

KENN BARRON

Curriculum Vita

CONTACT INFORMATION

Department of Psychology
James Madison University
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Harrisonburg, VA 22807

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EDUCATION

UNIVERSITY OF WISCONSIN, Madison, WI

Degree: Ph.D., May 1999 Concentration: Social/Personality Psychology

BUCKNELL UNIVERSITY, Lewisburg, PA.

Degree: B.A., June 1990 Major: Psychology

PROFESSIONAL POSITIONS

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| 2011-present | Full Professor, Department of Psychology, James Madison University |
| 2018-present | Fellow, Motivate Lab, University of Virginia |
| 2019-present | Faculty Fellow, the John N. Gardner Institute, Brevard, NC |
| 2014-2020 | Faculty Affiliate, Center for Faculty Innovation, James Madison University |
| 2012-2014 | Faculty Associate, Center for Faculty Innovation, James Madison University |
| 2005-2011 | Associate Professor, Department of Psychology, James Madison University |
| 2000-05 | Assistant Professor, Department of Psychology, James Madison University |
| 1999-00 | Visiting Professor, Department of Psychology, University of Wisconsin-Madison |
| 1997-99 | Lecturer, Department of Psychology, University of Wisconsin-Madison |
| 1995-97 | Research Assistant, Department of Psychiatry, University of Wisconsin-Madison |
| 1993-97 | Teaching Assistant, Department of Psychology, University of Wisconsin-Madison |

HONORS

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| 2024 | Recognized as a JMU University Career Center's Most Valuable Partner |
| 2024 | Recipient of the Provost Award for Excellence in Advising, James Madison University |
| 2024 | Nominee for the Madison Vision Teaching Award, James Madison University |
| 2023 | Recognized as a JMU University Career Center's Most Valuable Partner |
| 2022 | Recognized as a JMU University Career Center's Most Valuable Partner |
| 2021 | Nominee for the Provost Award for Excellence in Advising, James Madison University |
| 2020 | Recipient of the Ford Faculty Mid-Career Award for Excellence, James Madison University |
| 2020 | Nominee for Campus Compact of Virginia Faculty Award for Outstanding Contributions to the Scholarship of Engagement in the Commonwealth |
| 2020 | Nominee for the State Council of Higher Education's Virginia Outstanding Faculty Award |
| 2019 | Nominee for the State Council of Higher Education's Virginia Outstanding Faculty Award |
| 2018 | Recipient of the College of Health and Behavior Studies' Madison Research Scholar Award, James Madison University |
| 2017 | Recognized for Make Your Next Move Award, Career and Academic Planning Office, James Madison University |
| 2016 | Recipient of the Provost Award for Excellence in Research, James Madison University |
| 2015 | Nominee for the Provost Award for Excellence in Research, James Madison University |
| 2015 | Recognized for Make Your Next Move Award, Career and Academic Planning Office, James Madison University |

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| 2014 | Recipient of James Madison University's Secret Society "In8" Award for Outstanding Service and Dedication to the Campus |
| 2013 | Best Scholarship of Teaching and Learning Award, Society for the Teaching of Psychology |
| 2013 | Recognized for Make Your Next Move Award, Career and Academic Planning Office, James Madison University |
| 2012 | Elected as a Fellow of the American Psychological Association (APA) |
| 2012 | Recipient of the College of Integrated Science and Technology's Educational Leave Award, James Madison University |
| 2012 | Nominee for the College of Integrated Science and Technology's Distinguished Teacher Award, James Madison University |
| 2012 | Named one of Princeton Review's 300 Best Professors in America for Teaching |
| 2011 | Recipient of the Department of Psychology's Outstanding Teaching Award, James Madison University |
| 2011 | Nominee for James Madison University Alumni Association's Distinguished Faculty Award |
| 2011 | Nominee for the College of Integrated Science and Technology's Madison Research Scholar Award, James Madison University |
| 2010 | Nominee for the College of Integrated Science and Technology's Madison Research Scholar Award, James Madison University |
| 2009 | Recipient of James Madison University's All Together One Award in recognition of outstanding contributions to building campus community |
| 2009 | Nominee for the Provost Award for Excellence in Research, James Madison University |
| 2008 | Recipient of the National Academic Advising Association's (NACADA) Outstanding Faculty Advising Award |
| 2008 | Nominee for College of Integrated Science and Technology's Madison Research Scholar Award, James Madison University |
| 2007 | Recipient of the Provost Award for Excellence in Freshman Advising, James Madison University |
| 2007 | Nominee for the College of Integrated Science and Technology's Madison Research Scholar Award, James Madison University |
| 2006 | Nominee for the College of Integrated Science and Technology's Distinguished Teacher Award, James Madison University |
| 2004 | Recipient of the College of Integrated Science and Technology's Outstanding Junior Faculty Award, James Madison University |
| 1997 & 1998 | Recipient of Graduate Student Research Awards, University of Wisconsin-Madison |
| 1996 | Recipient of the Berkowitz Dissertation Award, University of Wisconsin-Madison |
| 1995 | Recipient of the Graduate School Excellence in Teaching Award, University of Wisconsin-Madison |
| 1995 | Recipient of the Department of Psychology's Gwen Andrews Teaching Award, University of Wisconsin-Madison |
| 1994 | Recipient of the College of Letters and Science Teaching Fellow Award, University of Wisconsin-Madison |

RESEARCH INTERESTS

Motivation, Positive Psychology, Scholarship of Teaching and Learning, & Research Methodology

RESEARCH GROUPS

Coordinator of JMU's Motivation Research Institute (MRI) whose mission is to promote "a community of researchers and practitioners dedicated to advancing the study and application of motivation theory."

Member of UVA's Motivate Lab whose mission is to "improve people's lives through rigorous motivation research."

PROFESSIONAL AFFILIATIONS

Member of the American Educational Research Association (AERA)
 Member of AERA's Special Interest Group: Motivation in Education
 Member of the American Psychological Association (APA)
 Member of the Society for the Teaching of Psychology (Division 2, APA)
 Member of Psi Chi International Honor Society in Psychology

BOOKS

Buch, K., & Barron, K.E. (Eds.) (2012). Discipline-centered learning communities: Creating connections among students, faculty, and curricula. *New Directions for Teaching and Learning Series*. Jossey-Bass.

JOURNAL ARTICLES AND CHAPTERS (names in bold are students)

Hulleman, C.S., Totonchi, D.A., Barron, K.E., Sutter, C.C., & Hulleman, T., Tibbetts, Y., & Thoman, D. (accepted). From student to system change: The evolution of the utility-value intervention. In A. Elliot (Ed.) *Advances in Motivational Science* (Vol. 12, pp. XXX-XXX). Elsevier.

Totonchi, D. A., Sutter, C.C., DeCoster, J., Francis, M.K., Tibbetts, Y., Huelskoetter, E., Davis, J., Barron, K.E., & Hulleman, C.S. (accepted). Learning contexts matter: Having value-supportive instructors moderates the efficacy of a utility-value intervention in community college math. *Motivation Science*.

Himmelberger, Z.M., Tibbetts, Y., Barron, K.E., Speicher, M.R., & Hulleman, C.S. (accepted). How can a growth mindset-supportive learning environment in medical school promote student well-being? *Family, Systems, and Health*.

Sutter, C.C., Totonchi, D. A., DeCoster, J., Barron, K.E., & Hulleman, C.S. (accepted). How does expectancy-value-cost motivation vary during a semester? An intensive longitudinal study to explore individual and situational sources of variation in statistics motivation. *Learning and Individual Differences*.

Barron, K.E., Hulleman, C.S., **Hartka, T.**, & Inouye, R.B. (2024). Using a networked improvement community approach to design and scale up social psychological interventions in schools. *Journal of Experimental Education*, 92(2), 287-311, <https://doi.org/10.1080/00220973.2023.2202832>

Tibbetts, Y., Himmelberger, Z.M., Barron, K.E., Speicher, M.R., & Hulleman, C.S. (2024). Learning mindsets and well-being and ill-being among osteopathic medical students. *JAMA Online Community*, 7(6), e2418090. <https://doi.org/10.1001/jamanetworkopen.2024.18090>

Best, M.T., Diener, J.L., Barron, K.E., & Frana, P.L. (2023). Motivation in honors advising. *National Collegiate Honors Council Monograph Series*, 55-71. <https://digitalcommons.unl.edu/nchcmonochap/106>

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. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2023.2243610>

Hulleman, C.S., Tibbetts, Y., Francis, M.K., Lubin, A., Totonchi, D.A., & Barron, K.E. (2022). Finding relevance in college math: The impact of implementing classroom utility-value interventions on student learning outcomes. Technical Report. Strong Start to Finish, Education Commission of the States. https://strongstart.org/resource/finding-relevance-in-college-math/?file_id=879#full-content

York, E., Wilcox, D., Stewart, J., McCarthy, S., & Barron, K. (2022). Transforming emergency into opportunity: Unleashing the creative potential of student-faculty collaborations to prototype better educational futures in response to crisis. In V. Dennen, C. Dickson-Deane, X. Ge, D. Ifenthal, S. Murthy, S., and J.C. Richardson (Eds.) *Global Perspectives on Educational Innovations for Emergency Situations*. Springer Publishing. https://doi.org/10.1007/978-3-030-99634-5_21

Getty, S., Barron, K.E., & Hulleman, C.S. (2021). Five steps to improving student motivation in your college courses. *Journal of Excellence in College Teaching*, 32(4), 165-197.

- Getty, S.R., Barron, K.E., & Hulleman, C.S. (2021). What is the role of motivation in social and emotional learning? In N. Yoder and A. Skoog-Hoffman (Eds.) *Motivating the SEL Field Forward Through Equity: Advances in Motivation and Achievement* (Vol. 21, pp. 23-41). Emerald Publishing.
<https://doi.org/10.1108/S0749-742320210000021002>
- Devine, P.G., Tauer, J.M., Barron, K.E., Elliot, A.J., Vance, K.M., & Harmon-Jones, E. (2019). Moving beyond attitude change in the study of dissonance-related processes: An update on the role of discomfort. In E. Harmon-Jones (Ed.), *Cognitive dissonance: Progress on a pivotal theory in social psychology* (2nd Ed.). Washington, DC: American Psychological Association.
- Kosovich, J.J.**, Hulleman, C.S., & Barron, K.E. (2019). Measuring motivation in educational settings: A case for pragmatic measurement. In S. Hidi & K.A. Renninger's (Eds.) *Cambridge Handbook on Motivation and Learning*. Cambridge, UK: Cambridge University Press.
- Rosenzweig, E.O.**, Hulleman, C.S., Barron, K.E., **Kosovich, J.J.**, **Priniski, S.J.**, & Wigfield, A. (2019). Promises and pitfalls of adapting utility value interventions for online math courses. *Journal of Experimental Education*, 87(2), 332-352, DOI: [10.1080/00220973.2018.1496059](https://doi.org/10.1080/00220973.2018.1496059)
- Barron, K.E., Hulleman, C.S., Getty, S.G., & Taylor, J. (2017). *Expectancy-value-cost survey of student motivation: User guide*. Retrieved from the University of Virginia: Charlottesville, VA.
[\[http://curry.virginia.edu/research/labs/motivatelab\]](http://curry.virginia.edu/research/labs/motivatelab)
- Getty, S.G., Hulleman, C.S., Barron, K.E., Ruzek, E.R., **Flake, J.K.**, & **Foley, K.** (2017). *Using the Expectancy-Value-Cost theory of motivation to understand student achievement and future interest in STEM classrooms* [White paper]. Retrieved from the University of Virginia: Charlottesville, VA.
[\[http://curry.virginia.edu/research/labs/motivatelab\]](http://curry.virginia.edu/research/labs/motivatelab)
- Hulleman, C.S., **Kosovich, J.J.**, Barron, K.E., & Daniel, D.B. (2017). Making connections: Replicating and extending the utility value intervention in the classroom. *Journal of Educational Psychology*, 109, 387-404.
- Hulleman, C.S., Barron, K.E., **Kosovich, J.J.**, & **Lazowski, R.A.** (2016). Current theories, constructs, and interventions within an expectancy value framework. In A. A. Lipnevich, F. Preckel, & R. D. Roberts (Eds.), *Psychosocial skills and school systems in the twenty-first century: Theory, research, and applications*, 1st edition (pp. 241-278). Springer International Publishing.
- Lazowski, R.A.**, Barron, K.E., **Kosovich, J.J.**, & Hulleman, C.S. (2016). Are we ready to recommend a college readiness index?: A reply to Gaertner and McClarty (2015). *Educational Measurement: Issues and Practice*, 35, 26-29.
- Barron, K.E., & Hulleman, C.S. (2015). Expectancy-value-cost model of motivation. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition (Vol. 8, pp. 503-509). Oxford: Elsevier. DOI:10.1016/B978-0-08-097086-8.26099-6
- Flake, J.K.**, Barron, K.E., Hulleman, C.S., McCoach, D.B., & Welsh, M. (2015). Measuring cost: The forgotten component of the Expectancy-Value model of motivation. *Contemporary Educational Psychology*, 41, 232-244.
- Hulleman, C.S., & Barron, K.E. (2015). Motivation interventions in education: Bridging theory, research, and practice. In L. Corno & E. M. Anderman (Eds.), *Handbook of Educational Psychology*, 3rd edition (pp. 160-171). New York, NY: Routledge, Taylor and Francis.
- Kosovich, J.J.**, Hulleman, C.S., Barron, K.E., & Getty, S. (2015). A practical measure of student motivation: Validity evidence for the Expectancy-Value-Cost Scale in middle school. *Journal of Early Adolescence*, 35, 790-816.

- Barron, K.E. (2014). First year advising. In R.L. Miller & J.G. Irons (Eds.). *Academic advising: A handbook for advisors and students Volume 1: Models, Students, Topics, and Issues*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2014-vol1>
- Barron, K.E., & Apple, K.J. (2014). Debating curricular strategies for teaching statistics and research methods: What does the current evidence suggest? *Teaching of Psychology*, 41, 187-194.
- Barron, K. E., & **Powell, D. N.** (2014). Options on how to organize and structure advising. In R.L. Miller & J.G. Irons (Eds.). *Academic advising: A handbook for advisors and students Volume 1: Models, Students, Topics, and Issues*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2014-vol1>
- MacDonald, S.K., Williams, L.M., Lazowski, R.A.,** Horst, S.J., & Barron, K.E. (2014). Faculty attitudes toward general education assessment: A qualitative study about their motivation, *Research and Practice in Assessment*, 9, 74-90.
- Baranik, L.E., Lau, A.R., Stanley, L. J., Barron, K.E., & Lance, C.E. (2013). Achievement goals in organizations: Is there support for mastery-avoidance? *Journal of Managerial Issues*, 25, 46-61.
- Buch, K., & Barron, K.E. (2012), Preface. In K. Buch & K. Barron (Eds.), *Discipline-centered learning communities: Creating connections among students, faculty, and curricula* (pp. 1-4). New Directions for Teaching and Learning. Jossey-Bass.
- Bounoua, L., Cury, F., Regner, I., Huguet, P., Barron, K.E., & Elliot, A.J. (2012). Motivated use of information about others: Linking the 2 x 2 achievement goal model to social comparison propensities and processes. *British Journal of Social Psychology*, 51, 626-641.
- Barron, K.E., & Butler, J. (2011). Working with students to promote engagement in departmental and university-wide assessment. In R.L. Miller, E. Amsel, B.M. Kowalewski, B.C. Beins, K.D. Keith & B.F. Peden (Eds.), *Promoting student engagement* (Vol. 1, pp. 282-285). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/pse2011/index.php>
- Buch, K., & Barron, K.E. (2011). Engaging students through curricular-based learning communities. In R.L. Miller, E. Amsel, B.M. Kowalewski, B.C. Beins, K.D. Keith & B.F. Peden (Eds.), *Promoting student engagement* (Vol. 1, pp. 63-69). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/pse2011/index.php>
- Baranik, L.E.,** Barron, K.E., & Finney, S.J. (2010). Specificity of achievement goal measures: An empirical investigation comparing general vs. specific measures. *Human Performance*, 23, 155-172.
- Briggs, M.K., Gilligan, T.D., Staton, A.R., & Barron, K.E. (2010). A collaborative approach to evaluating well-being in the middle school setting. *Journal of School Counseling*, 8 (8). Retrieved from <http://www.jsc.montana.edu/articles/v8n8.pdf>
- Elliot, A.J., Conroy, D., Barron, K.E., & Murayama, K. (2010). Achievement motives and goals: A developmental analysis. In M. E. Lamb and A. M. Freund (Eds.) *Handbook of lifespan development* (Vol. 2, pp. 474-511). New York, NY: John Wiley and Sons Publishers.
- Hulleman, C.S., & Barron, K.E. (2010). Teacher motivation and performance pay: Separating myth from reality. *Phi Delta Kappan*, 91(9), 27-31.
- Linnenbrink-Garcia, E.M., Durik, A.M., Conley, A.M., Barron, K.E., Tauer, J.M., Karabenick, S.A., & Harackiewicz, J.M. (2010). Situational Interest Survey (SIS): An instrument to assess the role of situational factors in interest development. *Educational and Psychological Measurement*, 70(4), 647-671.

- Barron, K.E., Buch, K., Andre, J.T., & Spaulding, S. (2009). Learning communities as an innovative beginning to the psychology major. In D. Dunn, B. Beins, M. McCarthy, & G.W. Hill (Eds.) *Best Practices for Beginnings and Endings in the Psychology Major* (pp. 107-124). New York, NY: Oxford University Press.
- Apple, K.J., Serdikoff, S., Reis-Bergan, M.J., & Barron, K.E. (2008). Programmatic assessment of critical thinking in psychology. In D. Dunn, J. Halonen, & R. Smith (Eds.) *Teaching critical thinking in psychology: A handbook of best practices* (pp. 77-88). Blackwell Publishers.
- Barron, K.E., **Brown, A.R., Egan, T.E., Gesualdi, C.R., & Marchuk, K.A.** (2008). Validity. In S.F. Davis & W. Buskist (Eds.) *21st century psychology: A reference handbook* (pp. 55-64). Thousand Oaks, CA: Sage. [10.4135/9781412956321](https://doi.org/10.4135/9781412956321)
- Harackiewicz, J.M., Durik, A.M., Barron, K.E., Tauer, J.M., & Linnenbrink, E.M. (2008). The role of achievement goals in the development of interest: Reciprocal relations between achievement goals, interest, and performance. *Journal of Educational Psychology*, 100, 105-122.
- Saville, B., Zinn, T., Lawrence, N.K., Barron, K.E., & Andre, J.T. (2008). Addressing critical thinking in the statistics/research methods sequence. In D. Dunn, J. Halonen, & R. Smith (Eds.) *Teaching critical thinking in psychology: A handbook of best practices* (pp. 149-160). Blackwell Publishers.
- Baranik, L.E.**, Barron, K.E., & Finney, S.J. (2007). Measuring goal orientation in a work domain: Construct validity evidence for the 2 x 2 framework. *Educational and Psychological Measurement*, 67, 697-718.
- Barron, K.E., Benedict, J., Saville, B., Serdikoff, S., & Zinn, T. (2007). Alternative approaches to teaching research methods and statistics. In D. Dunn, R. Smith, & B. Beins (Eds.) *Best practices for teaching statistics and research methods in the behavioral sciences* (pp. 143-158). Mahwah, NJ: Lawrence Erlbaum Associates.
- Horst, S.J.**, Finney, S.J., & Barron, K.E. (2007). Moving beyond academic achievement goal measures: A study of social achievement goals. *Contemporary Educational Psychology*, 32, 667-698.
- Pastor, D., Barron, K.E., **Davis, S.L., & Miller, B.J.** (2007). A latent profile analysis of college students' achievement goal orientation. *Contemporary Educational Psychology*, 32, 8-47.
- Barron, K.E., Evans, S.W., **Baranik, L.E., Buvinger, E.C.**, & Serpell, Z. (2006). Achievement goals of students with ADHD. *Learning Disability Quarterly*, 29, 137-158.
- Barron, K.E., & **Hulleman, C.S.** (2006). Is there a formula to help understand and improve student motivation? In B. K. Saville, T. E. Zinn, S. A. Meyers, & J. R. Stowell (Eds.), *Essays from e-xcellence in teaching, 2006* (chap. 8, pp. 34-38). Retrieved January 1, 2016 from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2006/index.php>
- Thomas, J.A.**, & Barron, K.E. (2006). A test of multiple achievement goal benefits in physical education activities. *Applied Journal of Sport Psychology*, 18, 114-135.
- Fairchild, A.J., Horst, S.J.**, Finney, S.J., & Barron, K.E. (2005). Evaluating new and existing validity evidence for the academic motivation scale. *Contemporary Educational Psychology*, 30, 331-358.
- Harackiewicz, J.M., Durik, A.M., & Barron, K.E. (2005). Multiple goals, optimal motivation, and the development of interest. In J. Forgas, K. Williams, & S. Laham (Eds.) *Social motivation: Conscious and unconscious processes* (pp. 21-39). New York, NY: Psychology Press.
- Stoloff, M., Apple, K., Barron, K.E., Reis-Bergan, M.J., & Sundre, D.A. (2004). Seven goals for effective program assessment. In D. Dunn, C. Mehrotra, & J. Halonen (Eds.) *Measuring up: Assessment*

challenges and practices for psychology (pp. 29-46). Washington, DC: American Psychological Association.

- Finney, S.J., **Pieper, S.**, & Barron, K.E. (2004). Examining the psychometric properties of the Achievement Goal Questionnaire in a more general academic context. *Educational and Psychological Measurement*, 64, 365-382.
- Frazier, P., Tix, A., & Barron, K.E. (2004). Testing mediation and moderation in counseling psychology research. *Journal of Counseling Psychology*, 51, 115-134.
- Harackiewicz, J.M., & Barron, K.E. (2004). Conducting social psychological research in educational settings: "Lessons we learned in school". In C. Sansone, C. Morf, & A. Panter (Eds.) *Handbook of methods in social psychology* (pp. 471-484). Thousand Oaks, CA: Sage Publications.
- Barron, K.E., & Harackiewicz, J.M. (2003). Revisiting the benefits of performance-approach goals in the college classroom: Exploring the role of goals in advanced college courses. *International Journal of Educational Research*, 39, 357-374.
- Harackiewicz, J.M., Barron, K.E., Tauer, J.M., & Elliot, A.J. (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation. *Journal of Educational Psychology*, 94, 638-645.
- Harackiewicz, J.M., Barron, K.E., Pintrich, P.R., Elliot, A.J., & Thrash, T.M. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology*, 94, 562-575.
- Barron, K.E., & Harackiewicz, J.M. (2001). Achievement goals and optimal motivation: Testing multiple goal models. *Journal of Personality and Social Psychology*, 80, 706-722.
- Barron, K.E., & Harackiewicz, J.M. (2000). Achievement goals and optimal motivation: A multiple goals approach. In C. Sansone & J. Harackiewicz (Eds.) *Intrinsic and extrinsic motivation: In search of optimal motivation* (pp. 229-254). San Diego, CA: Academic Press.
- Harackiewicz, J.M., Barron, K.E., Tauer, J.M., Carter, S.M., & Elliot, A.J. (2000). Short-term and long-term consequences of achievement goals in college: Predicting continued interest and performance over time. *Journal of Educational Psychology*, 92, 316-330.
- Devine, P.G., Tauer, J.M., Barron, K.E., Elliot, A.J., & Vance, K.M. (1999). Moving beyond attitude change in the study of dissonance-related processes. In E. Harmon-Jones & J. Mills (Eds.), *Cognitive dissonance: Progress on a pivotal theory in social psychology* (pp. 297-323). Washington, DC: American Psychological Association.
- Harackiewicz, J.M., Barron, K.E., & Elliot, A.J. (1998). Rethinking achievement goals: When are they adaptive for college students and why? *Educational Psychologist*, 33, 1-21.
- Harackiewicz, J.M., Barron, K.E., Carter, S.M., Lehto, A.T., & Elliot, A.J. (1997). Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade. *Journal of Personality and Social Psychology*, 73, 1284-1295.
- Bohn, M.J., Barton, B.A., & Barron, K.E. (1996). Psychometric properties and validity of the obsessive-compulsive drinking scale. *Alcoholism: Clinical and Experimental Research*, 20, 817-823.

CONFERENCE PRESENTATIONS (names in bold are students)

- Barron, K.E., Hulleman, C., & Tibbetts, Y. (2024, November). Motivating learners: Improving student outcomes in math through online faculty professional development. Paper presented at the AAC&U Transforming STEM Higher Education Conference, Arlington, VA.

- Tibbetts, Y., Hulleman, C., & Barron, K.E. (2024, November). Elevating student voices to catalyze student belonging and early momentum. Paper presented at the AAC&U Transforming STEM Higher Education Conference, Arlington, VA.
- Sutter, C. C., Totonchi, D. A., DeCoster, J., Barron, K. E., & Hulleman, C. S. (2024, August). Between- and within-student variation in expectancy-value beliefs in introductory statistics. Paper presented at the International Conference on Motivation (ICM), Bern, Switzerland.
- Barron, K.E., Francis, A., Himmelberger, Z., Hulleman, C., Speicher, M. & Tibbetts, Y. (2024, June). Promoting well-being and resilience in historically underserved students. Presentation at the International Association of Medical Science Educators (IAMSE), Minneapolis, MN.
- Himmelberger, Z. M., Gin, L., Francis, A., Barron, K., & Tibbetts, Y. (2024, April). Improving learning mindsets through supportive messaging. Teaching take-out presentation at the Annual Meeting of the Rocky Mountain Psychological Association. Denver, CO.
- Himmelberger, Z. M., Tibbetts, Y., Barron, K., Hulleman, C., Harootunian, G., & Speicher, M. (2024, April). Motivationally supportive learning environments in medical school and osteopathic medical student well-being and burnout. Presentation at the Annual Meeting of the Rocky Mountain Psychological Association. Denver, CO.
- Totonchi, D. A., Sutter, C.C., Tibbetts, Y., DeCoster, J., Davis, J., Francis, M.K., Huelskoetter, E., Barron, K.E., & Hulleman, C.S. (2024, April). Learning contexts matter: Heterogeneity in utility-value intervention effects. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Markle, R., Delgado-Riley, R., Mabrey, P., & Barron, K.E., (2024, February). Hearts, minds, and data: Synergizing student success across the institution. Presentation at the 43rd Annual Conference on The First-Year Experience, Seattle, WA.
- Francis, A., & Barron, K.E. (2023, February). Fostering mindset GPS outside of the Classroom. Virtual presentation at the City University of New York (CUNY) Mindset Summit, New York, NY.
- Barron, K.E., Getty, S., & Hulleman, C. (2022, April). What is the role of motivation in social and emotional learning? Motivating the SEL Field Forward Through Equity Symposium presented at the American Educational Research Association, San Diego, CA.
- Francis, M. K., Totonchi, D. A., Moran, M. J., Davis, J., Tibbetts, Y., Barron, K. E., & Hulleman, C. S. (2022, April). Improving motivation and achievement in community college math: The efficacy of a utility-value Intervention. Paper presented at the American Educational Research Association, San Diego, CA.
- Schultz, K., & Barron, K.E. (2022, March). Is there a simple formula to understand and improve mathematics students' motivation? Presentation at the Virginia Council of Teachers Annual Conference.
- Cilali, B.**, Michou, A., Sutter, C.C, Hulleman, C.S., & Barron, K.E. (2021, October) Mindset and motivation: A meta-analytic review. Poster presented at the Society for Research in Educational Effectiveness, Washington, DC.
- Barron, K.E. (2021, October). Cost mindset. Talk presented during the special session "Beyond Mindset GPS: Measurement & Evaluation of Learning Mindset Indicators Across a Broader Spectrum" at the 2021 The Navigate Project National Virtual Convening sponsored by Bill and Melinda Gates Foundation and Motivate Lab at the University of Virginia.
- Young, L., Barron, K.E., Foca, C., Thoman, D., Tibbetts, Y., & Totonchi, D. (2021, September). Professional learning community coaching and support. Special session at the 2021 The Navigate Project National Virtual Convening sponsored by Bill and Melinda Gates Foundation and Motivate Lab at the University of Virginia.

- McCarthy, S., Wilcox, D., York, E., Stewart, J., & Barron, K.E. (2021). Seeding cultures of research-focused and inclusive innovation in higher education. Virtual talk presented at the International Joint Conference on Information, Media and Engineering, Suita, Japan.
- Wormington, S. V., Tibbetts, Y., Vines, E., Lee, G. A., Barron, K. E. & Hulleman, C. S. (2020, April) *The Mismatch Between Student and Faculty Learning Mind-Sets in STEM Courses*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/vpyov33> (Conference Canceled)
- Hartka, T.**, & Barron, K.E. (2019, October). Developing a multi-dimensional measure of growth mindset for school improvement. Paper presented at the Northeastern Educational Research Association Annual Meeting, Trumbull, CT.
- Wormington, S., Tibbetts, Y., Vines, E., Lee, G., Barron, K.E., & Hulleman, C.S. (2019, June). Mismatch between student and faculty learning mindsets in STEM courses. Paper presented at the Mindset Scholars Annual Meeting, Washington, DC.
- Tibbetts, Y., Hulleman, C.S., Wormington, S., Thoman, D, & Barron, K.E. (2019, June). Using social psychology to facilitate system-wide change in higher education. Symposium presented at the Society for the Psychological Study of Social Issues Annual Meeting, San Diego, CA.
- Kosovich, J.J.**, Hulleman, C.S., & Barron, K.E. (2019, April). Motivation validity: Motivational implications of measurement practices. Symposium presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Stevens, J., Barron, K.E., Belcher, A., & Edwards, D. (2019, April). Building and engaging a network. Symposium presented at the Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.
- Stevens, J., Brown, S., Adams, A., & Barron, K.E. (2019, March). Developing can do and want to do attitudes in your students. Talk presented at the Association for Supervision and Curriculum Development, Chicago, IL.
- Hazard, G., Clarke, K., Horst, J., & Barron, K.E. (2018, May). Student perception of general education: Do they value it? Roundtable presented at JMU's May Symposium, Harrisonburg, VA.
- Flake, J.K., Ferland, M.**, Barron, K.E., & Hulleman, C.S. (2018, April). The psychological cost(s) of learning: A multidimensional approach to investigating cost and its relationship with expectancy, value, interest, and performance. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Getty, S., Barron, K.E., & Hulleman, C.S., (2018, April). An explanatory, mixed-method study of expectancy, value, and cost in college courses. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Best, M.**, Barron, K.E., Hulleman, C.S., Tibbetts, Y., Nesterak, E., & **Bacon, A.** (2018, March). The psychology of higher level performance in elite youth soccer players. Poster presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA.
- Barron, K.E., Hulleman, C.S., **Hartka, T.** & Inouye, R.B. (2017, April). Developing, testing, and scaling up psychological interventions through networked improvement communities. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Barron, K.E. (2017, April). A closer examination of cost: Expectancy value theory revisited. Discussant at the annual meeting of the American Educational Research Association, San Antonio, TX.

- Barron, K.E., Beattie, R., **Hartka, T.**, MacNamara, H., & Stemm-Calderon, Z. (2017, March). Using improvement methods to strengthen motivation and engagement to promote student success: Lessons from two networks. Symposium presented at the 4th annual Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.
- Hartka, T.**, Barron, K.E., & Hulleman, C.S. (2017, March). Using improvement science to develop, test, and scale up psychological interventions in schools. Poster presented at the 4th annual Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.
- Barron, K.E., Bloom, T., Chaput, L., & Romagnolo, N. (2016, November). Lessons from 10 years of partnering with school districts to implement learning mindset strategies in relation to STEM learning. Panel discussion presented at the Transforming Academic Success Through Learning Mindsets Symposium, Washington, DC.
- Barron, K.E., Hulleman, C.S., **Flake, J.**, **Kosovich, J.J.**, & **Lazowski, R.A.** (2016, April). Moving from an expectancy-value model of motivation to an expectancy-value-cost model of motivation. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Hulleman, C.S., Barron, K.E., **Kosovich, J.J.**, & **Lazowski, R.A.** (2016, April). Current theories, constructs, and interventions within an expectancy value framework. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Barron, K.E., Carter, A., Crowell, A., Frankowski, S., & Beattie, R. (2016, March). A network of networks: The student agency improvement community. Symposium presented at the 3rd annual Carnegie Foundation Summit on Improvement in Education. San Francisco, CA.
- Barron, K.E., Edelson, D., Hulleman, C.S., & Getty, S. (2015, December). Validating a rapid measure of student motivation: Using the expectancy-value theory of motivation to understand student achievement and interest in STEM classrooms. Talk presented at the National Academies of Sciences, Engineering, and Medicine Symposium on Assessing Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies, Washington, DC.
- Barron, K.E., Hulleman, C.S., & Getty, S. (2015, November). Is there a formula for understanding and improving STEM student motivation? Workshop presented at Crossing Boundaries: Transforming STEM Education conference sponsored by the American Association of College and Universities, Seattle, WA.
- Barron, K.E., & Apple, K.J. (2015, November). Teaching statistics and research methods: To integrate or not to integrate? Poster presented at Crossing Boundaries: Transforming STEM Education conference sponsored by the American Association of College and Universities, Seattle, WA.
- Barron, K.E., Hulleman, C.S., & Inouye, R.B. (2015, October). Scaling up social-psychological interventions to improve student motivation and learning through a researcher-practitioner partnership. Paper presented at the Using Continuous Improvement to Integrate Design, Implementation, and Scale Up Conference sponsored by the National Center on Scaling Up Effective Schools, Nashville, TN.
- Grays, M.**, Hulleman, C. S., & Barron, K. E. (2015, May). Examining psychometric properties of the Expectancy, Value, and Cost Scale. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.
- Flake, J.**, Barron, K.E., Hulleman, C.S., & McCoach, D.B. (2015, April). A mixed-methods scale validation for measuring college students' psychological cost. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Harris, H.D.**, Horst, S.J., Barron, K.E., Hulleman, C.S., & Hazard, G. (2015, April). First-year undergraduate student expectancy and value for general education. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Hulleman, C.S., **Kosovich, J.**, Barron, K.E., & Daniel, D. (2015, April). Examining for whom the utility intervention works: Moderation by performance and gender. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kawar, A., Grebe, J., & Barron, K.E. (2015, March). Coaching improvement teams. Symposium presented at the 2nd annual Carnegie Foundation Summit on Improvement in Education. San Francisco, CA.
- Kosovich, J.J.**, Hulleman, C. S., Barron, K. E., Getty, S. G., & Taylor, J. (2014, September). *A practical measure of student motivation: Validity evidence for the expectancy-value-cost scale in middle school*. Paper presented at the fall meeting of the Society for Research on Educational Effectiveness. Washington, DC.
- Barron, K.E. (2014, June). Is there a simple formula to understand and improve student motivation? Symposium presented at the annual meeting of the Eastern Teaching of Psychology, Staunton, VA.
- Wacker, C., Barron, K.E., Hulleman, C., & Peskett, J. (2014, June). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance. Symposium presented at the annual meeting of Council of Foundations, Washington, DC.
- Centeno, J., Hoskins, E., O'Toole, E., Nikolic, A.** & Barron, K.E. (2014, May). A qualitative investigation of what increases and decreases college students' academic motivation. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Barron, K.E., **Grays, M.**, & Hulleman, C.S. (2014, April). Assessing motivation in general education. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Barron, K.E. (2014, April). Invited panelist in A. Kaplan & T. Urdan, Maximizing the benefit of teacher/researcher partnerships in classroom-based development and implementation projects. Symposium presented at the annual meeting of the American Educational Research Association Annual Conference, Philadelphia, PA.
- Flake, J.**, Savkar, A., McCoach, D.B., Barron, K.E., & Hulleman, C.S. (2014, April). Initial validity evidence for a new scale to measure cost. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Hulleman, C.S., Taylor, J., **Kosovich, J.**, Getty, S. & Barron, K.E. (2014, April). A practical measure of motivation in middle school science: Validity evidence for the E-V-C scale. Paper presented at the annual meeting of National Association for Research in Science Teaching, Pittsburgh, PA.
- Barron, K.E. (2014, January). Teaching statistics and research methods: What does research suggest? Invited Roundtable for Center for Faculty Innovation January Symposium Series. James Madison University, Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S., (2013, November). Is there a simple formula to understand and improve student motivation? Symposium presented at the annual meeting of Professional and Organizational Development Network in Higher Education (POD), Pittsburgh, PA.
- MacDonald, S.K., Williams, L.M., Lazowski, R.A.**, Horst, S.J., & Barron, K.E. (2013, October). Faculty attitudes toward assessment: A qualitative study about their motivation. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Flake, J.**, Savkar, A., McCoach, D.B., Barron, K.E., & Hulleman, C.S. (2013, October). The cost of college calculus: Initial validity evidence for the barriers to persistence scale. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

- Barron, K.E. (2014, June). APA's revisions to the learning goals for undergraduate psychology major. Participant Idea Exchange presented at the annual meeting of the Eastern Teaching of Psychology, Staunton, VA.
- Kosovich, J.J.**, Hulleman, C.S., & Barron, K.E. (2013, May). Testing conflicting factor structures of expectancy-value. Poster presented at the Society for the Study of Motivation (SSM), Washington, DC.
- Flake, J.**, Barron, K.E., & Hulleman, C.S (2013, April). Measuring cost: The forgotten component of expectancy value theory. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Getty, S., Hulleman, C. S., Barron, K. E., Stuhlsatz, A. M., & Marks, J.C. (2013, April). Factors that affect learning in high school science: Measuring motivation, achievement, and interest in science. Paper presented at the annual meeting of National Association for Research in Science Teaching, San Juan, Puerto Rico.
- Hulleman, C.S., & Barron, K.E. (2013, April). Teacher perceptions of student motivational challenges and best strategies to enhance motivation. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Barron, K.E., & Buch, K. (2013, January). Five different approaches for creating student learning communities in psychology. Poster presented at the National Institute of the Teaching of Psychology, St. Petersburg, FL.
- Barron, K.E., Hulleman, C.S., & **Lazowski, R.A.** (2013, January). What constructs matter for motivating college students?: A mixed-method investigation. Poster presented at the National Institute for the Teaching of Psychology, St. Petersburg, FL.
- Barron, K.E., & Apple, K.J. (2012, October). To integrate or not to integrate?: Debating different curricular strategies for teaching research methods and statistics. Symposium presented at the 11th annual meeting of Best Practices of APA's Division 2 (Conference Theme: Best Practices in Research Methods and Statistics), Atlanta, GA.
- Lazowski, R.A.**, Pastor, D.A., Hulleman, C.S., Getty, S., & Barron, K.E. (2012, October). Examining effects of expectancy, value, and cost in an online science curriculum: A hierarchal approach. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Kosovich, J.J.**, Hulleman, C. S., Barron, K.E, & Daniel, D.B. (2012, October). Enhancing interest and performance with a utility value intervention: A replication and extension. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Lazowski, R.A.**, Hulleman, C.S, Barron, K.E., & Getty, S. (2012, September). Development of an expectancy-value scale for an online science curriculum. Paper at the Motivation Retreat, Tübingen, Germany.
- Barron, K.E., Buch, K., Hall, M.D., Nolan, L., Rocheleau, C.A., & Zrull, M.C. (2012, June). Rethinking learning communities: Five different approaches for promoting learning communities in academic departments. Symposium presented at the Annual Lilly Teaching Conference, Bethesda, MD.
- Barron, K.E., Hulleman, C.S., **Lazowski, R.**, **Flake, J.K.**, & **Grays, M.** (2012, April). What constructs matter in academic motivation: A mixed-method investigation. Poster presented at the annual conference of the American Educational Research Association, Vancouver, Canada.
- Pastor, D., & Barron, K.E. (2012, April). Capturing the relationships between achievement goals and outcomes: Latent profile analysis versus multiple regression. Paper presented at the annual conference of the American Educational Research Association, Vancouver, Canada.

- Getty, S., Stuhlsatz, M., Beardsley, P., Stennett, B., Hulleman, C.S., & Barron, K.E. (2012, April). Carbon connections: The carbon cycle and the science of climate. Poster presented at the NASA/NSF/NOAA Principal Investigator Meeting, Washington, DC.
- Barron, K.E., Hulleman, C.S., **Lazowski, R., & Flake, J.** (2012, January). What matters for college students' motivation?: Two qualitative studies, Poster presented at the Center for Faculty Innovations Showcase of SoTL research during the Annual January CFI Faculty Symposium, Harrisonburg, VA.
- Barron, K.E., DeCuir-Gunby, J., Ferrara, S., Kitsantas, A., & Wentzel, K. (2011, August). If I knew then what I know now! Lessons for early career psychologists. Symposium presented at the 2011 American Psychological Association Annual Convention, Washington, DC.
- Barron, K., Apple, K., **Ahokas, J., Barbagallo, C., Boyd, S., Mertins, H., & Swinson, A.** (2011, June). A new approach on how to conduct assessment: Collaborate with your students. Symposium presented at the Eastern Conference on the Teaching of Psychology, Staunton, VA.
- Barron, K.E., **Grays, M., Flake, J.K., Hogan, E.A., Lazowski, R., Pohto, P. A., Russell, S.P., Swain, M.S.,** & Hulleman, C.S. (2011, May). What matters for college students' motivation: Two qualitative studies, Poster presented at the 2011 Society for the Study of Motivation Annual Convention, Washington, DC.
- Lazowski, R.,** Hulleman, C.S., & Barron, K.E. (2011, May). Examining changing motivations for college: A mixed methods approach, Poster presented at the 2011 Society for the Study of Motivation Annual Convention, Washington, DC.
- Flake, J.,** Barron, K.E., Hulleman, C.S., **Grays, M., Lazowski, R., & Fessler, D.** (2011, May). Evaluating cost: The forgotten component of expectancy value theory, Poster presented at the 2011 Association for Psychological Sciences Annual Convention, Washington, DC.
- Hulleman, C.S., Barron, K.E., **Lazowski, R.A.,** & Harackiewicz, J.M. (2011, April). Relevance is motivating: Lessons learned from applying expectancy-value theory in the real-world. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.
- Barron, K.E., Hulleman, C.S., & Kolvoord, B. (2011, March). The role of motivational planning and assessment: How to create STEM classrooms and programs that attract, engage, and retain students. Workshop presented at the Engaged STEM Learning conference sponsored by the American Association of College and Universities, Miami, FL.
- Barron, K.E. & Buch, K. (2011, February). Increasing student success and engagement through curricular-based learning communities: Symposium presented 3rd Annual Conference on Higher Education Pedagogy, Blacksburg, VA.
- Buch, K., & Barron, K.E. (2011, February). Discipline-centered learning communities: Their impact on student success at two universities. Paper presented 3rd Annual Conference on Higher Education Pedagogy, Blacksburg, VA.
- Barron, K.E., **Levinstein, M., Marston, A., Melchione, D., Mertins, H., Naumenko, O., Swinson, A.,** & Stoloff, M. (2010, October). Creating a new model to involve students in all phases of assessment. Symposium presented at the 9th annual meeting of Best Practices of APA's Division 2 (Conference Theme: Assessing Teaching and Learning in Psychology), Atlanta, GA.
- Levinstein, M., Melchione, D.,** & Barron, K.E. (2010, October). Assessing APA goal 8 (sociocultural and international awareness) through mixed methods. Poster presented at the 9th annual meeting of Best Practices of APA's Division 2 (Conference Theme: Assessing Teaching and Learning in Psychology), Atlanta, GA.

- Marston, A., Swinson, A., & Barron, K.E.** (2010, October). Reading and critiquing a journal article: An authentic assessment activity. Poster presented at the 9th annual meeting of Best Practices of APA's Division 2 (Conference Theme: Assessing Teaching and Learning in Psychology), Atlanta, GA.
- Mertins, H., Naumenko, O., & Barron, K.E.** (2010, October). Assessing APA goal 10 (career planning and development) through mixed methods. Poster presented at the 9th annual meeting of Best Practices of APA's Division 2 (Conference Theme: Assessing Teaching and Learning in Psychology), Atlanta, GA.
- Hulleman, C.S., Harackiewicz, J., & Barron, K.E. (2010, September). From practice to theory and back again: The role of relevance in student motivation. Paper presented at the 2010 International Conference on Motivation.
- Melchione, D., Barron, K.E., & Hulleman, C.S.** (2010, May). Rethinking measures of expectancy-value theory. Poster presented at the 2010 Association for Psychological Sciences Annual Convention in Boston, MA.
- Crowley, D., Barron, K.E., & Evans, S. W.** (2010, May). The role of motivation in treatment of ADHD. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Bloom, J., Melchione, D., Grote, M., Snow, M., Nelson, S., Vijay, N., & Barron, K.E.** (2009, October). What constructs matter in academic motivation? Poster presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Ward, L., & Barron, K.E. (2009, October). Connecting academic advising and career development to enhance integrative learning. Symposium presented at Association of American Colleges and Universities Network for Academic Renewal Conference (Integrative Learning: Addressing the Complexities), Atlanta, GA.
- Ward, L., & Barron, K.E. (2009, October). If academic and student affairs partnerships promote integrative learning, why don't we have more of them? Roundtable presented at Association of American Colleges and Universities Network for Academic Renewal Conference (Integrative Learning: Addressing the Complexities), Atlanta, GA.
- Barron, K.E. (2009, May). Creating learning communities and communities of learners in psychology. Invited talk presented at the annual meeting of the Association for Psychological Sciences, San Francisco, CA.
- Barron, K.E. (2009, April). Adopting a person X context perspective in achievement goal research. Symposium discussant at the annual meeting of the American Educational Research Association, San Diego, CA.
- Brown, A.R., Barron, K.E., & Melchione, D.M.** (2008, October). Living the good life in college: A multidimensional approach to measuring college student life satisfaction. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Apple, K.J., Barron, K.E., Irons, J., Lawrence, N.K., Reis-Bergan, M.J., Saville, B., & Zinn, T. (2008, June). "A few of our favorite things": Activities and demonstrations for teaching psychology. Symposium presented at the annual meeting of the Eastern Conference on the Teaching of Psychology, Staunton, VA.
- Buch, K., Barron, K.E., & Spaulding, S. (2008, June). The what, why, and how of creating a psychology learning community. Symposium presented at the annual meeting of the Eastern Conference on the Teaching of Psychology, Staunton, VA.
- Makara, K.A., Barron, K.E., & Apple, K.J.** (2008, March) Linking achievement goal theory to adaptive outcomes in an undergraduate major. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

- Barron, K.E., Andre, J.T., Buch, K., & Spaulding, S. (2007, October). Learning communities as a vehicle for introducing the psychology major. Symposium presented at the 6th annual meeting of Best Practices of APA's Division 2 (Conference Theme: Beginnings & Endings: Best Practices for Introducing and Bringing Closure to the Undergraduate Psychology Major), Atlanta, GA.
- Pastor, D., Barron, K.E., Miller, B.J., & Davis, S.L. (2007, October). A latent profile analysis of college students' achievement goal orientation. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, Connecticut.
- Barron, K.E., **Brown, A.R., Kaliski, P.K.**, Finney, S.J. (2007, August). Achievement goals, theories of intelligence, and well-being. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction (EARLI), Budapest, Hungary.
- Andre, J.T., & Barron, K.E. (2007, June). The JMU residential psychology learning community: A 5 year review. Poster presented at the annual meeting of the Eastern Conference on the Teaching of Psychology, Staunton, VA.
- Hulleman, C.S., & Barron, K.E. (2007, June). Motivational planning in the classroom: Understanding and applying contemporary motivation theory in your classroom. Symposium presented at the annual meeting of the Eastern Conference on the Teaching of Psychology, Staunton, VA.
- Brown, A.R.**, Barron, K.E., **Kaliski, P.K.**, Finney, S.J. (2007, May). Moving beyond academic outcomes: Linking theories of student motivation with psychological well-being. Poster presented at the annual meeting of the Association of Psychological Sciences, Washington, DC.
- Baranik, L.E., Lau, A.**, & Barron, K.E. (2007, April). Achievement goal dimensionality: Should mastery-avoidance be included? Paper presented at the annual meeting of the Society of Industrial/Organizational Psychology, New York, NY.
- Kain, J.M., Makara, K.A., Gandolfo, M.**, & Barron, K.E. (2007, April) Linking college students' adaptive and maladaptive behaviors to achievement goal theory: The qualitative phase of an exploratory mixed-method design. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Barron, K.E., Andre, J.T., & Haas, L. (2007, February). Jump starting students' academic major through participation in a learning community centered on that major: A case study of the psychology learning community. Poster presented at the Annual Conference of the First Year Experience, Dallas, TX.
- Baranik, L.E.**, Lance, C., **Lau, A.**, & Barron, K.E. (2006, May). Measurement Invariance for the 2 x 2 Achievement Goal Framework for a Work Domain. Poster presented at the annual meeting of the Society of Industrial/Organizational Psychology, Dallas, TX.
- Barron, K.E., **Baranik, L.E.**, & Finney, S.J. (2006, April). Mastery-avoidance in a work domain. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kain, J.M., Makara, K.A., Gandolfo, M.**, & Barron, K.E. (2006, April) Linking college students' adaptive and maladaptive behaviors to achievement goal theory: The qualitative phase of an exploratory mixed-method design. Poster presented at the Colonial Academic Alliance (CAA) Conference, Harrisonburg, VA.
- Kain, J.M., Makara, K.A., Gandolfo, M.**, & Barron, K.E. (2006, April) Linking college students' adaptive and maladaptive behaviors to achievement goal theory: The qualitative phase of an exploratory mixed-method design. Poster presented at the annual meeting of the Virginia Psychological Association, Virginia Beach, VA.

- Walker, C., Kaliski, P.K., Rezner, L., Makara, K.A., & Barron, K.E.** (2006, April). The qualitative phase of an exploratory mixed method investigation of college classroom climates. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Barron, K.E., & Halonen, J. (2005, September). Programmatic assessment of critical thinking. Symposium presented at the 4th annual meeting of Best Practices of APA's Division 2 (Critical Thinking), Atlanta, GA.
- Zinn, T., Saville, B., Kerr, N., Barron, K.E., & Andre, J.T. (2005, September). Addressing critical thinking in the statistics/research methods sequence. Symposium presented at the 4th annual meeting of Best Practices of APA's Division 2 (Critical Thinking), Atlanta, GA.
- Baranik, L.E.,** Barron, K.E., Finney, S.J., & Sundre, D.A. (2005, April). A comparison of general vs. specific measures of achievement goal orientation. Poster presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hall, M.D., Barron, K.E., & Andre, J.T. (2005, April). Integrating learning experiences in and out of the classroom. Paper presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Horsey, S.E.,** Barron, K.E., & Gilligan, T. (2005, April). Moving beyond predicting academic outcomes and learning strategies: The impact of achievement goals on middle school students' psychological well-being. Paper presented at the annual meeting of the Virginia Psychological Association, Williamsburg, VA.
- Horsey, S.E.,** Barron, K.E., & Gilligan, T. (2005, April). Moving beyond predicting academic outcomes and learning strategies: The impact of achievement goals on middle school students' psychological well-being. Poster presented at the Colonial Academic Alliance (CAA) Conference, Hempstead, NY.
- Horst, S.J.,** Finney, S.J., & Barron, K.E. (2005, April). Validity evidence for a measure of social goal orientation. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Kaliski, P.K., Rezner, L., Walker, C., & Barron, K.E.** (2005, April). The qualitative phase of an exploratory mixed method investigation of college classroom climates. Poster presented at the annual meeting of the Virginia Psychological Association, Williamsburg, VA.
- Weiss, B., Kaliski, P.K., & Barron, K.E.** (2005, April). Long-term consequences of achievement goal orientation on general education. Poster presented at the annual meeting of the Virginia Psychological Association, Williamsburg, VA.
- Baranik, L.E., Masse, C., Brown, R.,** Evans, S.W., Barron, K.E., & **Barnett, L.A.** (2004, November). Achievement goal orientation and academic efficacy among adolescents with ADHD. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, New Orleans, LA.
- Barron, K.E. (2004, October). Teaching with context. Paper presented at the 3rd annual meeting of Best Practices of APA's Division 2 (Conference Theme: Research Methods and Statistics), Atlanta, GA.
- Pastor, D., Barron, K.E., **Davis, S.L., & Miller, B.J.** (2004, April). College students' achievement goal orientation profiles. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Fairchild, A.J., Horst, S.J.,** Finney, S.J., & Barron, K.E. (2004, April). Evaluating new and existing validity evidence for the academic motivation scale. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Davis, S.L.**, Pastor, D., & Barron, K.E. (2004, April). Examining achievement goal similarities and differences among college majors: An HLM analysis. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Baranik, L.E.**, Barron, K.E., Finney, S.J., & Sundre, D.A. (2004, April). Specificity of achievement goal measures: An empirical investigation comparing general vs. specific measures. Poster presented at the annual meeting of the Virginia Psychological Association, Roanoke, VA.
- Barnett, L.A.**, Evans, S.W., & Barron, K.E. (2004, April). Motivational characteristics and academic functioning in adolescents diagnosed with ADHD. Paper presented at Virginia Psychological Association, Roanoke, VA.
- Barnett, L.A.**, Evans, S.W., & Barron, K.E. (2004, April). Motivational characteristics and academic functioning in adolescents diagnosed with ADHD. Poster presented at Colonial Athletic Conference's Academic Alliance (CAA), Newark, Delaware.
- Barron, K.E., Finney, S.J., **Davis, S.L.**, & **Owens, K.M.** (2003, April). Achievement goal pursuit: Are different goals activated and more beneficial in different types of academic situations? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Thomas, J.A.**, & Barron, K.E. (2003, April). Optimal achievement goal pursuit in an athletic environment. Poster presented at the annual meeting of the Virginia Psychological Association, Tyson's Corner, VA.
- Barron, K.E., & Stolf, M. (2002, October). The use of exit and alumni surveys for curriculum development. Paper presented at the 1st annual meeting of Best Practices of APA's Division 2 (Conference Theme: Assessment), Atlanta, GA.
- Stolf, M., Apple, K., Reis-Bergen, M.J., & Barron, K.E. (2002, October). A multi-faceted strategy for program assessment. Paper presented at the 1st annual meeting of Best Practices of APA's Division 2 (Conference Theme: Assessment), Atlanta, GA.
- Barron, K.E., Harackiewicz, J.M., & Tauer, J.M. (2001, April). The interplay of ability and motivational variables over time: A 5 year longitudinal study of predicting college student success. Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Harackiewicz, J.M., & Barron, K.E. (2000). The role of mastery and performance goals in promoting optimal motivation. Paper presented at the annual meeting of the Society of Experimental Social Psychology, Atlanta, GA.
- Barron, K. E. (2000). Achievement goals and optimal learning: Should we promote mastery, performance, or both types of goals. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Deppe, R., & Barron, K.E. (2000). Achievement goals, interest, and performance in the small college classroom. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Barron, K.E. (1999). A closer look at achievement goals in learning: Should we promote mastery, performance, or both types of goals? Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Barron, K.E., Schwab, C., & Harackiewicz, J.M. (1999). Achievement goals and classroom context: A comparison of different learning environments. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Tauer, J.M., Barron, K.E., & Harackiewicz, J.M. (1998). Short-term and long-term consequences of achievement goals in the college classroom. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Senko, C., Barron, K.E., & Harackiewicz, J.M. (1998). Intrinsic motivation in evaluative settings: A mediational analysis of achievement goals. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Vance, K.M., Devine, P.G., & Barron, K.E. (1997). Role of self-affirmation in the prejudice reduction process: Can we let ourselves off the hook? Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Barron, K.E., & Bohn, M.J. (1996). Type A/Type B alcoholics: What is the efficacy of such a distinction? Paper presented at the Wisconsin Addictions Research Conference, Milwaukee, WI.
- Bohn, M.J., Barron, K.E., & Essex, M. (1996). A path analytic model of drinking self-efficacy and alcohol urge intensity in abstinent alcoholics. Paper presented at the joint RSA/ISBRA Scientific annual meeting.
- Bohn, M.J., Barron, K.E., & Essex, M. (1996). Determinants of negative and positive affect in abstinent alcoholics. Paper presented at the joint RSA/ISBRA Scientific meeting.
- Bohn, M.J., Barron, K.E., & Essex, M. (1996). A comparison of factors influencing drinking obsessions and compulsions. Paper presented at the joint RSA/ISBRA Scientific meeting.
- Barron, K.E., Harackiewicz, J.M., Carter, S.M., & Elliot, A.J. (1995). Determinants and consequences of achievement goals in the college classroom. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.
- Barron, K.E. (1993). The role of self-affirmation in the prejudice reduction process. Paper presented at the Eight Annual University of Wisconsin's First Year Project Symposium.

INVITED PRESENTATIONS AND WORKSHOPS

- Barron, K.E. (2025, January). Embedding learning mindset-supportive practices in HIP courses. An invited workshop for The College System of Tennessee, Nashville, TN.
- Barron, K.E. (2024, August). Mindset meauxtivator faculty fellow in person training. All day trainnng for the Lousianna Board of Regents Higher Education System, Baton Rouge, LA.
- Barron, K.E. (2024, May). Mindset meauxtivator faculty fellow kick off event. Virtual meeting for the Lousianna Board of Regents Higher Education System.
- Barron, K.E. (2024, May). My journey of learning how to play in all 3 worlds of science. Invited talk for the Recent Advances in Motivation and Intervention Research Symposium at the University of Wisconsin, Madison, WI.
- Barron, K.E., & Hulleman, C.S. (2024, May). Mindsets in action: Learning how to apply mindset GPS in your work with students. Virtual Workshop for the California Community College System.
- Barron, K.E., & Hulleman, C.S. (2024, March). Beyond growth mindset: Using mindset GPS to create motivationally supportive learning environments. Invited Keynote Workshop for the 13th Annual Regional Conference on Teaching, Learning, & Scholarship, Frostburg, MD.
- Barron, K.E., Tibbetts, Y., & Himmelberger, Z. (2024, March). Student motivation and well-being in medical school and the Resilient Mindsets in Medicine initiative. Invited virtual webinar for International Association of Medical Science Educators (IAMSE).

- Barron, K.E., & Young, L. (2024, January). Embedding learning mindset-supportive practices in HIP courses. An invited workshop for The College System of Tennessee, Nashville, TN.
- Barron, K.E. (2023, October). Is there a formula to understand and support student motivation when advising? An invited workshop for JMU's Advising Resource and Collaboration (ARC) Network. Harrisonburg, VA.
- Barron, K.E., & Young, L. (2023, October). State of Mindset GPS: Sense of belonging. An invited workshop for The Navigate Project Annual Fall Convening, Dallas, TX.
- Barron, K.E., & Tibbetts, Y. (2023, October). Optimizing ourselves: The science of motivation. Invited workshop for The Post, West Palm Beach, FL.
- Barron, K.E. (2023, September). Is there a formula to understand and improve our motivation? Invited workshop for At Risk Students, James Madison University, Harrisonburg, VA.
- Barron, K.E. (2023, May). Is there a formula to understand and support student motivation in your advising work? An invited workshop for JMU's Career Center. Harrisonburg, VA.
- Young, L., & Barron, K.E. (2023, May). Learning mindsets in corequisite education. An invited workshop for the Louisiana Board of Regents Virtual Corequisite Academy.
- Barron, K.E., Francis, A., Gin, L., & Tibbetts, Y. (2023, March). Measuring, developing, and implementing supportive learning mindsets in osteopathic medical education. Pre-conference workshop for the American Association of Colleges of Osteopathic Medicine Educating Leaders 2023 conference, Baltimore, MD.
- Barron, K.E., Gin, L., Hulleman, C.S., & Young, L. (2023, February). Mindset Academy. An invited all day workshop for the Louisiana Board of Regents, Baton Rouge, LA.
- Barron, K.E., & **Best, M.** (2023, February). Is there a formula to understand and support student motivation when advising? A Day of Community Conversations Advising Conference, Harrisonburg, VA.
- Francis, A., & Barron, K.E. (2023, February). Fostering mindset GPS outside of the classroom. An invited workshop for the City University of New York (CUNY) Mindset Summit, New York, NY.
- Hulleman, C., & Barron, K.E. (2023, Spring semester). UVA STEM faculty learning community. A series of 3 invited workshops for UVA STEM instructors that took place over the semester, Charlottesville, VA.
- Barron, K.E., Best, M., Hulleman, T., Hulleman, C.S., Liu, Y., Maddry, T., Tibbetts, Y., & Young, L. (2022, November). Louisiana instructor learning mindset survey qualitative findings. Invited virtual presentation to Louisiana Board of Regents.
- Barron, K.E., Best, M., Hulleman, T., Hulleman, C.S., Liu, Y., Tibbetts, Y., & Young, L. (2022, June). Louisiana instructor learning mindset survey initial findings. Invited virtual presentation to Louisiana Board of Regents.
- Barron, K.E. (2022, May). Is there a simple formula to understand and improve motivation? Invited virtual workshop for NYC Behavioral Economics Group, New York, NY.
- Barron, K.E. (2022, February). Is there a simple formula to understand and improve for climate work? Invited virtual workshop Climate Action Alliance of the Valley (CAAV), Harrisonburg, VA.
- Barron, K.E., & Schultz, K. (2021, December). Is there a simple formula to understand and improve teacher motivation? Part 6 of 6 part, invited virtual workshop series for the Rural Innovation Math Network (RMIN) sponsored by Virginia Ed Strategies, South Boston, VA.

- Barron, K.E., & Schultz, K. (2021, November). Deeper Dive into Cost of the EVC Formula to Understand and Improve Student Motivation? Part 5 of 6 part, invited virtual workshop series for the Rural Innovation Math Network (RMIN) sponsored by Virginia Ed Strategies, South Boston, VA.
- Barron, K.E. (2021, October). Understanding the Role of Motivation in Climate Change Work. Virtual panel discussion for Harrisonburg's Chapter of the Sierra Club, Harrisonburg, VA.
- Barron, K.E., & Schultz, K. (2021, October). Deeper Dive into Value of the EVC Formula to Understand and Improve Student Motivation? Part 4 of 6 part, invited virtual workshop series for the Rural Innovation Math Network (RMIN) sponsored by Virginia Ed Strategies, South Boston, VA.
- Barron, K.E., & Schultz, K. (2021, September). Deeper Dive into Growth Mindset of the EVC Formula to Understand and Improve Student Motivation. Part 3 of 6 part, invited virtual workshop series for the Rural Innovation Math Network (RMIN) sponsored by Virginia Ed Strategies, South Boston, VA.
- Barron, K.E., & Schultz, K. (2021, August). Deeper Dive into Expectancy of the EVC Formula to Understand and Improve Student Motivation. Part 2 of 6 part, invited virtual workshop series for the Rural Innovation Math Network (RMIN) sponsored by Virginia Ed Strategies, South Boston, VA.
- Barron, K.E., (2021, August). Starting a Midsemester Teaching Evaluation Program on Your Campus. Invited workshop for Georgia Southwestern State University, Americus, GA.
- Barron, K.E., (2021, August). Bringing Purpose and Relevance to Your Classrooms, Curriculum, and Campus. Invited talk for Georgia Southwestern State University, Americus, GA.
- Barron, K.E., & Schultz, K. (2021, July). Is There a Simple Formula to Understand and Improve Student Motivation? Part 1 of 6 part, invited virtual workshop series for the Rural Innovation Math Network (RMIN) sponsored by Virginia Ed Strategies, South Boston, VA.
- Barron, K.E. (2021, April 16 and 23). Making Sense of What Worked and What Hasn't Worked Yet (After A Teaching Year Like No Other). 2-part, invited virtual workshop for Nashville State Community College, Nashville, TN.
- Barron, K.E. (2020, August). Is There a Simple Formula to Understand and Improve Student Motivation? Invited virtual workshop for Nashville State Community College, Nashville, TN.
- Barron, K.E., & Maddry, T. (2020, April). Motivating Learners Virtually. Invited webinar for TBR (the College System of Tennessee).
- Barron, K.E., & Maddry, T. (2020, March). Navigating How to Promote Productive Mindsets and Motivation in Our Schools. Invited workshop for Stafford County Public Schools, Stafford, VA.
- Barron, K.E. (2020, February). Creating Productive Adult Mindsets and Motivation in Schools. Invited webinar for Eskolta.
- Barron, K.E. (2020, January). Creating Productive Faculty Mindsets and Motivation in USG. Invited workshop presented at the Momentum Summit in Athens, GA.
- Hulleman, C.S., Barron, K.E., & Murphy, M. (2019, November). Mindsets in Macon. Invited all-day workshop for University System of Georgia (USG) Chancellor Learning Scholars in Macon, GA.
- Hulleman, C.S., Barron, K.E., Maddry, T., & Tibbetts, Y. (2019, October). 2019 TBR Mindset Summit. Invited all-day workshop hosted by University of Virginia's Motivate lab in Nashville, TN.

- Barron, K.E.(2019, September). Is there a formula to understand and improve our students' motivation? Invited workshop for Lord Fairfax Community College, Middletown, VA.
- Barron, K.E. (2019, August). Starting Strong: Introduction to Learning Mindsets and Motivation. Invited breakout session for Walters State Community College, Morristown, TN.
- Barron, K.E. (2019, July). Supporting TBR student motivation and learning mindsets. Tennessee Board of Regents' Coordinators of Teaching and Learning Summer Institute invited workshop, Franklin, TN.
- Barron, K.E. (2019, July). Supporting TBR faculty motivation and learning mindsets. Tennessee Board of Regents' Coordinators of Teaching and Learning Summer Institute invited workshop, Franklin, TN.
- Hulleman, C.S, & Barron, K.E. (2019, July). Fostering learning mindsets in Tennessee. Invited presentation for TBR Sub-Council Meetings, Franklin, TN.
- Barron, K.E. (2019, June). Tennessee Board of Regents (TBR) Motivational Course Redesign Institute. Invited workshop, Chattanooga, TN.
- Barron, K.E. (2019, June). Chattanooga State Community College Motivational Planning Course Redesign Institute. Invited 2 day workshop presented at Chattanooga State Community College, Chattanooga, TN.
- Barron, K.E. (2019, June). Is there a simple formula to understand and improve student motivation? Invited workshop presented at CFI's jmUDESIGN institute, Harrisonburg, VA.
- Barron, K.E. (2019, May). (Re)designing our courses with motivational planning. Invited workshop presented at Kennesaw State University, Kennesaw, GA.
- Barron, K.E., & Hulleman, C.S. (2019, April). Championing learning mindset work at your institution. Invited workshop presented at the University System of Georgia's Mindset Summit in Jekyll Island, GA.
- Hulleman, C.S., Barron, K.E., Tibbetts, Y., & Wormington, S. (2019, April). 2019 University System of Georgia Mindset Summit. Invited all-day workshop hosted by University of Virginia's Motivate lab in Jekyll Island, GA.
- Barron, K.E. (2019, March). Learning mindset workshop: Bringing purpose and value to your classrooms, curriculum, and campus. Invited workshop presented at the Momentum Summit in Atlanta, GA.
- Barron, K.E., & Hulleman, C.S. (2019, January). Growth mindset math faculty workshop. Invited workshop presented at Chattanooga State Community College, Chattanooga, TN.
- Barron, K.E. (2018, November). Designing and scaling up social psychological interventions in schools: How researchers and practitioners can both get better when they work together. Invited Dean's talk presented for the College of Health and Behavior Studies, Harrisonburg, VA.
- Hulleman, C.S., Barron, K.E., & Tibbetts, Y. (2018, Oct). Understanding and improving student motivation in high impact practices. Invited keynote for Tennessee Board of Regent's High Impact Practices Drive-In conference provided 3 times during the week in Knoxville, TN, Tullahoma, TN, and Jackson, TN.
- Barron, K.E., Tibbetts, Y., & Hulleman, C.S. (2018, Oct). Scaling learning mindsets. Invited workshop for Tennessee Board of Regent's High Impact Practices Drive-In conference provided 3 times during the week in Knoxville, TN, Tullahoma, TN, and Jackson, TN.
- Barron, K.E., Hulleman, C.S., & Tibbetts, Y. (2018, Oct.). Creating a learning mindset networked improvement community. Invited workshop for Tennessee Board of Regents (TBR) and University System of Georgia (USG), Nashville, TN.

- Barron, K.E. (2018, August). Is there a formula to understand and improve student motivation? Invited workshop presented at E.W. Wyatt Middle School, Emporia, VA.
- Barron, K.E., & Wormington, S. (2018, August). Is there a formula to understand and support students' motivation? Invited keynote for opening faculty convocation presented at Chattanooga State Community College, Chattanooga, TN.
- Wormington, S., & Barron, K.E. (2018, August). Deeper dive into motivation. Invited workshop for the Math Department at Chattanooga State Community College, Chattanooga, TN.
- Barron, K.E. (2018, July). Self-efficacy and growth mindset in action. Invited workshop presented at the Rural Math Innovation Network Summer Institute. Roanoke, VA.
- Barron, K.E. (2018, June). Is there a simple formula to understand and improve student motivation? Invited workshop presented at CFI's jmUDESIGN institute, Harrisonburg, VA.
- Barron, K.E. (2018, May). What's the formula for understanding and improving student motivation? Invited workshop presented at the annual National Center for Women and Information Technology Summit on Woman and IT, Grapevine, TX.
- Barron, K.E. (2018, April). Designing and scaling up social psychological interventions in schools: How researchers and practitioners can both get better when they work together. Invited talk presented at The Department of Psychology's Annual Undergraduate Research Symposium, Harrisonburg, VA.
- Barron, K.E. (2017, November) Is there a simple formula to understand and improve student motivation? Invited workshop to be presented at Elizabethtown College, Elizabethtown, PA.
- Barron, K.E. (2017, September). How can faculty increase student motivation inside and outside the classroom? Invited talk by JMU's Center for Faculty Innovation and presented to the faculty of James Madison University, Harrisonburg, VA.
- Barron, K.E., Wormington, S., & Hulleman, C.S. (2017, July). The Expectancy-Value-Cost Model of Motivation. Invited workshop presented at the Rural Math Innovation Network Summer Institute. Roanoke, VA.
- Barron, K.E., & Wormington, S. (2017, July). Growth-mindset. Invited workshop presented at the Rural Math Innovation Network Summer Institute. Roanoke, VA.
- Wormington, S., & Barron, K.E. (2017, July). Self-efficacy. Invited workshop presented at the Rural Math Innovation Network Summer Institute. Roanoke, VA.
- Barron, K.E. (2017, June) Is there a simple formula to understand and improve student motivation? Invited workshop presented at CFI's jmUDESIGN institute, Harrisonburg, VA.
- Barron, K.E. (2016, October). What motivates us to engage in scholarship? Keynote talk presented at the Noftinger Celebration of Madison Scholarship, James Madison University, Harrisonburg, VA.
- Barron, K.E., Hulleman, C.S., & **Hartka, T.A.** (2016, September). Applying improvement science at HCPS. Invited talk presented to the District Leadership Team meeting, Harrisonburg City Public Schools, Harrisonburg, VA.
- Barron, K.E. (2016, August). Is there a formula to help understand and improve faculty motivation? Invited talk presented to the administration of Kennesaw State University, Kennesaw, GA.
- Barron, K.E. (2016, August). Is there a formula to help understand and improve student motivation? Invited talk presented to the faculty of Kennesaw State University, Kennesaw, GA.

- Barron, K.E. (2016, August). Is there a formula to help understand and improve student motivation in Gateways 2 Completion Initiative? Invited talk presented to the Gateways 2 Completion faculty of Kennesaw State University, Kennesaw, GA.
- Barron, K.E. (2016, June) Is there a simple formula to understand and improve student motivation? Invited workshop presented at CFI's jmUDESIGN institute, Harrisonburg, VA.
- Barron, K.E. (2016, May). Is there a formula to help understand and improve student motivation? Invited talk presented to the faculty of Colorado College, Colorado Springs, CO.
- Barron, K.E. (2016, May). Practicing how to use and apply a formula to improve student motivation. Invited workshop presented to the faculty of Colorado College, Colorado Springs, CO.
- Barron, K.E. (2016, May). Is there a formula to help understand and improve student motivation? Invited talk presented to the faculty of Denison University, Granville, OH.
- Barron, K.E. (2016, May). Practicing how to use and apply a formula to improve student motivation. Invited workshop presented to the faculty of Denison University, Granville, OH.
- Barron, K.E. (2016, May). Is there a formula to help understand and improve faculty motivation? Invited talk presented to the administration of Denison University, Granville, OH.
- Barron, K.E. (2016, April). Is there a formula to help understand and improve student motivation? Invited to talk to JMU Human Resource Development Minor Students, Harrisonburg, VA.
- Barron, K.E. (2016, April). Is there a formula to help understand and improve faculty motivation? Invited to talk for JMU's Center for Faculty Innovation's New Faculty Academy, Harrisonburg, VA.
- Barron, K.E. (2016, February). Is there a formula to help understand and improve student motivation? Invited presentation for faculty and staff of JMU's Learning Centers, Harrisonburg, VA.
- Barron, K.E. (2016, February). Is there a formula to help understand and improve student motivation? Invited keynote presented to the faculty of the Saginaw Valley State University, University Center, MI.
- Barron, K.E. (2016, February). Practicing how to use and apply a formula to improve student motivation. Invited workshop presented to the faculty of the Saginaw Valley State University, University Center, MI.
- Barron, K.E. (2015, October). Is there a "formula" to help understand and improve student motivation in my math class? Invited keynote for Valley of Virginia Council of Teachers of Mathematics Conference.
- Barron, K.E., & **Hartka, T.A.** (2015-2016). Thomas Harrison Middle School Motivation Collaboration. A series of 25 professional development sessions for a professional learning community of teachers at Thomas Harrison Middle School, Harrisonburg, VA.
- Barron, K.E. (2015, June). Is there a simple formula to understand and improve student motivation? Invited workshop presented at jmUDESIGN institute for course redesign, Harrisonburg, VA.
- Hulleman, C., & Barron, K.E. (2015, March). Psychological research in education: Promises, perils, and partnerships. Invited keynote talk presented to the Minority Student Achievement Network, Harrisonburg, VA.
- Barron, K.E., (2015, March). A very brief introduction to motivation theory and motivation planning. Invited talk to Create a Wind Challenge 4 VA project, Harrisonburg, VA.
- Barron, K.E. (2014, November). Is there a simple formula to understand and improve student motivation? Invited workshop presented to the faculty of the University of Louisville, Louisville, KY.

- Barron, K.E. (2014, November). Motivation Demystified: Steps We All Can Take to Improve Student Motivation. Invited talk presented to the faculty of the University of Louisville, Louisville, KY.
- Barron, K.E. (2014, November). Demystifying College Student Motivation: How We Can Make a Difference? Invited talk by JMU's Center for Faculty Innovation and presented to the faculty of James Madison University, Harrisonburg, VA.
- Barron, K.E. (2014-2015). Thomas Harrison Middle School Motivation Collaboration. A series of 30 professional development sessions for a professional learning community of teachers at Thomas Harrison Middle School, Harrisonburg, VA.
- Barron, K.E. (2014, August). Understanding and Improving College Student Motivation: Strategies to Enhance Your Teaching. Invited workshop presented to the faculty of Holy Cross, Worcester, MA.
- Barron, K.E. (2014, June). Is there a simple formula to understand and improve student motivation? A series of two invited workshops presented at jmuDESIGN institute for course redesign, Harrisonburg, VA.
- Barron, K.E. (2014, February). Is there a simple formula to understand and improve student motivation? Invited workshop presented at JMU's Kappa Delta Phi Inaugural Educator's Conference, Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S. (2013-2014). Thomas Harrison Middle School Motivation Collaboration. A series of 28 professional development sessions for a professional learning community of teachers at Thomas Harrison Middle School, Harrisonburg, VA.
- Barron, K.E. (2013, September). Understanding and improving student engagement in your discipline: Strategies to enhance your teaching. Invited workshop presented to the Pre-K – 12 faculty of Stuart Hall School, Staunton, VA.
- Barron, K.E., & Hulleman, C.S. (2013, April). Motivational planning. A series of 8 professional development sessions for faculty of Skyline Middle School. Harrisonburg, VA.
- Barron, K.E. (2013, March). Tips on how to write a research article. Invited talk for the Center for Advanced Study of Teaching and Learning (CASTL), University of Virginia, Charlottesville, VA.
- Hulleman, C.S., & Barron, K.E. (2012, December). The role of motivational planning and assessment: How to create schools that attract, engage, and retain students. Invited talk at Eastern Mennonite University for At-Risk Students, Harrisonburg, VA.
- Hulleman, C.S., & Barron, K.E. (2012, November). Understanding and improving student motivation in Harrisonburg City Public Schools (Part 2). Invited professional development session for faculty of Skyline Middle School. Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S. (2012, November). Understanding and improving student motivation in Harrisonburg City Public Schools (Part 1). Invited professional development session for faculty of Skyline Middle School. Harrisonburg, VA.
- Barron, K.E. (2012, October). Improving student motivation in your classes: What does the research literature suggest? Invited Voices of Faculty Experience talk for the Center of Faculty Innovation, Harrisonburg, VA.
- Hulleman, C.S., & Barron, K.E. (2012, October). Understanding and improving student motivation in Harrisonburg City Public Schools (Part 3). Invited professional development session for faculty of Keister Elementary School. Harrisonburg, VA.

- Hulleman, C.S., & Barron, K.E. (2012, October). Understanding and improving student motivation in Harrisonburg City Public Schools (Part 2). Invited professional development session for faculty of Keister Elementary School. Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S. (2012, September). Understanding and improving student motivation in Harrisonburg City Public Schools (Part 1). Invited professional development session for faculty of Keister Elementary School. Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S. (2012, June). What should school leaders know about motivation theory and motivation planning? Invited keynote presented at the Administrative Leadership Institute of the 13th Annual Content Teaching Academy, Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S. (2012, June). Are you optimally motivating students in your classes? Invited workshop presented to the Pre-K – 12 faculty of Stuart Hall School, Staunton, VA.
- Barron, K.E., & Hulleman, C.S. (2011, December). The Role of Motivational Planning and Assessment: How to Create Classrooms that Engage Students. Invited keynote address to the faculty at Eastern Mennonite University, Harrisonburg, VA.
- Barron, K.E., & Hulleman, C.S. (2011, August). An Introduction to Motivation Theory, Motivation Planning, and Motivation Assessment to Improve College Teaching. A 3-part Workshop presented to the Math faculty at South Texas College, McAllen, TX.
- Barron, K.E. (2011, March). Are you optimally motivating students in your classes? Workshop presented to University of Virginia's Graduate Teacher Training Program, Charlottesville, VA.
- Hulleman, C.S., & Barron, K.E. (2011, February). Introduction to MRI and Motivation Theory: Invited workshop for Harrisonburg Public City Schools, Harrisonburg, VA.
- Barron, K.E. (2011, February). How to write a research article. Invited brownbag for Psychological Sciences MA program. James Madison University, Harrisonburg, VA.
- Barron, K.E., **Levinstein, M., Marston, A., Melchione, D., Mertins, H., Naumenko, O., Swinson, A.,** & Stoloff, M. (2010, December). Creating a new model to involve students in all phases of assessment. Invited symposium for the CARS Talk series, sponsored by the Center for Assessment and Research Studies, Harrisonburg, VA.
- Barron, K.E. (2010, November). Invited series of four alumni panel presentations for the 20th Anniversary Celebration of University of Wisconsin's L&S Teaching Fellow Program, Madison WI.
- Hulleman, C.S., & Barron, K.E. (2010, October). Motivational clinic for RMH personal trainers, Workshop presented to RMH Wellness Staff, Harrisonburg, VA.
- Hulleman, C.S., & Barron, K. E. (2010, August). Motivational Clinics for Science, Technology, Engineering and Mathematics Faculty. Workshop for the JMU Center for STEM Education and Outreach conducted at Blue Ridge Community College.
- Barron, K.E., & Hulleman, C.S. (2010, May). Introduction to MRI and Motivation Theory: Invited series of two talks presented to Biological Sciences Curriculum Studies (BSCS) Inc, Colorado Springs, CO.
- Hulleman, C.S., & Barron, K.E. (2010, March). Motivational Clinics for Science, Technology, Engineering and Mathematics Faculty. A series of three workshops for the JMU Center for STEM Education and Outreach conducted at Bridgewater College, Eastern Mennonite University, and James Madison University.

- Barron, K.E., & Hulleman, C.S. (2009, December). How to enhance student motivation in STEM coursework and STEM careers through motivational planning. A series of three workshops for the JMU Center for STEM Education and Outreach, Harrisonburg, VA.
- Barron, K.E. (2009, September). Are you optimally motivating students in your classes? Workshop for Graduate Psychology Psy.D. Program, Harrisonburg, VA.
- Barron, K.E. (2009, May). What motivates JMU students? Center for Faculty Innovation May Symposium Series. James Madison University, Harrisonburg, VA (invited repeat workshop given during earlier workshop series).
- Barron, K.E. (2008, December). What motivates JMU students? Center for Faculty Innovation Workshop Series. James Madison University, Harrisonburg, VA.
- Barron, K.E., & Haas, L. (2007, June). Student Learning & Environmental Influences. Human Resources' Student Workshop Series. James Madison University, Harrisonburg, VA.
- Barron, K.E. (2004, September). How to have an approach motivation to writing. Workshop for the Center for Assessment and Research Studies, James Madison University, Harrisonburg, VA.
- Barron, K.E. (2004, June). Motivating students. Invited workshop for Virginia Department of Corrections Teacher Training. James Madison University, Harrisonburg, VA.
- Barron, K.E. (2003). Motivation in the classroom. Invited address for Lambda Society Fall Banquet, Bridgewater College, Bridgewater, VA.
- Barron, K.E. (2001). Measuring achievement motivation: Past and present perspectives. Center for Assessment and Research Studies, James Madison University, Harrisonburg, VA.
- Barron, K.E. (1996). How to have an approach motivation to TAing. Workshop for Psychology Professional Development Series, University of Wisconsin, Madison, WI.
- Barron, K.E. (1994). How to successfully survive your first experience as a TA. 6th annual L&S Teaching Assistant Workshops TAing in Psychology, University of Wisconsin, Madison, WI.

PROFESSIONAL DEVELOPMENT COURSES

- Maddry, T., Barron, K.E., Hulleman, C., Thoman, D., Tibbetts, Y. (2020, June 22-July 3). Motivating Learners Virtually: Starting Strong. A 20 hour, online course delivered in partnership with the John N. Gardner Institute to 200 faculty from all over the country.

GRANTS / FELLOWSHIPS (names in bold are students)

- The Navigate Project (2021-2024, funded). Sub-award from Motivate Lab at the University of Virginia for \$60,000.
- Mindsets in Higher Education (2018-2020, funded). Sub-award from Motivate Lab at the University of Virginia for \$35,000.
- Harrisonburg City Public Schools (2017-2019, funded). School Improvement Practitioner-Researcher Partnership for \$50,000.
- Carnegie Foundation for the Advancement of Teaching (2017, funded). Student Agency Improvement Community Improvement Sprint for \$5,000.
- JMU's Provost Award for Research (2016, funded) for \$4000.

Carnegie Foundation for the Advancement of Teaching (2014-2017, funded). Student Agency Improvement Community: Harrisonburg City Public Schools for \$150,000.

Raikes Foundation (2014-2017, funded). Development of a Real-time Data Collection and Intervention Platform for Classrooms: The Rapid Assessment Platform and Intervention Delivery (RAPID) System for \$200,000 with Chris Hulleman and Bryce Inouye as Co-PIs.

4VA (2014-2015, funded) Scale Up Grant for the Development of a Real-time Data Collection and Intervention Platform for Classrooms: The Rapid Assessment Platform and Intervention Delivery (RAPID) System funded for \$20,000 (with \$20,000 additional matching funds through UVA) with Chris Hulleman and Bryce Inouye as Co-PIs.

4VA (2013-2014, funded) Development of a Real-time Data Collection and Intervention Platform for Classrooms: The Rapid Assessment Platform and Intervention Delivery (RAPID) System funded for \$5,000 (with \$5,000 additional matching funds through UVA) with Chris Hulleman and Bryce Inouye as Co-PIs.

Harrisonburg City Public Schools (2013-2014, funded). A pilot study of a continuous improvement partnership with Harrisonburg City Public Schools for \$56,751 with Chris Hulleman as Co-PIs.

National Science Foundation Prime Grant (2012-2016, funded). Validating a Rapid Measure of Student Motivation: Using the Expectancy-Value Theory of Motivation to Understand Student Achievement and Interest in STEM Classrooms for \$800,000, with Steve Getty, Chris Hulleman, and Joe Taylor as Co-PIs.

Harrisonburg City Public Schools Grant (2012-2013, funded). Understanding and Improving Motivation in Harrisonburg City Public Schools. \$10,000 with Chris Hulleman as Co-PI.

JMU's College of Integrated Science and Technology Faculty Research Mini-Grant (2009) for \$1000.

JMU's Office of International Programs Faculty International Development Grant (2007) for \$800.

JMU's Center for Assessment and Research Studies Assessment Faculty Fellowship (2007) for \$5,000.

JMU's College of Integrated Science and Technology Faculty Research Grant (2007). Motivational Assessment of the College Classroom Climate for \$4,000, with Sara Finney as co-PI and **Allison Brown**.

JMU's College of Integrated Science and Technology Faculty Research Grant (2004). Child and Adolescent Well Being in Schools: An Interdisciplinary, Collaborative Approach for \$4,000, with Tammy Gilligan, Michelle Kielty-Briggs, and Renee Staton as co-PIs.

JMU's College of Integrated Science and Technology Faculty Research Grant (2004). Motivation of Children with ADHD for \$4,000, with Steve Evans as co-PI.

TEACHING INTERESTS

Research Methods, Statistics, Motivation, Social Psychology, Applied Social Psychology, Assessment and Program Evaluation, Positive Psychology, & College Success

TEACHING EXPERIENCE

JAMES MADISON UNIVERSITY (2000-present)

- Orientation to Psychology and the Major (Psyc 200)
- Psychological Research Methods (Psyc 211)
- Psychological Statistics (Psyc 210)
- Psychological Research Methods and Data Analysis I (Psyc 212)
- Psychological Research Methods and Data Analysis II (Psyc 213)
- Industrial/Organizational Psychology (Psyc 410)
- Psychology of Motivation (Psyc 412)
- Senior Capstone: Assessment and Program Evaluation (Psyc 493)

- Senior Capstone: Motivation Science (Psyc 493)
- Senior Capstone: Motivation in Education (Psyc 497)
- Undergraduate Directed Study (Psyc 202/203)
- Undergraduate Independent Study (Psyc 402/403)
- Undergraduate Honors Thesis (Psyc 499)
- Social Psychology Graduate Seminar (Psyc 618)
- Graduate Independent Study (Psyc 680)
- Graduate Practicum (Psyc 695)
- Graduate Master's Thesis (Psyc 700)
- **PSYCHOLOGY LEARNING COMMUNITY (PLC) FOUNDER AND COORDINATOR (2002-2018)**
The Psychology Learning Community (PLC) is a unique academic-residential program for 20 entering, first-year students who have a strong interest in pursuing a major in Psychology and a future career in a Psychology-related field. In collaboration with the Department of Psychology and Office of Residential Life, students take part in a unique introduction to the field of Psychology and jumpstart to the major through a series of courses and experiences designed specifically for them, while living together in the same first-year residence hall.

UNIVERSITY OF WISCONSIN – MADISON (1997-1999)

- Psychology Statistics (Psych 210)
- Experimental Psychology (Psych 225)
- Multiple Regression, Graduate seminar (Psych 710)

NORTH CAROLINA OUTWARD BOUND SCHOOL (1992)

- Wilderness/Experiential Education Trip Leader

THESIS ADVISING

JAMES MADISON UNIVERSITY

Undergraduate Honors Thesis:

Faculty Advisor: Zach Baron (2024-25), Matt Best (2017-2018), Haley Mertins (2011-12), Ryan Graumann (2011-12, co-Chair with Matt Ezzell), Emily Jacobsen (2010-11), Donna Melchione (2009-10), Heather Davis (2008-09, co-Chair with Steve Evans), Allison Brown (2007-08), Daniel Max Crowley (2007-08), Kara Makara (2006-07), Jason Kain (2005-06), Carson Walker (2005-06), Sarah Horsey (2004-05), Shannon Willison (2003-04), Jennifer Thomas (2002-03)

Committee Member: Corey Longenecker in Computer Science (2022-23), Jordan Gamache (2019-20), Cerella Chandra (2017-18), Emily Knox (2017-18), Chris Dietrick (2014-15), Lori Cregger (2014-15), Caroline Prendergast (2013-15), Shannon Kovach (2013-14), Aubrey Smiley (2011-12), Hannah Smith (2010-11), Candace Vanderpoel (2010-11), Heather Davis (2008-09), Amanda Jaworski (2008-09), Loretta Vitt (2008-09), Lauren Lucyshyn (2007-08), Kim Marchuk (2007-08), Robert Lytle (2006-07), Bridget Schultz (2006-07), Allison Rowland (2005-06), Michelle Shores (2004-05), Jon Slezak (2004-05), Lindsay Barnett (2003-04), Erin Burns (2003-04), Allan Hoffman (2002-03), Jennifer Amato (2001-02)

Master's Thesis:

Faculty Advisor: Thomas Hartka (2017-2019), Jeff Kosovich (2012-13, co-chair with Chris Hulleman), Jessica Flake (2010-12), Lisa Baranik (2003-05)

Committee Member: Kyle Green (2023-24), Andrew Duncan (2020-21), Ceirra Williams (2017-2018), Aaron Myers (2016-17), Devon Hopkins (2013-14), Jeff Kosovich (2011-12), Matt Swain (2011-12), Allison Brown (2009-10), Mary Johnson (2008-09), Megan France (2007-08), Jen Burnett (2006-07), Brian Creasy (2006-07), Pamela Kaliski (2005-06), Jesse Pappas (2005-06), Ruth Brown (2004-05), Jeanne Horst (2003-04), Melinda Taylor (2003-04), BJ Miller (2003-04), Kara Owens (2002-03), Eric Pories (2002-03), Jessica Sewald (2002-03), Alisha Swails (2000-01)

Doctoral/EdS Thesis:

Committee Member: Marcus Hubbard (2023-24), TK Beam (2010-11), Carol Barry (2009-10), Peter Swerdzewski (2007-08), B.J. Miller (2006-07), Susan Davis (2003-05), Keston Fulcher (2003-04), Sue Pieper (2002-03), Brian Diaczun (2002-03), John Willse (2001-02)

UNIVERSITY OF WISCONSIN - MADISON

Hilldale Undergraduate Research Fellowship and Thesis:

Graduate Student Advisor: Judah Viola (1998-00), Chasity Henry (1998-99), Nicole Denow (1997-98), Casey Schwab (1996-97), Jeremy Welland (1995-96), Brooke Gallagher (1994-95), Andrew Tix (1994-95)

SERVICE LEARNING RESEARCH PROJECTS

JMU Freshman Fall Orientation Evaluation (James Madison University - Fall, 2004)

JMU Student Organizations and their Role in Student Development (James Madison University - Fall, 2000)

Working and Attending College Survey (University of Wisconsin - Spring, 2000)

Out of Class Learning Survey (University of Wisconsin - Fall, 1999)

CAMPUS ADMINISTRATIVE AND SERVICE WORK

JAMES MADISON UNIVERSITY

Departmental Service:

- Undergraduate Committee Member (2000-present)
- Undergraduate Psychology Learning Community Committee (2002-2018; Chair 2002-2018)
- Undergraduate Methods Sub-Committee (Member 2000-present; Chair 2007-2009)
- Undergraduate Assessment Sub-Committee (Member 2001-present, Chair 2009-2012)
- Undergraduate Personnel Advisory Sub-Committee (Member 2004-2006, Chair 2005-06; Member 2011, Member 2016-2018, Chair 2016-17; Member 2023-25, Chair 2023-24)
- Planning Committee for the annual Eastern Conference on the Teaching of Psychology (2006-2014)
- Undergraduate Teaching Excellence Sub-Committee Member (2000-01)
- Undergraduate Psychology Alumni Assessment Sub-Committee Member (2001-2002)
- Psychological Sciences Masters Committee Member (2000-2020)
- Psychological Sciences Masters Assessment Sub-Committee Member (2001-02, 2010-2011)
- Undergraduate Faculty Search Committees (multiple years)
- Graduate Faculty Search Committees (multiple years)

College Service:

- Dean's Faculty Advisory Committee (2022-2024)
- Freshman Advisor (2001-2012)

University Service:

- JMU Academic Advising Board (2017-present)
- JMU QEP Working Group (2022-23)
- JMU New Faculty Peer Mentor (2022-23)
- JMU Academic Affairs Strategic Planning Task Force (2018-2020)
- JMU Career and Academic Planning Program Review Committee Member (2017-18)
- JMU Faculty Senator (2016-2018)
- JMU Faculty Senate Student Relations sub-committee (2016-2018)
- jmUDESIGN facilitator or presenter (2014-2019)
- Faculty Associate/Affiliate in the Center for Faculty Innovation (2012-present)
- Teaching Analysis Poll (TAP) Consultant (2012-2020)
- Residential Learning Community Advisory Committee Member (2002-2018)
- Enhancing Pedagogy through Innovative Classroom (EPIC) Steering Committee (2014-2016)
- Center for Faculty Innovation Faculty Search Committee (2012-2013)
- Madison Future Commission Committee Member (2012-2013)
- Freshman PREFACE Orientation Program Facilitator (2010, 2011)
- Freshman Fall Orientation Advisory Committee Member (2010)
- Freshman Advising Board Committee Member (2002-2006; 2010-2012)
- Freshman Advising Task Force Member (2008)
- Civic Engagement Task Force Member (2008-09)
- Freshman Orientation Advisory Committee Member (2005)
- Madison 6-year University Vision Commission Member (2006)

- Student Affairs Advisory Committee Member (2001-03)
- Freshman Faculty Orientation Reading Program Facilitator (2002)
- Leadership Visioning Committee Member (2002)
- Academic Advising and Career Development Program Review Committee Member (2002)
- Sport Performance and Academic Advisory Committee Member (2001-02)

UNIVERSITY OF WISCONSIN-MADISON

Department Service:

- Undergraduate Committee (1997-99)
- Teaching Assistant Workshop Coordinator (1994, 1998)
- Graduate Student Mentor for first-year graduate students (1993, 1994)
- Undergraduate Psychology Research Symposium Moderator (1993)

College Service:

- Undergraduate Advising Center Advisor (1999-00)
- Teaching Assistant Instructional Development Program Committee (1995-00)
- Graduate School Teaching Assistant Workshop Facilitator (1994)

University Service:

- Mortgridge Public Service Center Advising Committee (1999-00)

PROFESSIONAL SERVICE WORK

Journal Reviewing / Consulting Activities

- Editorial Consulting Board for *Journal of Experimental Education* (2006-Present)
- Editorial Consulting Board for *Personality and Social Psychology Bulletin* (2005-08)
- Ad hoc reviewer for *British Journal of Educational Psychology*
- Ad hoc reviewer for *Canadian Journal of Behavioural Sciences*
- Ad hoc reviewer for *Educational Psychology*
- Ad hoc reviewer for *Educational Psychology Review*
- Ad hoc reviewer for *Education Sciences*
- Ad hoc reviewer for *European Journal of Educational Psychology*
- Ad hoc reviewer for *International Journal of Educational Research*
- Ad hoc reviewer for *International Journal of Quantitative Research in Education* (IJQRE)
- Ad hoc reviewer for *International Review of Social Psychology*
- Ad hoc reviewer for *Journal of Applied Developmental Psychology* (JADP)
- Ad hoc reviewer for *Journal of Educational Psychology*
- Ad hoc reviewer for *Journal on Engineering Education*
- Ad hoc reviewer for *Journal on Excellence in College Teaching*
- Ad hoc reviewer for *Journal of Experimental Education*
- Ad hoc reviewer for *Journal of Experimental Social Psychology*
- Ad hoc reviewer for *Journal of Personality and Social Psychology*
- Ad hoc reviewer for *Journal of Personality*
- Ad hoc reviewer for *Journal of Psychoeducational Assessment*
- Ad hoc reviewer for *Learning Communities Journal*
- Ad hoc reviewer for *Learning and Instruction*
- Ad hoc reviewer for *Motivation and Emotion*
- Ad hoc reviewer for *Personality and Social Psychology Bulletin*
- Ad hoc reviewer for *Psychological Bulletin*
- Ad hoc reviewer for the *Scholarship of Teaching and Learning in Psychology*
- Ad hoc reviewer for *Science Advances*
- Ad hoc reviewer for *Self and Identity*
- Ad hoc reviewer for *Teaching and Teacher Education*
- Ad hoc reviewer for National Science Foundation (Social Psychology Grants)
- Reviewer for the annual meeting of the American Educational Research Association (Division C)
- Reviewer for the annual meeting of the American Educational Research Association (Special Interest Group: Motivation in Education)

- Reviewer for the annual meeting of the American Psychological Association (APA)
- Reviewer for the Lilly Teaching Conference meeting
- Reviewer for the annual meeting of the Society of Personality and Social Psychology (SPSP)
- Panel Grant Reviewer for the National Science Foundation

Regional Education Lab (REL) Appalachia (2013)

- Advisory Board Member for one of the ten regional labs sponsored by the Department of Education's Institute for Educational Sciences

PROFESSIONAL REFERENCES

Dr. Kevin Apple
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