

Department of Psychology
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053
Office Tel: (408) 554-4495
Fax: (408) 554-5241

E-mail: turdan@scu.edu
Web: <https://www.scu.edu/cas/psychology/faculty-and-staff/tim-urdan/>

PROFESSIONAL EXPERIENCE

Professor, Department of Psychology, Santa Clara University, Santa Clara, CA. Developmental psychology, educational psychology, statistics. Also, teacher/mentor of students in the Future Teachers Program designed to recruit students from a local school district with the purpose of preparing them to teach in that district. (Served as Department Chair from 2007-2010.) 2007-present.

Associate Professor, Department of Psychology and Department of Liberal Studies Program, Santa Clara University, Santa Clara, CA. 2001-2007.

Assistant Professor, Department of Psychology and Department of Liberal Studies Program, Santa Clara University, Santa Clara, CA. 1996-2001.

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

EDUCATION

University of Michigan, Ph.D. in Education and Psychology, 1994.

Harvard University, Ed. M. in Administration, Planning, and Social Policy, 1988.

University of California, Berkeley, B.A. in Psychology, 1986

PUBLICATIONS

Books

Urdan, T. & Gonida, S.E. (Eds.) (2023). *Advances in Motivation and Achievement*, v. 22: *Remembering the life, work, and influence of Stuart A. Karabenick: A legacy of research on self-regulation, help seeking, teacher motivation, and more*. Emerald Press: Bingley, UK.

Urdan, T. (2022). *Statistics in Plain English, 5th Edition*. New York: Taylor and Francis.

Ryan, A., Urdan, T., & Anderman, E. (2017). *Adolescent Development for Educators*. Pearson.

Urdan, T. (2017). *Statistics in Plain English, 4th Edition*. New York: Routledge.

Books --continued

- Karabenick, S. & Urdan, T. (Eds.) (2014). *Advances in Motivation and Achievement, v. 18: Interventions*. Emerald Press: Bingley, UK.
- Karabenick, S. & Urdan, T. (Eds.) (2012). *Advances in motivation and achievement, V. 17: Transitions across cultures and schools*. Emerald Press: Bingley, UK.
- Harris, K., Graham, S., & Urdan, T. (Eds.) (2012). *APA Handbook of Educational Psychology*. Washington, D.C.: APA Press.
- Urdan, T. (2010). *Statistics in Plain English, 3rd Edition*. New York: Taylor and Francis.
- Urdan, T., & Karabenick, S. (Eds., 2010). *Advances in Motivation and Achievement, Volume 16A: The Decade Ahead—Theoretical Frameworks*. Emerald.
- Urdan, T., & Karabenick, S. (Eds., 2010). *Advances in Motivation and Achievement, Volume 16B: The Decade Ahead—Applications and Contexts of Motivation and Achievement*. Emerald.
- Maehr, M. L., Karabenick, S., & Urdan, T. (Eds., 2008). *Advances in Motivation and Achievement, Volume 15: Social Psychological Perspectives on Motivation*. Emerald/JAI.
- Pajares, F., & Urdan, T. (Eds.) (2008). *The ones we remember: Reflections from scholars on influential teachers*. Volume 6 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Pajares, F., & Urdan, T. (Eds.) (2006). *Adolescent self-efficacy*. Volume 5 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Urdan, T. (2005). *Statistics in plain English, 2nd edition*. Mahwah, NJ: Lawrence Erlbaum.
- Urdan, T., & Pajares, F. (Eds.) (2004). *Educating adolescents: Challenges and strategies*. Volume 4 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Pajares, F., & Urdan, T. (Eds.) (2003). *International perspectives*. Volume 3 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Pajares, F., & Urdan, T. (Eds.) (2002). *Academic motivation of adolescents*. Volume 2 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Urdan, T., & Pajares, F. (Eds.) (2001). *General issues in the education of adolescents*. Volume 1 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Urdan, T. (2001). *Statistics in Plain English*. Mahwah, NJ: Lawrence Erlbaum.

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

Refereed Journal Articles

Urdan, T., & Teramoto, D. (2023). How Students Define Success Differently for Classes They Like or Dislike. *Adolescents*, 3(3), 416–430. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/adolescents3030029>

Ober, T., Ying, C., Coggins, M. R., Brenner, P., Zdankus, J., Gonsalves, P., Johnson, E., & Urdan, T. (2022). Charting a path for growth in middle school students' attitudes toward computer programming. *Computer Science Education*. DOI: 10.1080/08993408.2022.2134677

Urdan, T., & Teramoto, D. (2021). Ethnic identity, implicit associations, and academic motivation of Hispanic adolescents. *Adolescents*, 1, 252-266.

Urdan, T., & Kaplan, A. (2020). The origins, evolution, and future directions of achievement goal theory. *Contemporary Educational Psychology*, 61.

Boheim, R., Urdan, T., Knogler, M., Seidel, T. (2020). Student hand-raising as an indicator of behavioral engagement and its role in classroom learning. *Contemporary Educational Psychology*, 62.

Linnel, N., Dayal, A., Gonzalves, P., Kakodkar, M., Ribiero, B., Starr, A., Urdan, T., and Zdankus, J. (2020). Currated Pathways to Innovation: Personalized CS education to promote diversity. *Journal of Computing Sciences in Colleges*, 35, 39-45.

Urdan, T. & Bruchmann, K. (2018). Examining the academic motivation of a diverse student population: A consideration of methodology. *Educational Psychologist*, 53, 114-130.

Urdan, T., & Munoz, C. (2012). Cultural identity and academic motivation. *European Journal of Psychology of Education*, 27, 247-265.

Urdan, T., Solek, M, & Schoenfelder, E. (2007). Students' perceptions of family influence on their academic motivation: A qualitative analysis. *European Journal of Psychology of Education*, 22, 7-21.

Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of School Psychology*, 44, 331-349.

Urdan, T., & Mestas, M. (2006). The goals behind performance goals. *Journal of Educational Psychology*, 98, 354-365.

Urduan, T. (2004). Predictors of academic self-handicapping and achievement: Examining achievement goals, classroom goal structures, and culture. *Journal of Educational Psychology, 96*, 251-264.

Journal Articles --continued

Urduan, T. (2004). Using multiple methods to assess students' perceptions of classroom goal structures. *European Psychologist, 4*, 222-231.

Giancarlo, C. A., Blohm, S. W., & Urduan, T. (2004). Assessing secondary students' disposition toward critical thinking: Development of the California measure of mental motivation. *Educational and Psychological Measurement, 64*, 347-364.

Urduan, T. (2003). Intrinsic motivation, extrinsic rewards, and divergent views of reality: A Review of *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. *Educational Psychology Review, 15*, 311-325.

Urduan, T., & Midgley, C., (2003). Changes in the perceived classroom goal structure and patterns of adaptive learning during early adolescence. *Contemporary Educational Psychology, 28*, 524-551.

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

Paris, S. G., & Urduan, T. (2001). Policies and practices of high-stakes testing that influence teachers and schools. *Issues in Education, 6*, 83-108.

Midgley, C., & Urduan, T. (2001). Academic self-handicapping and performance goals: A further examination. *Contemporary Educational Psychology, 26*, 61-75.

Arunkumar, R., Midgley, C., & Urduan, T. (1999). Cultural dissonance between home and school: Longitudinal effects on adolescent emotional adjustment. *Journal of Research on Adolescence, 9*, 441-466.

Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urduan, T., Anderman, L. H., Anderman, E., & Roeser, R. (1998). The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology, 23*, 113-131.

Urduan, T., Midgley, C., & Anderman, E. A. (1998). The role of classroom goal structure in students' use of self-handicapping. *American Educational Research Journal, 35*, 101-122.

Urduan, T. (1997). Achievement goals and the orientation of friends toward school in early adolescence. *Contemporary Educational Psychology, 22*, 165- 191.

Midgley, C., Arunkumar, R., & Urdan, T. (1996). "If I don't do well tomorrow, there's a reason:" Predictors of adolescents' use of academic self-handicapping strategies. *Journal of Educational Psychology, 88*, 423-434.

Journal Articles --continued

Roeser, R. W., Midgley, C., & Urdan, T. (1996). Perceptions of the school psychological environment and early adolescents' self-appraisals and academic engagement: The mediating role of goals and belonging. *Journal of Educational Psychology, 88*, 408-422.

Pajares, F., & Urdan, T. (1996). An exploratory factor analysis of the Mathematics Anxiety Scale. *Measurement and Evaluation in Counseling and Development, 29*, 35-47

Midgley, C., & Urdan, T. (1995). Predictors of the use of self-handicapping strategies in middle school. *Journal of Early Adolescence, 15*, 389-411.

Urdan, T., & Maehr, M. L. (1995). Beyond a two-goal theory of motivation: A case for social goals. *Review of Educational Research, 65*, 213-244.

Anderman, E. M., & Urdan, T. (1995). Enhancing motivation in middle level schools: A multilevel approach. *Principal Magazine, 74*(3), 26-28.

Urdan, T., Midgley, C., & Wood, S. (1995). Special issues in reforming middle level schools. *Journal of Early Adolescence, 15*, 9-37.

Urdan, T., & Paris, S. (1994). Teachers' perceptions of standardized achievement tests. *Educational Policy, 8*, 137-156.

Maehr, M., Midgley, C., & Urdan, T. (1992). The leader as motivator. *Educational Administration Quarterly, 28*, 410-429.

Midgley, C., & Urdan, T. (1992). The transition to middle school: Making it a good experience for all students. *The Middle School Journal, 24*, 5-14.

Book chapters

Urdan, T. (in press). Where ethnic and cultural identity meet situational demands: Implications for methodologies used to study motivation. To appear in G. Hagenaur, R. Lazarides, & H. Jarvenoja (Eds.) *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights*. European Association of Research on Learning and Instruction.

Urdan, T. & Teramoto, D. (2023). Making it better: Stuart Karabenick's contribution to the field

of cognitive pretesting. To appear in T. Urdan and E. Gonida (Eds.) *Advances in Motivation and Achievement*, v. 22. Emerald Press.

Urdan, T. (2023). The uneasy relationship between conscious and non-conscious motives. To appear in M. Bong, S. Kim, and J. Reeve (Eds.) *Motivation science: Controversies and insights*. New York: Oxford University Press.

Book chapters (continued)

Urdan, T. (2023). Understanding motivation: So much is known, so much left to learn. To appear in M. Bong, S. Kim, and J. Reeve (Eds.) *Motivation science: Controversies and insights*. New York: Oxford University Press.

Urdan, T., Sharma, N., & Dunn, M. (2019). Motivation and achievement of immigrant students in times of economic and political instability. In E. Gonida & M. Lemos *Advances in Motivation and Achievement*, v. 20. Emerald Press.

Urdan, T., & Arguetta-Vogel, Amando (2019). Student attitudes and academic achievement: Antecedents and consequences. In D. Alberracin & B. Johnson (Eds.) *Handbook of Attitudes*. New York: Taylor and Francis.

Urdan, T. & Herr, V. (2016). Motivation and Achievement of Hispanic Students in the U.S.: A Consideration of Conscious and non-Conscious Processes. In J. T. Decuir-Gunby and P. Schutz (Eds.) *Race and Ethnicity in the Study of Teaching, Learning, and Motivation in Educational Contexts*. New York: Routledge.

Urdan, T. (2015). Understanding teacher motivation: What is known and what more there is to learn. In P. W. Richardson, S. Karabenick, and H. Watt (Editors) *Teacher Motivation*. New York: Routledge.

Urdan, T. (2012). The interplay between social motivation, academic motivation, and achievement. In J. Hattie and E. Anderman (Eds.) *Handbook of Student Achievement*. New York: Routledge.

Urdan, T. (2012). Factors affecting the motivation and achievement of immigrant students. In K. Harris, S. Graham, and T. Urdan (Eds.) *APA Educational Psychology Handbook, Volume 2*. Washington D. C.: American Psychological Association.

Urdan, T. (2011). Achievement goal theory: Definitions, correlates, and unresolved questions. In S. Jarvela (Ed.) *Social and Emotional Aspects of Learning* (pp. 21-27). Oxford, U.K.: Elsevier.

Urdan, T. (2010). The challenges and promise of research on classroom goal structures. In J. Meece and J. Eccles (Eds.) *Handbook of research on classroom motivation*. Mahwah, NJ: Erlbaum.

Urduan, T. (2009). The influence of culture on motivation: Revisiting M. L. Maehr's contribution to the field. In A. Kaplan & S. Karabenick (Ed.) *The legacy of Martin Maehr's research to the field of motivation*. Greenwich, CT: Information Age Publishing.

Book chapters (continued)

Roeser, R. W., Urduan, T., & Stephens, J. M. (2009). School as a context of student motivation and achievement. In K. Wentzel and A. Wigfield (Eds.) *Handbook on Motivation at School*.

Urduan, T. (2008). Learning not to be a child: Lessons from a master teacher. In F. Pajares and T. Urduan (Eds.) *The ones we remember: Scholars reflect on teachers who made a difference* (pp. 1-9). Charlotte, NC: Information Age Publishing.

Urduan, T., & Turner, J. C. (2005). Competence motivation in the classroom. In A. E. Elliot and C. Dweck (Eds.) *Handbook of Competence Motivation* (pp. 297-317). New York: Guilford.

Anderman, E. M., Urduan, T., & Roeser, R. W. (2005). The Patterns of Adaptive Learning Survey. In K. A. Moore and L. H. Lippman (Eds.) *What do children need to flourish? Conceptualizing and measuring indicators of positive development* (pp. 223-236). New York: Springer.

Urduan, T. (2004). Can achievement goal theory guide school reform? In P. R. Pintrich and M. L. Maehr (Eds.) *Advances in motivation and achievement*, Volume 13 (361-392). Stamford, CT: Elsevier.

Urduan, T., & Garvey, D. (2004). The education of immigrant and native-born students: Local and national perspectives. In T. Urduan and F. Pajares (Eds.) *Educating adolescents: Challenges and strategies*. Volume 4 in the *Adolescence and Education* series (pp. 149-178). Greenwich, CT: Information Age Publishing.

Urduan, T., Ryan, A., Anderman, E. A., & Gheen, M. (2002). Avoidance behaviors and the learning context. In C. Midgley (Ed.), *Understanding adolescent students' motivation: A longitudinal study* (pp. 55-84). Mahwah, NJ: Lawrence Erlbaum.

Kaplan, A., Middleton, M. J., Urduan, T., & Midgley, C. (2002). Achievement goals and goal structures. In C. Midgley (Ed.), *Understanding adolescent students' motivation: A longitudinal study* (pp. 21-54). Mahwah, NJ: Lawrence Erlbaum.

Urduan, T., & Giancarlo, C. (2001). A comparison of motivational and critical thinking orientations across ethnic groups. In D. M. McInerney and S. V. Etten (Eds.), *Research on sociocultural influences on motivation and learning*, Volume 1 (pp. 37-60). Greenwich, CT: Information Age Publishing.

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

Encyclopedia Entries, Technical Reports and Working Papers

- Urdan, T. (2022). Mixed-methods research in educational psychology: Opportunities and costs. *Routledge Encyclopedia of Education*.
- Usher, E. L., & Urdan, T. (2014). Self-efficacy. *Encyclopedia of Mental Health*.
- Urdan, T. (2013). Self-handicapping: definition, antecedents, and consequences. In E. Anderman and L. Anderman (Eds.) *Encyclopedia of Psychology and Learning*.
- Urdan, T. (2010). Achievement goal theory: Definitions, correlates, and unresolved questions. In P. Peterson, E Baker, and B. McGraw (Eds.) *International Encyclopedia of Education, 3rd edition*. Oxford, U.K.: Elsevier.
- Henke, R., & Urdan, T. (1998). *Estimating the home-schooled population in the United States*. Technical report for the National Center of Educational Statistics, U.S. Department of Education.
- Urdan, T., Klein, S., & Medrich, E. (1997). *Adolescent development in educational contexts*. Working paper for the Office of Educational Research and Improvement, U.S. Department of Education.

GRANTS AND AWARDS

External

The collaborative teacher motivation project. Spencer Foundation, 2005-2006. Sub-contract. (\$10,000).

Latino Students' Motivation and Critical Thinking Project—A qualitative extension., W.T. Grant Foundation, 1999-2001 (\$24,500). Principal investigator.

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

Internal

Recent achievements in scholarship award, Santa Clara University, 2004.

Using responses system technology in the classroom, Thomas Terry Teaching Grant, 2006.

The collaborative teacher motivation project, President's Research Grant, 2005.

The Statistics Assistant; Technology Steering Committee Grant, 2003

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

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

University Research Grant, Santa Clara University, 1997, 1998

Faculty Research Grant, Emory University, 1995, 1996

Burke Aaron Hinsdale Scholar, The University of Michigan, 1995

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

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

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

Merit Scholarship, Harvard University, 1987

PRESENTATIONS AT PROFESSIONAL CONFERENCES AND UNIVERSITIES

Invited Panelist: Urdan, T. & Kaplan, A. (2021, April). Re-conceptualizing achievement goal theory to consider ethnic and cultural variation. Presented at the annual meeting of the American Educational Research Association. Online/virtual conference.

Invited Panelist: Urdan, T. (2021, April). Commemorating the life and work of Stuart Karabenick. Presented at the annual meeting of the American Educational Research Association. Online/virtual conference.

Invited Panelist: Urdan, T. & Kaplan, A. (2020, August). The origin, evolution, and future directions of achievement goal theory. Presented at the annual meeting of the American Psychological Association. Online/virtual conference.

Organizer and Panelist: Urdan, T. (2018, April). *Remembering the contributions of Martin Maehr*. Chair: Avi Kaplan. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Invited Speaker: Urdan, T. (2016, August). *Studying motivation in context*. Sophia Eleftheria-Gonida, Chair. Talk presented at the bi-annual meeting of the International Conference on Motivation, Thessaloniki, Greece.

Invited Speaker: Urdan, T. (2015, November). *The intersection of identity and academic motivation: A consideration of conscious and non-conscious processes*. Lecture given at Korea University, Seoul Korea.

Invited Speaker: Urdan, T. (2011, October). *Cultural identity and academic motivation among Hispanic students*. Lecture given at Durham University College of Education.

Organizer and Panelist: Urdan, T. (2010, August). *The next decade of motivation research: An interactive discussion*. Chairs: Chris Wolters and Stuart Karabenick. Presented at the annual meeting of the American Psychological Association, San Diego, CA.

Keynote speaker: Urdan, T. (2009, February). *The growing divide among achievement goal researchers*. University of Sydney conference on motivation and learning, Sydney, Australia.

Organizer and Panelist: Urdan, T. (2008). *Motivational research collaborations in the classroom: Challenges and strategies*. Julianne C. Turner (co-organizer), Avi Assor, Ann Renninger, and Nancy Perry, participants.

Symposia presentation. Urdan, T. (2006). *Promoting motivation in the mathematics classroom via an intervention project with teachers: Lessons from the field*. Chair: Colin Rogers. Symposium: "Developments in achievement motivation and research: Implications for educational research and practice.

Invited presentation. *Eyes Wide Shut: Lessons from an attempt to bridge the gap between*

motivation research and classroom practice. Presented at Durham University, Durham, England. September, 2006.

Invited presentation. *Challenges and future directions in goal theory research*. Presented at the University of Helsinki and the University Oulu, Finland. June, 2005.

Invited presentation. *How students learn and how to teach accordingly*. Presented to the School of Engineering faculty, Santa Clara University, June, 2004.

Invited presentation. Defining and assessing motivation. Mini-course in motivation presented at the Norwegian University for Science and Technology. October, 2004.

Organizer and Chair: Urdan, T. (2004). *Applying Motivation Research and Theory in the Classroom: An Interactive Session Spanning Five Theories of Motivation*. International Conference on Motivation, Lisbon, Portugal.

Symposia presentation. Urdan, T. (2003). *Cultural variations in the definition and effects of performance goals*. Chair: Markku Niemivirta. Symposium: "Advances in achievement goal research: The role of moderators and mediators." European Association of Research on Learning and Instruction conference, Padova, Italy.

Symposia presentation. Urdan, T. (2003). *Qualitative and quantitative approaches to understanding the motivational effects of classroom goal structures*. Chairs: Sanna Järvelä & Doris Lewalter. Symposium: "Motivation in educational contexts: Alternative approaches to look at ways of acting from a motivational perspective." European Association for Research on Learning and Instruction conference, Padua, Italy, August, 2003.

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

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

Invited presentation. *Ethnic, gender, and achievement level differences in perceptions of classroom goal structures*. University of California, Santa Cruz Psychology Department, November, 1999.

Invited presentation. *Examining the effects of classroom goal messages*. Stanford University Developmental Psychology colloquium. October, 1999.

Invited presentation. *How achievement goals and classroom goal structures predict students' use of self-handicapping strategies: A theoretical and empirical analysis*. Chairs: M. Covington &

A. Elliot. Symposium: "Approach and avoidance motivation in achievement settings." American Educational Research Association, Montreal, April, 1999.

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

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

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

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

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

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

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

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

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

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

Paper and Poster Presentations

- Roeser, R.W., Horn-Keller, P., Stadick, M., & Urdan, T. (2012, April). *Teaching, Learning and Transfer in a Mindfulness-based Stress Reduction Program for Teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Urdan, T. & Cafasso, S. (2011, April). *Using multiple methods to understand the nature of achievement goals: An extension*. Poster presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Cafasso, S., & Urdan, T. (2010, August). *Using multiple methods to understand the nature of achievement goals*. Poster presented at the meetings of the American Psychological Association, San Diego.
- Urdan, T., & Morris, S. (2010, June). *Cultural identity and academic motivation among Hispanic adolescent students*. Poster presented at the meetings of the American Psychological Association, Division 45, Ann Arbor, MI.
- Urdan, T. (2009, August). *Using multiple methods to study motivation*. Paper presented at the meetings of the European Association of Research on Learning and Instruction (EARLI), Amsterdam.
- Urdan, T. (2009, April). *Acculturation, immigration, and the achievement paradox*. Paper presented at the meetings of the American Educational Research Association, New York.
- Urdan, T. (2009, April). *A new look at the performance-approach goals debate*. Paper presented at the meetings of the American Educational Research Association, New York.
- Urdan, T. (2007, April). *What are classroom goal structures and how much do they matter?* Paper presented at the meetings of the American Educational Research Association, Chicago.
- Schoenfelder, E. & Urdan, T. (2006, April). *Examining changes in self-efficacy during high school*. Poster presented at the meetings of the Western Psychological Association, Palm Springs, CA.
- Solek, M., & Urdan, T. (2006, April). *Generational differences in the effects of peer influences on motivation*. Poster presented at the meetings of the Western Psychological Association, Palm Springs, CA.
- Solek, M., Quick, R., & Urdan, T. (2005, April). *Family influences on student motivation: Comparing high, middle, and low achievers*. Poster presented at the meetings of the Western Psychological Association, Portland, Oregon.

- Quick, R., Solek, M., & Urdan, T. (2005, April). *The effect of critical incidents in family influences on student motivation*. Poster presented at the meetings of the Western Psychological Association conference, Portland, Oregon.
- Urdan, T., & Schoenfelder, E. (2004, September). *How parents influence student motivation: Perceptions of a multi-ethnic sample of high school students*. Paper presented at the meeting of the International Conference on Motivation, Lisbon, Portugal.
- Moran, K., Urdan, T., & Passarelli, S. (2003, April). *Changes in academic value and self-handicapping: The influence of goals and goal structures*. Poster presented at the meeting of the American Educational Research Association, Chicago.
- Urdan, T., & Giancarlo, C. (2002, August). *Achievement goals, critical thinking dispositions, and ethnicity*. Poster presented at the meeting of the American Psychological Association, Chicago.
- Enos, S., & Urdan, T. (2002, April). *Understanding cultural and ethnic differences in the pursuit and effects of achievement goals*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Griswold, E., & Urdan, T. (2002, April). *Achievement goals and classroom motivation: Differences in personal motivational variables*. Poster presented at the meeting of the American Educational Research Association, New Orleans.
- Griswold, E., & Urdan, T. (2001, May). *Achievement goals and academic motivation: Differences by generational status*. Poster presented at the meeting of the Western Psychological Association, Maui, HI.
- Urdan, T., & Giancarlo, C. (2001, April). *Differences between students in the consequences of goals and goal structures: The role of culture and family obligation*. Paper presented at the meeting of the American Educational Research Association, Seattle.
- Sempel, J., Urdan, T., & Giancarlo, C. (2001, April). *Comparing the motivational profiles of first, second, and third generation students*. Poster presented at the meeting of the American Educational Research Association, Seattle.
- Urdan, T., & Giancarlo, C. (2000, April). *A fresh look at the relationship between classroom goal structures and student motivation*. Poster presented at the meeting of the American Educational Research Association, New Orleans.
- Urdan, T., & Mason, G. (1999, April). *How instructional practices influence students' goals in the classroom*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- Dion, J., & Urdan, T. (1998, August). *Adolescent students' educational theories and the people who influence them*. Poster presented at the meeting of the American Psychological Association, San Francisco.

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

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

CONSULTING

Consultant, Curated Pathways to Innovation Project. Designed assessment plan, developed surveys, analyzed data, and prepared reports evaluating the efficacy of software designed to encourage middle and high school students to develop interest and skills in computer coding. 2016-2020.

Contributor, uThrive Project. Wrote and recorded a video segment about coping with failure in college for a series of videos designed to help students thrive in college. 2019.

Faculty Associate, Faculty Development Program at Santa Clara University. Developed and delivered materials and programs for faculty development, faculty evaluation, and faculty observations and training. 2005-2019.

Technical Review Panel, National Assessment of Educational Progress. Part of a team of experts working with staff in Department of Education to develop assessments and strategies for analyzing data. 2018.

External Reviewer, Psychology and Neuroscience Program, University of San Diego. Spring, 2015.

Expert Team Member, Massachusetts Institute for College and Career Readiness. Worked with academics, politicians, and local school districts on plans to help students develop college readiness. 2015-2016.

External Reviewer, Psychology Program, Mills College. Spring, 2013.

Technical Review Panel, National Center for Educational Statistics. Advise NCES personnel on the development of a survey for a new longitudinal study of student motivation and achievement. December, 2006-2012.

Consultant, Agile Mind Inc. Worked on *Academic Youth Development* program to improve motivational culture of high school mathematics classrooms. 2007.

Consultant, LeapFrog, Inc. Presented information to staff about adolescent development and consult with project director about content for products designed for early and mid-adolescents. Summer, 2006 to 2008.

Expert Witness, Marc Eisenberg, Esq. Served as an expert witness on the subject of statistical probability in an employment discrimination lawsuit.

Program Review Consultant. Santa Clara University. Consulted with the dean and department chairs about program review activities. Winter, 2004-Summer, 2005.

Research Consultant. SRI International, Menlo Park, CA. Provided consulting on the motivational consequences of classroom computer networks. Spring, 2004.

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

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

PROFESSIONAL DEVELOPMENT

Book Series Editor

Editor, *Adolescence and Education*, with Dr. Frank Pajares (Volumes 1 through 6 published).

Editor, *Advances in Motivation and Achievement*, with Dr. Stuart Karabenick

Journal Editing/Editorial Boards

Associate Editor, *Merrill-Palmer Quarterly* (2012-2017)

Editorial Board Member, *Contemporary Educational Psychology* (2001-present)

Editorial Board Member, *Journal of Educational Psychology* (2001-present)

Editorial Board Member, *American Educational Research Journal*, (2012-present)

Service to National Organizations

Program Chair, Motivation in Education Special Interest Group, American Educational Research Association, (2003-2004)

Chair, Motivation in Education Special Interest Group, American Educational Research Association, (2014-2016)

Division 15 Representative to Council of Representatives, American Psychological Association, (2010-2013)

Division 15 Member at Large of the Executive Committee, American Psychological Association (2018-present).

Chair, Thorndike Committee of Division 15, American Psychological Association, (2013-2018).

Service to Department/Division

Chair, Psychology Department, Fall 2008-Summer, 2011.

Program review and evaluation coordinator, 2004-2017.

Member of several faculty search committees, 2000-present.

Faculty advisor, Psychology Club, Santa Clara University, 1996-2000.

Co-coordinator, Western Psychology Undergraduate Research Conference, SCU, 1996-2005.

Library acquisitions liaison, SCU, 1996-1998.

Web page master, SCU, 1998-2000.

Technology consultant, SCU, 1998-present.

Newsletter editor, SCU, 1998.

Service to College/University

University Coordinating Committee (Chair-elect in 2019-2020, Chair 2020-2021).

Faculty Development Office, 2005-2019.

Rank and Tenure Committee Member, College of Arts and Sciences, 2009-2011; 2016-2019 (Chair in 2018-19).

Author, *Future Directions in the Social Sciences*. One of the papers solicited by President Locatelli to guide the discussion about future directions of SCU.
Member, University Research Committee, Fall 2006-2009 (Chair, 2008-2009).
Chair, Dean search committee for School of Education, Counseling Psychology, and Pastoral Ministries, 2007-2008.
Dean search committee member for School of Education, Counseling Psychology, and Pastoral Ministries, 2004-2006.
Assessment evaluation consultant, 2004-2006.
Member, Faculty Development Advisory Board, Fall 2003-present.
Chair, Human Subjects Committee (IRB), 2000, Fall 2003; member 1997-2003.
Invited Speaker, presenting information about uses and abuses of SAT scores for college admissions to the Provost Council and Council of Chairs, Santa Clara University, 2000.
Invited Speaker, "Motivating Your Students—And Yourselves." Presented to faculty as part of the Teaching-Scholars forum, Santa Clara University, 2002.
Workshop leader, "Taking the Threat out of Faculty Teaching Observations," SCU, 1999.

Ad Hoc Reviewer

National Science Foundation
W. T. Grant Foundation
Israel Ministry of Research
Swiss Ministry of Research
Portugal Federal Research Department
Chinese Governmental Research Department, Hong Kong
Journal of Personality and Social Psychology
Learning and Individual Differences
British Journal of Educational Psychology
American Educational Research Journal
Elementary School Journal
Contemporary Educational Psychology
Journal of Educational Psychology
Developmental Psychology
Child Development
Psychology Bulletin
Educational Psychologist
Journal of Early Adolescence
Journal of Research on Adolescence
Journal of Science Education
Learning and Instruction
APA Conference proposals, Division 15, 1996-present.
AERA Conference proposals, Division C, 1994-present; Div K, 1993, 1994;
SIG on Motivation, 1994-present; SIG on Self-Regulated Learning, 2000-present
European Association for Research In Learning and Instruction, Division 8 Conference proposals (2000-present).

Continuing Education

Distance Education Workshop featuring instruction in on-line technologies and techniques, Spring 2005.

Summer Arrupe Center community immersion workshop. Learned about the service learning opportunities at SCU and the agencies associated with the Arrupe Center.

Summer Technology Workshop featuring instruction in Dreamweaver, Fireworks, Prometheus Course Development software, Powerpoint, and photo/video editing. Santa Clara University, 2001.

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

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

PowerPoint. Information Technology Division, Emory University, 1996.

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

TEACHING AND MENTORING

Undergraduate

Introduction to Statistics, Emory University
Introduction to Statistical Methods, Santa Clara University
Motivation and Emotion, Santa Clara University
Psychology of Education, Santa Clara University
Identity, Santa Clara University
Introduction to Psychology as a Social Science, Santa Clara University
Developmental Psychology I, Santa Clara University
Developmental Psychology II, Santa Clara University
Adolescent Development, Santa Clara University
Senior Capstone Seminar, Santa Clara University
Eastside Future Teacher Project Seminar, Santa Clara University

Graduate

Motivation in Education, PhD seminar, Emory University
Social Development, PhD seminar, Emory University
Inferential Statistics I, PhD seminar, Emory University
Inferential Statistics II, PhD seminar, Emory University
Research Methods, MAT Program, Emory University

Professional

Short course on enhancing motivation in business settings. Taught to executives in Silicon Valley.

Course Creation and Development

Motivation in Education. Emory University. Doctoral seminar.
Social Development. Emory University. Doctoral seminar.
Psychology of Education, Santa Clara University. Undergraduate.
Introduction to Statistics (as an online course). Undergraduate.
Eastside Future Teacher Project Seminar, Santa Clara University. Undergraduate.
Great Experiments in Psychology, Santa Clara University. Undergraduate.

Mentoring

I have served as a mentor for graduate students in Division C of the American Educational Research Association, Division 15 of the American Psychological Association. I have also served as mentor for new faculty through the American Educational Research Association.

REFERENCES

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

Dr. Julianne C. Turner, Associate Professor, Institute for Educational Initiatives. University of Notre Dame, South Bend, Indiana. Tel:631-3429. Email: jturner3@nd.edu

Dr. Patricia Alexander, Professor, Distinguished Scholar-Teacher Department of Human Development College of Education, University of Maryland, College Park, MD. Tel: (301) 405-2821. Email: palexand@umd.edu

Dr. Eric Anderman, Professor and Interim Director, School of Educational Policy and Leadership, The Ohio State University, Columbus, Ohio. Tel: (614) 688-5721. Email: anderman.1@osu.edu