

Vita

**TIMOTHY C. URDAN**

Fall 2001

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**PROFESSIONAL EXPERIENCE**

*Associate Professor*, Department of Psychology and Department of Liberal Studies, Santa Clara University, Santa Clara, CA. Developmental psychology, educational psychology, statistics. Also teacher/mentor of students in the Eastside Future Teachers Program designed to recruit minority students from a local school district with the purpose of preparing them to teach in that district. 1996-present.

*Assistant Professor*, Division of Educational Studies, Emory University, Atlanta, GA. Cognitive and social development, motivation, educational research, inferential statistics. 1994-1996.

**EDUCATION**

The University of Michigan, Ph.D. in Education and Psychology, 1994.  
Harvard University, Ed. M. in Administration, Planning, and Social Policy, 1988.  
The University of California, Berkeley, B.A. in Psychology, 1986

**PUBLICATIONS**

**Books**

Urdan, T., & Pajares, F. (Eds.). (in press). *Adolescence and education*, Volume 1: General issues in the education of adolescence. Greenwich, CT: Information Age Publishing.

Urdan, T. (2000). *Statistics in plain English*. Mahwah, NJ: Lawrence Erlbaum.

Urdan, T. (Ed.). (1999). *Advances in motivation and achievement*, Volume 11: Motivation in context. Stamford, CT: JAI Press.

Pajares, F., & Urdan, T. (Eds.). (in preparation). *Adolescence and education*, Volume 2: Academic motivation of adolescents. Greenwich, CT: Information Age Publishing.

**Refereed Journal Articles**

Urdan, T., & Midgley, C. (2001). Academic self-handicapping: What we know, what more there is to learn. *Educational Psychology Review*, 13, 115-138.

## Refereed Journal Articles - continued

- Paris, S. G., & Urdan, T. (2001). Policies and practices of high-stakes testing that influence teachers and schools. *Issues in Education, 6*, 83-108.
- Midgley, C., & Urdan, T. (2001). Academic self-handicapping and performance goals: A further examination. *Contemporary Educational Psychology, 26*, 61-75.
- Arunkumar, R., Midgley, C., & Urdan, T. (1999). Cultural dissonance between home and school: Longitudinal effects on adolescent emotional adjustment. *Journal of Research on Adolescence, 9*, 441-466.
- Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urdan, T., Anderman, L. H., Anderman, E., & Roeser, R. (1998). The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology, 23*, 113-131.
- Urdan, T., Midgley, C., & Anderman, E. A. (1998). The role of classroom goal structure in students' use of self-handicapping. *American Educational Research Journal, 35*, 101-122.
- Urdan, T. (1997). Achievement goals and the orientation of friends toward school in early adolescence. *Contemporary Educational Psychology, 22*, 165- 191.
- Midgley, C., Arunkumar, R., & Urdan, T. (1996). "If I don't do well tomorrow, there's a reason:" Predictors of adolescents' use of academic self-handicapping strategies. *Journal of Educational Psychology, 88*, 423-434.
- Roeser, R. W., Midgley, C., & Urdan, T. (1996). Perceptions of the school psychological environment and early adolescents' self-appraisals and academic engagement: The mediating role of goals and belonging. *Journal of Educational Psychology, 88*, 408-422.
- Pajares, F., & Urdan, T. (1996). An exploratory factor analysis of the Mathematics Anxiety Scale. *Measurement and Evaluation in Counseling and Development, 29*, 35-47
- Midgley, C., & Urdan, T. (1995). Predictors of the use of self-handicapping strategies in middle school. *Journal of Early Adolescence, 15*, 389-411.
- Urdan, T., & Maehr, M. L. (1995). Beyond a two-goal theory of motivation: A case for social goals. *Review of Educational Research, 65*, 213-244.
- Anderman, E. M., & Urdan, T. (1995). Enhancing motivation in middle level schools: A multilevel approach. *Principal Magazine, 74*(3), 26-28.
- Urdan, T., Midgley, C., & Wood, S. (1995). Special issues in reforming middle level schools. *Journal of Early Adolescence, 15*, 9-37.

### **Refereed Journal Articles - continued**

- Urdan, T., & Paris, S. (1994). Teachers' perceptions of standardized achievement tests. *Educational Policy*, 8, 137-156.
- Maehr, M., Midgley, C., & Urdan, T. (1992). The leader as motivator. *Educational Administration Quarterly*, 28, 410-429.
- Midgley, C., & Urdan, T. (1992). The transition to middle school: Making it a good experience for all students. *The Middle School Journal*, 24, 5-14.

### **Book chapters**

- Urdan, T., Ryan, A., Anderman, E. A., & Gheen, M. (in press). Avoidance behaviors and the learning context. In C. Midgley (Ed.), *Understanding adolescent students' motivation: A longitudinal study*. Mahwah, NJ: Lawrence Erlbaum.
- Urdan, T., & Giancarlo, C. (2001). A comparison of motivational and critical thinking orientations across ethnic groups. In D. M. McInerney and S. V. Etten (Eds.), *Research on sociocultural influences on motivation and learning*, Volume 1 (pp. 37-60). Greenwich, CT: Information Age Publishing.
- Urdan, T. (2001). Contextual influences on motivation and performance: An examination of achievement goal structures. In F. Salili, C. Y. Chiu, & Y. Y. Hong (Eds.), *Student motivation: The culture and context of learning* (pp. 171-201). New York: Plenum.
- Urdan, T., & Klein, S. (1999). Early adolescence: A review of the literature. In National Association of Secondary School Principals (Ed.), *Collected papers from the OERI Conference on Adolescence: Designing developmentally appropriate middle schools* (pp. 19-52). Washington, D. C.: Author.
- Urdan, T., Kneisel, L., & Mason, V. (1999). The effect of particular instructional practices on student motivation: An exploration of teachers' and students' perceptions. In T. Urdan (Ed.), *Advances in motivation and achievement*, Volume 11: Motivation in context (pp. 123-158). Stamford, CT: JAI Press.
- Urdan, T. (1997). Achievement goal theory: Past results, future directions. In M. L. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement*, Volume 10 (pp. 99-141). Greenwich, CT: JAI Press.
- Urdan, T., Blumenfeld, P., Soloway, E., & Brade, K. (1993). IByDC Computer support for developing unit plans: A first study. In S. Dijkstra (Ed.), *Instructional models in computer based learning environments*. Secaucus, NJ: Springer-Verlag.

## **Technical Reports and Working Papers**

Henke, R., & Urdan, T. (1998). *Estimating the home-schooled population in the United States*. Technical report for the National Center of Educational Statistics, U.S. Department of Education.

Urdan, T., Klein, S., & Medrich, E. (1997). *Adolescent development in educational contexts*. Working paper for the Office of Educational Research and Improvement, U.S. Department of Education.

## **Articles, Book Chapters, and Projects - under review or in preparation**

Urdan, T., Midgley, C., & Hruda, L. (in preparation). Changes in the perceived classroom goal structure and patterns of adaptive learning during early adolescence.

Urdan, T. (in preparation). A new measure of perceived classroom goal structure.

Urdan, T. (in preparation). Students' motivational beliefs about standardized achievement testing.

Urdan, T., Griswold, E., & Sempel, J. (in preparation). A closer look at performance-avoidance goals.

*Latino Students' Motivation and Critical Thinking Project* (Tim Urdan & Carol Giancarlo, PIs). A three-year project designed to examine the motivation and critical thinking of an ethnically diverse sample of approximately 1,000 high school students. The study employs a two-year, four-wave longitudinal design with a third year for data analysis. In fall of 2001 we begin the third year of the study.

## **GRANTS AND AWARDS**

*Latino Students' Motivation and Critical Thinking Project*, W.T. Grant Foundation, 1999-2001 (\$197,000).  
Principal investigator.

*The Paperless Classroom Project*, Technology Steering Committee Grant, 2001.

President's Research Grant, Santa Clara University, 2000.

University Research Grant, Santa Clara University, 1997, 1998

Faculty Research Grant, Emory University, 1995, 1996

*Burke Aaron Hinsdale Scholar*, The University of Michigan, 1995

*Horace H. Rackham Predoctoral Fellowship*, The University of Michigan, 1993-1994

School of Education Merit Award, The University of Michigan, 1992

Combined Program in Education and Psychology Research Grant, 1990, 1991, 1993

Merit Scholarship, Harvard University, 1987

## PRESENTATIONS AT PROFESSIONAL CONFERENCES

### Invited Talks and Participation in Symposia

Invited presentation. *Developmental changes in the relations among goal structures, motivational beliefs, affect, and performance*. Chair: M. Niemivirta. Symposium: "Developmental and integrative perspectives on motivation." Workshop on Achievement and Task Motivation, Leuven, Belgium, May, 2000.

Invited presentation. *The intersection of self-determination and achievement goal theories: Do we need to have goals?* Chairs: A. Assor & A. Kaplan. Symposium "Self-determination theory and achievement goal theory: Convergences, divergences, and educational implications." American Educational Research Association, New Orleans, April, 2000.

Invited presentation. *How achievement goals and classroom goal structures predict students' use of self-handicapping strategies: A theoretical and empirical analysis*. Chairs: M. Covington & A. Elliot. Symposium: "Approach and avoidance motivation in achievement settings." American Educational Research Association, Montreal, April, 1999.

Organizer and Chair. *Examining motivation in context: An interactive symposium*. Panel: A. Davidson, P. Phelan, R. Roeser, R. Ryan, J. Turner, and S. Volet. Symposium presented at the meeting of the American Educational Research Association, Montreal, April, 1999.

Co-Organizer and Discussant. *In search of optimal learning environments for diverse students*. Chair: M. Maehr. Panel: A. Kaplan, R. Arunkumar, H. Mayer, R. Astor, M. Covington, and O. Lillemeyer. Symposium presented at the meeting of the American Educational Research Association, San Diego, April, 1998.

Organizer and Chair. *Current directions in motivation research: What's left to ask?* Panel: J. Eccles, M. Maehr, P. Pintrich, D. Schunk, and B. Zimmerman. Symposium presented at the meeting of the American Educational Research Association, Chicago, March, 1997.

Panelist. *Human development and motivation issues in school reform: A continuing dialogue with teachers*. Chair: B. McCombs. Panel: C. Ames, M. Covington, M. Maehr, P. Oldfather, R. Weinstein, K. Wentzel, R. Wlodkowski, and teachers, participants. Symposium presented at the meeting of the American Educational Research Association, Chicago, March, 1997.

Organizer and Chair. *Goal theory: still a useful model of motivation? An interactive critique with the experts*. Panel: C. Ames, P. Blumenfeld, C. Dweck, and M. Maehr. Symposium presented at the meeting of the American Educational Research Association, New York, April, 1996.

Panelist. *Human development and motivation issues in school reform: A continuing dialogue*. Chair: B. McCombs. Panel: C. Ames, M. Covington, M. Maehr, P. Oldfather, R. Weinstein, K. Wentzel, and R. Wlodkowski. Invited symposium presented at the meeting of the American Educational Research Association, New York, April, 1996.

### **Invited Talks and Participation in Symposia**—continued

Panelist. *A different look at the variables impacting motivation in school settings: An interactive dialogue.* Chair: B. McCombs. Panel: C. Ames, M. Covington, P. Oldfather, R. Weinstein, K. Wentzel, and R. Wlodkowski. Symposium presented at the meeting of the American Educational Research Association, San Francisco, April, 1995.

Invited presentation. *The quest for sustainable effects in whole-school change.* Chair: M. Covington. Symposium: "Sustainable educational effects: A motivational analysis." American Educational Research Association, New Orleans, April, 1994.

Panelist. *Barriers to change in schools that serve adolescents.* Chair: O. Reyes. Panel: E. Cohen, D. Mac Iver, C. Midgley, and R. Weissberg. Symposium presented at the meeting of the Society for Research on Adolescence, San Diego, February, 1994.

Organizer. *"Stop your socializing and sit down!" An open discussion about the social influences on adolescents' achievement motivation.* Chair: K. Wentzel. Panel: K. Wentzel, L. Hicks, J. Juvonen, V. Murdock, and V. MacGyvers. Symposium presented at the meeting of the Society for Research on Adolescence, San Diego, February, 1994.

### **Paper and Poster Presentations**

Griswold, E., & Urdan, T. (2001, May). *Achievement goals and academic motivation: Differences by generational status.* Poster presented at the meeting of the Western Psychological Association, Maui, HI.

Urdan, T., & Giancarlo, C. (2001, April). *Differences between students in the consequences of goals and goal structures: The role of culture and family obligation.* Paper presented at the meeting of the American Educational Research Association, Seattle.

Sempel, J., Urdan, T., & Giancarlo, C. (2001, April). *Comparing the motivational profiles of first, second, and third generation students.* Poster presented at the meeting of the American Educational Research Association, Seattle.

Urdan, T., & Giancarlo, C. (2000, April). *A fresh look at the relationship between classroom goal structures and student motivation.* Poster presented at the meeting of the American Educational Research Association, New Orleans.

Urdan, T., & Mason, G. (1999, April). *How instructional practices influence students' goals in the classroom.* Paper presented at the meeting of the American Educational Research Association, Montreal.

Dion, J., & Urdan, T. (1998, August). *Adolescent students' educational theories and the people who influence them.* Poster presented at the meeting of the American Psychological Association, San Francisco.

## Paper and Poster Presentations—continued

- Urdan, T. & Davis, H. (1997, June). *Teachers' and students' perceptions of standardized tests*. Paper presented at the Interdisciplinary Workshop on Skills, Test Scores, and Inequality. The Roy Wilkins Center for Human Relations and Social Justice, University of Minnesota.
- Urdan, T., Pajares, F., & Lapin, A. Z. (1997, March). *Achievement goals, motivation, and performance: A closer look*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Arunkumar, R., Midgley, C., & Urdan, T. (1997, March). *Cultural dissonance between home and school: Longitudinal effect on adolescent emotional adjustment*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Urdan, T. (1995, August). *Friendship orientation and achievement goals in early adolescence*. Poster presented at the meeting of the American Psychological Association, New York.
- Urdan, T. (1995, August). *Motivation and cognitive strategy use: Comparing constructs and temporal models*. Poster presented at the meeting of the American Psychological Association, New York.
- Urdan, T., & Hicks, L. (1995, April). *What adolescent students say about the interface of peer relationships and motivation in school*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Fravil, K., & Urdan, T. (1994, April). *Popularity and achievement in early adolescence*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Roeser, R. W., Urdan, T., & Midgley, C. (1994, April). *Meaning, motivation, and mental health: A study of middle school culture*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Urdan, T., Hicks, L., & Anderman, E. (1994, April). *Perceptions of the school culture: Differences by race, achievement level, and gender*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Urdan, T. & Midgley, C. (1994, February). *"I would have done better if...": Influences on the use of self-handicapping strategies in middle school*. Paper presented at the meeting of the Society for Research on Adolescence, San Diego.
- Garcia, T., Urdan, T., Pintrich, P., & Yu, S. (1993, August). *Academic possible selves and self-regulated learning*. Paper presented at the meeting of the American Psychological Association, Toronto.

## Paper and Poster Presentations—continued

- Urduan, T., Midgley, C., & Anderman, E. (1993, August). *Students motivation and strategy use: An examination of multiple goals*. Paper presented at the meeting of the American Psychological Association, Toronto.
- Urduan, T., Roeser, R. W., & Midgley, C. (1993, August). *Misconduct and motivation among early adolescents*. Paper presented at the meeting of the American Psychological Association, Toronto.
- Wood, S., Anderman, E., Urduan, T., & Midgley, C. (1993, August). *Goal orientation, status, gender differences in motivation and performance*. Paper presented at the meeting of the American Psychological Association, Toronto.
- Urduan, T. & Paris, S. (1993, April). *Teachers' perceptions of standardized achievement tests*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Urduan, T. & Roeser, R. (1993, April). *The Relations among adolescents' social cognitions, affect, and academic self-schemas*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Young, A. J. & Urduan, T. (1993, April). *The influence of perceived classroom goals and prior beliefs on aspects of students motivation*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Anderman, E., Urduan, T. & Midgley, C. (1992, August). *Classroom practices and perceptions of school culture: An HLM model*. Paper presented at the meeting of the American Psychological Association, Washington, D.C.
- Beck, J., Urduan, T., & Midgley, C. (1992, April). *Moving toward a task-focus in middle level schools*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Urduan, T., Turner, & J., Park, S. (1992, April). *Cognitive and motivational orientations of at risk elementary students: Implications for teachers*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Urduan, T., Beck, J., & Midgley, C. (1992, March). *Changing middle schools: Reflections on the process*. Paper presented at the meeting of the Society for Research on Adolescence, Washington, D.C.
- Blumenfeld, P., Soloway, E., Urduan, T., & Brade, K. (1991). *Designing instruction: Improving the planning of preservice teachers*. Paper presented at the NATO Conference on Technology and Instruction. Amsterdam, Holland.

## **ADDITIONAL RESEARCH AND TEACHING EXPERIENCE**

### **Research Assistant/Coordinator.**

Middle School Coalition Project, Learning and Leadership Laboratory, University of Michigan (C. Midgley & M. Maehr, PIs). Coordinated research project to change the climate of a middle school. Designed, administered, and analyzed multiple waves of survey data; interviewed teachers, students, and administrators; coordinated weekly meetings with school staff; reported progress of project to funders. 1990-1994.

Talking with TJ Project, Institute for Social Research, UMich (J. Johnston, PI). Evaluated effectiveness of a program designed to teach social competency skills to 7/9-year-old children. Designed, conducted, and analyzed interviews conducted with 300 children; observed group leaders as they administered social skills training program; collaborated in writing final report. 1992/1993

Competency and Commitment Project, UMich (P. Pintrich, PI). Longitudinal study examining adolescent students' present and possible selves, goals, cognitive strategies, affect, perceptions of the learning environment, and performance in school. Helped design, revise, and analyze surveys and presented results at professional conferences. 1991-1994.

Instruction BY Design Program, UMich (P. Blumenfeld & E. Soloway, PIs). Interviewed/videotaped preservice elementary teachers designing lesson plans using the IBYD computer software; analyzed data; made recommendations for program revisions. 1989/1990

Evaluation of Innovations in Instruction, Harvard University (E. Duckworth, PI). Worked with a high school English teacher to determine effectiveness of an innovative project in which students were taught using Erik Erikson's stages of life development to analyze literary characters. Program evaluation. 1987/1988.

Learning Styles Inventory Project, Boston Public School District. Evaluated and redesigned a questionnaire developed to determine student learning preferences and styles. 1987/1988.

### **Teaching Assistant/Instructor.**

Introduction to Statistics in the Social Sciences, UMich. Preparation and instruction of an introductory statistics course for graduate students in education. Spring 1994.

Psychology pro-seminar, UMich. Coordinated faculty presentations, organized readings, and led group discussion for first-year graduate student course. Fall 1993.

Introduction to Psychology as a Social Science, Umich. 1990-1992.

Supervisor. Independent study in psychology, UMich. Developed and supervised the independent study project of undergraduate students in psychology. 1992-1994.

## **Additional Research and Teaching Experience - continued**

### **Tutor**

Athletic Department, UMich. Worked with college athletes and one high school student to improve writing and understanding of psychological concepts. 1989/1990

The Learning Center, Writing tutor. University of California, Berkeley, 1985/1986.

**Chapter One Instructor of Mathematics.** Willard Junior High School, Berkeley Unified School District, Berkeley, CA. 1986/1987

## **CONSULTING**

**Senior Research Consultant.** MPR Associates, Berkeley, CA. Various projects including writing literature review on adolescent development and schooling for OERI, evaluating effectiveness of Title I programs, and estimating the size of the home schooled population in the United States for the Department of Education. 1997/1998.

**Program Evaluator.** Georgia State Department. Worked with program developers in schools to design and implement evaluation portion of the project. Worked with teachers to evaluate alternative discipline program in a middle school. 1995/1996.

## **PROFESSIONAL DEVELOPMENT**

### **Book Series Editor**

Editor, *Adolescence and Education*, with Dr. Frank Pajares (Volume 1 in press, Volume 2 in preparation)

### **Editorial Boards**

*Contemporary Educational Psychology* (2001-present)

### **Affiliations**

American Psychological Association (APA). Division 15, Educational Psychology.  
American Educational Research Association (AERA), Division C; SIG on Motivation.  
Society for Research on Adolescence.

### **Service to Department/Division**

Faculty advisor, Psychology Club, Santa Clara University, 1996-2000.  
Co-coordinator, Western Psychology Undergraduate Research Conference, SCU, 1996-present.  
Library acquisitions liaison, SCU, 1996-1998.  
Web page master, SCU, 1998-2000.  
Technology consultant, SCU, 1998-present.  
Newsletter editor, SCU, 1998.

## **Professional Development - continued**

### **Service to College/University**

Chair, Human Subjects Committee (IRB), 2000; member 1997-present.

Invited Speaker, presenting information about uses and abuses of SAT scores for college admissions to the Provost Council and Council of Chairs, Santa Clara University, 2000.

Workshop leader, "Taking the Threat out of Faculty Teaching Observations," SCU, 1999.

Representative for Santa Clara University at Project 30 meeting, Minneapolis, 1998.

### **Ad Hoc Reviewer**

*Learning and Individual Differences*

*American Educational Research Journal*

*Contemporary Educational Psychology*

*Journal of Educational Psychology*

*Developmental Psychology*

*Child Development*

*Educational Psychologist*

*Journal of Early Adolescence*

APA Conference proposals, Division 15, 1996-present.

AERA Conference proposals, Division C, 1994-present; Div K, 1993, 1994;

SIG on Motivation, 1994-present; SIG on Self-Regulated Learning, 2000-present.

### **Continuing Education**

Summer Technology Workshop featuring instruction in Dreamweaver, Fireworks, Prometheus Course

Development software, Powerpoint, and photo/video editing. Santa Clara University, 2001.

Web design with Dreamweaver, Information Technology Services, Santa Clara University, 1999.

Excel Data Management. Information Technology Division, Emory University, 1996.

PowerPoint. Information Technology Division, Emory University, 1996.

Hierarchical Linear Modeling, 1995. Conducted by Anthony Bryk and Stephen Raudenbusch.

## COLLEGE TEACHING

### Undergraduate

Introduction to Statistics, Emory University, Spring, 96.  
Introduction to Statistical Methods, Santa Clara University, Spring, 1997, 2000; Fall, 2000.  
Motivation and Emotion, Santa Clara University, Fall, 97; Winter 2001.  
Psychology of Education, Santa Clara University, Winter 96, 97, 98.  
Introduction to Psychology as a Social Science, Santa Clara University, Fall, 2000.  
Developmental Psychology I, Santa Clara University, Fall, 96, 97, 98, 99, 2000.  
Developmental Psychology II, Santa Clara University, Winter 97, 98, 99, 2000; Spring, 2001.  
Adolescent Development, Santa Clara University, Spring 97, 98.  
Senior Capstone Seminar, Santa Clara University, Spring, 2000; Winter, 2001.  
Eastside Future Teacher Project Seminar, Santa Clara University, every term, 1996-present.

### Graduate

Motivation in Education, PhD seminar, Emory University, Spring 95.  
Social Development, PhD seminar, Emory University, Spring, 96.  
Inferential Statistics I, PhD seminar, Emory University, Fall, 94, 95.  
Inferential Statistics II, PhD seminar, Emory University, Spring, 94, 95.  
Research Methods, MAT Program, Emory University, Summer 96.

### Course Creation and Development

Motivation in Education. Emory University. Doctoral seminar.  
Social Development. Emory University. Doctoral seminar.  
Psychology of Education, Santa Clara University. Undergraduate.  
Eastside Future Teacher Project Seminar, Santa Clara University. Undergraduate.  
Great Experiments in Psychology, Santa Clara University. Undergraduate.

## REFERENCES

**Dr. Paul Pintrich**, Associate Dean and Professor, School of Education, University of Michigan, Ann Arbor, MI, 48104. Tel: 734-647-0611. Email: pintrich@umich.edu

**Dr. Martin Maehr**, Professor, Combined Program in Education and Psychology, 1400 School of Education Building, University of Michigan, Ann Arbor, MI, 48109. Tel: 734-627-0627. Email: mlmaehr@umich.edu.

**Dr. Carol Midgley**, Associate Research Scientist, Combined Program in Education and Psychology, 1400 School of Education Building, University of Michigan, Ann Arbor, MI, 48109. Tel: 734-763-1385. Email: cmidgley@umich.edu

**Dr. Frank Pajares**, Winship Distinguished Research Professor, Division of Educational Studies, Emory University, 242 N. Decatur Building, Atlanta, GA 30322. Tel: 404-727-1775. Email: mpajare@emory.edu.

**Dr. Thomas Plante**, Associate Professor and Chair, Department of Psychology, Santa Clara University, 500 El Camino Real, Santa Clara, CA, 95053. Tel: 408-554-4493. Email: tplante@scu.edu.

**Dr. Martin Covington**, Professor, Department of Psychology, University of California, Berkeley, 3210 Tolman Hall, Berkeley, CA 94720. Tel: 510-642-5292.

**Dr. Andrew Elliot**, Associate Professor, Department of Clinical and Social Psychology, University of Rochester, Meliora 355, Rochester, NY 14627. Tel: 716-275-8710. Email: andye@psych.rochester.edu.

**Dr. Scott Paris**, Professor, Department of Psychology, University of Michigan, 525 E. University, Ann Arbor, MI 48109. Tel: 734-764-7472. Email: sparis@umich.edu.

**Dr. Carole Ames**, Professor and Dean, College of Education, Michigan State University, 501 Erickson Hall, East Lansing, MI 48824. Tel: 517-355-1735. Email: comes@msu.edu.