/Sponsor: University System of Georgia

2018-2021

Title: *Fostering Resilient Mindsets in Georgia through Learning Mindset Supports*

PI: Tibbetts, Y, Co-PIs: Hulleman, C.S.

Role: As PI of this grant I oversaw the implementation and evaluation of a randomized field study testing the effectiveness of a growth mindset intervention in on-line math courses. Based on the success of this initial project, the University System of Georgia elected to continue administering the growth mindset module (that we collaboratively created) across a number of their math courses.

Total Award Amount: \$107,000

Description/Objective: Implement and evaluate learning mindset supportive practices in the University System of Georgia's eLearning platform.

Source/Sponsor: University System of Georgia Title: <i>Promoting Learning Mindsets with the Chancellor's Learning Scholars Initiative.</i> PI: Tibbetts, Y, Co-PIs: Hulleman, C.S., Barron, K. Role: As PI, I was responsible for creating opportunities for program participants to gain a deeper understanding of learning mindsets and organize learning communities designed to support the integration of new strategies into the efforts of the Chancellor's Learning Scholars Initiative. Total Award Amount: \$100,000 Description/Objective: Facilitate a learning community among the University System of Georgia's Chancellor's Learning Scholars to optimize how learning-mindset supportive practices are embedded into existing pedagogy.	2019-2021
Source/Sponsor: Strong Start to Finish Network Title: <i>Supporting Ohio to Cultivate Motivationally-Supportive Practices</i> PI: Tibbetts, Y, Co-PIs: Sudkamp, T. Role: As PI, I created and implemented a multi-series workshop designed to support gateway math and English instructors to learn more about mindsets and walk away with a greater understanding of how to leverage the tenets of learning mindsets and measure their effectiveness. Total Award Amount: \$34,000 Description/Objective: Work with gateway math and English instructors to implement more motivationally-supportive teaching practices.	2020-2021
Source/Sponsor: University System of Georgia/Strong Start to Finish Network Title: <i>The University System of Georgia Strong Start to Finish Initiative.</i> PI: Hulleman, C.S., Co-PIs: Tibbetts, Y, Wormington, S. Effort: 20% Role: As Co-PI on this project, I oversaw a team that included both analysts from UVA and the University System of Georgia to field a learning mindset survey of all incoming first-year students across Georgia's four-year public colleges and universities. We have since replicated this procedure across a several systems of higher education as it is a reliable tool that allows us to gain a better understanding of how learning-mindset supportive practices can be better integrated into the existing programs. Total Award Amount: \$550,000 Description/Objective: Field a system-wide student survey of learning mindsets and use these data to advocate for and test various motivationally-supportive practices.	2017-2021
Source/Sponsor: National Science Foundation Title: <i>Rapid: Faculty Mindset Beliefs during COVID-19</i> PI: Hulleman, C.S., Co-PI: Thoman, D., Barron, K., Co-I: Tibbetts, Y Role: As Co-I on this project, I supported the coding of qualitative data gathered from faculty who had to abruptly transition to online teaching in the midst of the COVID-19 pandemic.	2020-2021

Total Award Amount: \$196,563

Description/Objective: Conduct a mixed-methods investigation of how faculty mindsets were impacted by the transition to remote learning at the beginning of the COVID-19 pandemic.

Source/Sponsor: Tennessee Board of Regents

2018-2020

Title: *A Value Pathway*

PI: Tibbetts, Y, Co-PIs: Hulleman, C.S., Wormington S.

Effort: 15%

Role: As PI of this initiative, I collaborated with system leaders at the Tennessee Board of Regents to develop a data-driven plan that leveraged student learning-mindset data to create initiatives designed to integrate learning mindset supports into their first-year experience and STEM courses.

Total Award Amount: \$380,000

Description/Objective: Implement learning mindset measures and technical assistance as part of the Tennessee Board of Regent's system-wide reform efforts.

Source/Sponsor: University System of Georgia

2018-2020

Title: *Learning Mindsets in Georgia*

PI: Tibbetts, Y, Co-PIs: Hulleman, C.S., Wormington S.

Effort: 15%

Role: As PI of this initiative, I oversaw the construction of several system-wide convenings focused on recruiting stakeholders from across the University System of Georgia to champion learning-mindset initiatives at their home institutions.

Total Award Amount: \$257,000

Description/Objective: Implement learning mindset measures and technical assistance as part of the University System of Georgia's system-wide reform efforts.

Source/Sponsor: University of Virginias 3Cavaliers Program

2018-2020

Title: *Examining the Longitudinal Effects of Behavior Tracking in Educational and Work Settings*

PI: Tibbetts, Y, Co-PIs: Raveendhran, R., Heydarian, A.

Role: As PI of this initiative, I oversaw the design and implementation of a protocol that enabled us to track how behavioral tracking mechanisms impacted the motivation and work outcomes of members of an engineering lab.

Total Award Amount: \$60,000

Description/Objective: Implement a mixed-methods study of how behavioral tracking mechanisms impact academic and work outcomes.

Source/Sponsor: Petrie Foundation

2018-2020

Title: *Growth Mindset and other non-academic Essentials for Student Success.*

PI: Tibbetts, Y, Co-PIs: Hulleman

Role: As PI of this initiative, I partnered with system leaders from the City University of New York (CUNY) to identify the most feasible options for

providing professional development opportunities to their first-year instructors.

Total Award Amount: \$55,000

Description/Objective: Provide technical assistance services for staff and first-year instructors on how to create a motivationally-supportive learning environment for incoming students.

Source/Sponsor: The Tennessee Board of Regent's Student Engagement, Retention, and Success Initiative

2018-2020

Title: *Building Student and Faculty Growth Mindset within the College Success Courses*

PI: Tibbetts, Y, Co-PIs: Hulleman, C.S., Wormington S.

Role: As PI of this work I oversaw the successful pilot study implementation of a growth mindset intervention within Southwest Tennessee Community College's first-year experience course. After garnering positive results from this pilot program, we scaled the initiative across all of Southwest Tennessee Community College's first-year experience courses.

Total Award Amount: \$30,000

Description/Objective: Implement and evaluate a randomized field experiment examining the effect of a growth mindset intervention within first-year experience courses.

Source/Sponsor: The Tennessee Board of Regent's Student Engagement, Retention, and Success Initiative

2019-2020

Title: *Improving First-Year Experience Courses*

PI: Tibbetts, Y, Co-PIs: Rabb, J.

Role: As PI of this project I worked directly with first-year experience coordinators at Nashville State Community College to collaboratively create lesson plans that were integrated into first-year experience courses. These lesson plans including the implementation of learning-mindset supportive practices, specifically designed to support students from historically marginalized backgrounds.

Total Award Amount: \$32,976

Description/Objective: Work with first-year experience coordinators to create a new curriculum designed to leverage the power of learning mindsets, specifically for first-year students from historically marginalized backgrounds.

Source/Sponsor: Nashville State Community College

2019-2020

Title: *Enhancing the Quality Enhancement Plan*

PI: Tibbetts, Y

Role: As PI of this project I provided consultation to Nashville State Community College's Quality Enhancement Plan board. This year-long obligation led to more learning mindset-supportive practices being integrated into programming for their first-year students.

Total Award Amount: \$9,000

Description/Objective: Provide consultation on how to update quality enhancement plans to be motivationally-supportive and track relevant indices over time.

Source/Sponsor: The University System of Georgia's STEM Initiative Title: <i>Learning Mindsets in STEM</i> PI: Hulleman, C.S., Co-PIs: Tibbetts, Y, Wormington, S. Effort: 20% Role: As Co-PI of this project, I led a team of UVA research assistants and specialists to analyze existing student STEM motivation data from the University System of Georgia. We then used these data to develop college/university-specific STEM reports that were critical parts of multiple STEM professional development workshops that we created for STEM faculty. Total Award Amount: \$400,000 Description/Objective: Leverage system-wide student and faculty survey data to create customized recommendations for how various stakeholders across the University System of Georgia can cultivate more motivationally-supportive learning climates that would impact STEM outcomes.	2019-2020
Source/Sponsor: The University System of Georgia's Gear UP Program Title: <i>Learning Mindsets in Advising for Postsecondary Success</i> PI: Wormington, S., Co-PIs: Tibbetts, Y, Hulleman, C.S. Role: As Co-PI of this work, I supported the creation and implementation of learning mindset workshops delivered to institutional personnel and coaching advisors across the University System of Georgia. Total Award Amount: \$120,000 Description/Objective: Work with the University System of Georgia's advising programs and personnel to coach advisors on how to be more motivationally-supportive.	2019-2020
Source/Sponsor: Kennessaw State University Title: <i>STEM Faculty Professional Development. Kennessaw State University</i> PI: Barron, K., Co-PIs: Tibbetts, Y, Hulleman, C.S. Role: As Co-PI of this initiative, I collaborated with Kennessaw State STEM faculty to create a data repository that better positioned faculty to understand the motivation of their students. This also resulted in me making multiple trips to Kennessaw State to deliver workshops based upon our collaboration. Total Award Amount: \$51,500 Description/Objective: Create and implement workshops designed to support Kennessaw State STEM faculty to integrate more motivationally-supportive teaching practices specifically designed to support their students from historically underserved backgrounds.	2019-2020
Source/Sponsor: National Science Foundation Title: <i>Removing Barriers to Success in Mathematics: An Integrative Expectancy-Value Intervention</i> PI: Hulleman, C.S., Co-PIs: Tibbetts, Y Effort: 40% Role: As Co-PI of this grant I was responsible for developing many of the student learning mindset measures we implemented across Valencia college's	2015-2019

math courses. I was also responsible for overseeing the data team, to make sure that the intervention was implemented with fidelity.

Total Award Amount: \$1,499,833

Description/Objective: Develop and implement a randomized field experiment designed to evaluate the effects of growth mindset and utility-value interventions in community college settings.

AWARDS

Institute of Educational Sciences Outstanding Fellow Finalist	2017
Society for Personality and Social Psychology Travel Award	2016
Menzies Royalty Research Award, Psychology Dept., UW-Madison	2016
American Educational Research Association-Motivation SIG Travel Award	2016
Understanding Interventions that Broaden Participation in Science Travel Award	2015, 2016
Hertz Graduate Student Travel Award, Psychology Dept., UW-Madison	2015, 2016
Institute for Education Sciences Interdisciplinary Training Program	2012-2015
4-year fully-funded graduate student fellowship	
Society for Personality and Social Psychology Diversity Fund Travel Award	2014

TEACHING EXPERIENCE

Instructor of Record , The Emerging Psychology of Social Class, UW-Madison	2016
Created/taught a course exploring the psychological effects of social class	
Lecturer , Stereotyping, Prejudice, & Stigma, UW-Madison	2016
Graduate Teaching Assistant , <i>Introductory Psychology</i> , UW-Madison	2016
Program Instructor , Growth Mindset Workshop, UW-Madison	2015
Developed and taught a mindset curriculum for the PEOPLE program	
Graduate Teaching Assistant , Experimental Psychology, UW-Madison	2011
Taught two sections covering the principles of experimental methods	
Teacher , UI International Preschool, Tokyo, Japan	2009-2011
ESL Instructor , GABA, Tokyo, Japan	2009-2011

UNDERGRADUATE AND GRADUATE STUDENT MENTORING

Yingxue Liu , Masters' Thesis Advisor	2022-2023
Jeffrey Basoah , Masters' Thesis Advisor	2021-2022
"The SPORT-C Intervention: An integration of Sports, case-based Pedagogy and Systems Thinking Learning"	
Tyrique Mckie , UVA's Open Door's Scholar Program mentor	2021
Amanda Vite , Masters' Thesis Advisor	2019-2020
"Academic Identity Development for Underrepresented Minority and First-generation Students"	
Nicole Rausch , Senior Honors Thesis,	2015
Hilldale Research Excellence Award "Looking into the Future to Promote Student Interest and Performance"	
Jilana Boston , Senior Honors Thesis,	2014

- **Hilldale Research Excellence Award, Honors Grant Recipient**
 - “Closing the Gender Gap in Math Performance with a Social-psychological Intervention”
- Shaina Riciputi**, PREP Thesis, **2013**
- **Psychology Research and Experience Program (PREP) fellowship recipient**
 - “Learning how to Analyze: Text Analysis”
- Anita Lee**, PREP Thesis, **2012**
- **Psychology Research and Experience Program (PREP) fellowship recipient**
 - “Investigating the Mechanisms of Values Affirmation”
- Margaret Wolfgram**, Summer Thesis **2012**
- **Welton Summer Honors Apprenticeship Recipient**
 - “Social Psychological Interventions in Education”

SERVICE

Consultant for Louis Stokes Alliance for Minority Participation Institute	2016
Consultant for CollegeSpring College Preparatory Program	2016
Graduate Student Representative on UW-Madison’s Board of Visitors	2015, 2016
Data Consultant for Howard Hughes Medical Institute	2014
Peer Mentor for Incoming Graduate Students	2013
Consultant for Madison Writing and Achievement Project	2012
Completed Research Mentor Training Certification	2012
Big Brother Mentor	2007-2009
TOP Soccer Coach	2009

Ad hoc journal reviewer

Psychological Science
Journal of Educational Psychology
Journal of Personality and Social Psychology
Personality and Social Psychology Bulletin
Cell Biology Education
American Education Research Journal
PloS One
Psychological Bulletin
Journal of Experimental Social Psychology
Journal of Cross Cultural Psychology
Journal of STEM Education

PROFESSIONAL MEMBERSHIPS

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- American Education Research Association
 - Society of Personality and Social Psychology
 - Institute for Education Sciences Interdisciplinary Training Program
 - Sigma Xi Scientific Research Society

SKILLS/ACTIVITIES

- **Founding Editor/Advisory Board Member:** www.behavioralscientist.org
- **Invited NPR Podcast Talk:** The Best of Our Knowledge: “The Psychology of Selfies”
- **Foreign Language(s):** Proficient in Japanese
- **NCAA Varsity Athlete:** Soccer, Baseball, Track
- **Computer Skills:** R, SPSS, Word, Excel, Powerpoint