

Vita

TIMOTHY C. URDAN

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PROFESSIONAL EXPERIENCE

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

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). *Making the teacher immortal: 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.

Books --continued

- Urduan, T. (2005). *Statistics in plain English, 2nd edition*. Mahwah, NJ: Lawrence Erlbaum.
- Urduan, 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., & Urduan, T. (Eds.). (2003). *International perspectives*. Volume 3 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Pajares, F., & Urduan, T. (Eds.). (2002). *Academic motivation of adolescents*. Volume 2 in the *Adolescence and Education* series. Greenwich, CT: Information Age Publishing.
- Urduan, 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.
- Urduan, T. (2001). *Statistics in Plain English*. Mahwah, NJ: Lawrence Erlbaum.
- Urduan, T. (Ed.). (1999). *Advances in motivation and achievement*, Volume 11: Motivation in context. Stamford, CT: JAI Press.

Journal Articles

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

Journal Articles --continued

- 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., & Urduan, T. (1996). "If I don't do well tomorrow, there's a reason:" Predictors of adolescents' use of academic self-handicapping strategies. *Journal of Educational Psychology*, 88, 423-434.
- Roeser, R. W., Midgley, C., & Urduan, 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., & Urduan, T. (1996). An exploratory factor analysis of the Mathematics Anxiety Scale. *Measurement and Evaluation in Counseling and Development*, 29, 35-47

Journal Articles --continued

- 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). The influence of culture on motivation: Revisiting M. L. Maehr's contribution to the field. To appear in A. Kaplan & S. Karabenick (Ed.) *The legacy of Martin Maehr's research to the field of motivation*. Greenwich, CT: Information Age Publishing.
- Roeser, R. W., Urdan, T., & Stephens, J. M. (in press). School as a context of student motivation and achievement. To appear in K. Wentzel and A. Wigfield (Eds.) *Handbook on Motivation at School*.
- Urdan, T. (in press). The challenges and promise of research on classroom goal structures. To appear in J. Meece and J. Eccles (Eds.) *Handbook of research on classroom motivation*. Mahwah, NJ: Erlbaum.
- Urdan, T. (2008). Learning not to be a child: Lessons from a master teacher. In F. Pajares and T. Urdan (Eds.) *The ones we remember: Scholars reflect on teachers who made a difference* (pp. 1-9). Charlotte, NC: Information Age Publishing.
- Urdan, 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.

Book chapters --continued

- Anderman, E. M., Urdan, 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.
- Urdan, 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.
- Urdan, T., & Garvey, D. (2004). The education of immigrant and native-born students: Local and national perspectives. In T. Urden 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.
- Urdan, 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., Urdan, 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.
- Urdan, T., & Giancarlo, C. (2001). A comparison of motivational and critical thinking orientations across ethnic groups. In D. M. McInerney and S. V. Etten (Eds.), *Research on sociocultural influences on motivation and learning*, Volume 1 (pp. 37-60). Greenwich, CT: Information Age Publishing.
- Urdan, T. (2001). Contextual influences on motivation and performance: An examination of achievement goal structures. In F. Salili, C. Y. Chiu, & Y. Y. Hong (Eds.), *Student motivation: The culture and context of learning* (pp. 171-201). New York: Plenum.
- Urdan, T., & Klein, S. (1999). Early adolescence: A review of the literature. In National Association of Secondary School Principals (Ed.), *Collected papers from the OERI Conference on Adolescence: Designing developmentally appropriate middle schools* (pp. 19-52). Washington, D. C.: Author.
- Urdan, T., Kneisel, L., & Mason, V. (1999). The effect of particular instructional practices on student motivation: An exploration of teachers' and students' perceptions. In T. Urden (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.

Book chapters --continued

Urdan, T., Blumenfeld, P., Soloway, E., & Brade, K. (1993). IByDCComputer 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. (in press). Achievement goal theory: Definitions, correlates, and unresolved questions. To appear in E Baker, B. McGraw, P. Peterson (Eds.) *International encyclopedia of education, 3rd edition*. Oxford, U.K.: Elsevier.

Urdan, T. (in press). Self-handicapping: definition, antecedents, and consequences. To appear in E. Anderman and L. Anderman (Eds.) *Encyclopedia of Psychology and Learning*.

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

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

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

Urdan, T., & Karabenick, S. (Eds.) (in preparation). *Advances in motivation and achievement, v. 16: The decade ahead*. Emerald/JAI press.

Urdan, T. (Ed.) (in preparation). *APA Handbook of Educational Psychology, Volume 2: Individual Differences and Contexts*. Washington, D.C.: APA Press.

Urdan, T., & Kessler, K. (in preparation). *Profiles of change: Applying motivation principles in middle school mathematics classrooms*.

Examining the motivation of immigrant students. In this project we are using multiple methods to examine how immigrant students negotiate between their native culture and U.S. culture and the effects of acculturation on academic motivation and achievement.

The collaborative teacher motivation project. In this project, Julie Turner (University of Notre Dame) and I are working directly with middle school math teachers to develop and implement instructional practices that are informed by motivation research and designed to enhance the motivation of the students in these teachers' classrooms.

GRANTS AND AWARDS

External

The collaborative teacher motivation project. Spencer Foundation, 2005-2006. Contractor (\$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 Talks and Participation in Symposia

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. *Standardized achievement testing: Making the best of a bad situation*. Presented at the School Psychology Conference, University of California at Berkeley, May, 2002.

Invited Talks and Participation in Symposia—continued

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.

Invited Talks and Participation in Symposia—continued

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

Urdan, T. (2008, 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.

Paper and Poster Presentations—continued

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.

Paper and Poster Presentations--continued

- 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.

Paper and Poster Presentations--continued

- 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.
- Urdan, 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.
- Urdan, 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., Urdan, 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.
- Urdan, T. & Paris, S. (1993, April). *Teachers' perceptions of standardized achievement tests*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Urdan, 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. & Urdan, 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., Urdan, 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., Urdan, 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.
- Urdan, 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.
- Urdan, 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., Urdan, T., & Brade, K. (1991). *Designing instruction: Improving the planning of preservice teachers*. Paper presented at the NATO Conference on Technology and Instruction. Amsterdam, Holland.

ADDITIONAL RESEARCH AND TEACHING EXPERIENCE

Research Assistant/Coordinator.

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

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

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

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

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

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

Teaching Assistant/Instructor.

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

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

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

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

Tutor

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

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

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

CONSULTING

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 present.

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

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. Martin Maehr and Dr. Stuart Karabenick, and Dr. Frank Pajares (v. 16 in preparation).

Editor in Chief, *APA Handbook of Educational Psychology, Volume 2* (in preparation).

Editorial Boards

Contemporary Educational Psychology (2001-present)

Journal of Educational Psychology (2001-present)

Program Chair

Motivation in Education Special Interest Group, American Educational Research Association, 2003-2004 conferences.

Service to Department/Division

Chair, Psychology Department, Fall 2007-present.

Program review and evaluation coordinator, 2004-present.

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

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-present.

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
Journal of Personality and Social Psychology
Learning and Individual Differences
British Journal of Educational Psychology
American Educational Research Journal
Contemporary Educational Psychology
Journal of Educational Psychology
Developmental Psychology
Child Development
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

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.

COLLEGE TEACHING

Undergraduate

Introduction to Statistics, Emory University, Spring, 96.
Introduction to Statistical Methods, Santa Clara University, Spring, 1997, 2000-2006 (taught online in summer, 2005 and summer 2006).
Motivation and Emotion, Santa Clara University, Fall, 97; Winter 2001.
Psychology of Education, Santa Clara University, Winter 96, 97, 98, 2002-2005
Introduction to Psychology as a Social Science, Santa Clara University, Fall, 2000.
Developmental Psychology I, Santa Clara University, Fall, 1996-2006
Developmental Psychology II, Santa Clara University, Winter 97, 98, 99, 2000; Spring, 2001.
Adolescent Development, Santa Clara University, Spring 97, 98, 02, 2004-2006.
Senior Capstone Seminar, Santa Clara University, Spring, 2000; Winter, 2001.
Eastside Future Teacher Project Seminar, Santa Clara University, every term, 1996-present.

Graduate

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

Course Creation and Development

Motivation in Education. Emory University. Doctoral seminar.
Social Development. Emory University. Doctoral seminar.
Psychology of Education, Santa Clara University. Undergraduate.
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.

REFERENCES

- Dr. Martin Maehr**, Professor, Combined Program in Education and Psychology, 1400 School of Education Building, University of Michigan, Ann Arbor, MI, 48109. Tel: 734-627-0627. Email: mlmaehr@umich.edu.
- Dr. Andrew Elliot**, Associate 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. Scott Paris**, Professor, Department of Psychology, University of Michigan, 525 E. University, Ann Arbor, MI 48109. Tel: 734-764-7472. Email: sparis@umich.edu.
- Dr. 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: pa34@umail.umd.edu