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**BIOGRAPHICAL SKETCH**

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NAME: David Scott Yeager

eRA COMMONS USER NAME: DSYEAGER

POSITION TITLE: Assistant Professor, Department of Psychology

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**EDUCATION/TRAINING**

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INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
University of Notre Dame, Notre Dame, IN	BA	05/2004	Prog. of Liberal Studies
University of Notre Dame, Notre Dame, IN	MEd	05/2006	English Education
Stanford University, Stanford, CA	MA	06/2010	Psychology
Stanford University, Stanford, CA	PhD	09/2011	Developmental and Psychological Science

**A. Personal Statement**

I am a developmental scientist of adolescence. I conduct randomized field experiments in large samples to address population-level inequalities in education and adolescent health. These experiments uncover root causes of adolescent developmental problems, and they identify potential solutions to seemingly-intractable problems such as depression, stress, and academic underperformance. I have a focus on under-represented or disadvantaged populations, such as racial or ethnic minority youth or youth from low social class families. An NIH R01 is at the core of my research program, as are several foundation grants. In the next five years, I will use current NICHD-PDB funding to evaluate two, light-touch, computer-based, scalable interventions at a national level. These align with two of the PRC's primary research areas: Demography: Education, Work, and Inequality and Population Health. One intervention is a "growth mindset" intervention, which was delivered to 9<sup>th</sup> grade students in a national probability sample of 76 public high schools. We will uncover the average effect size of the intervention for the population of public schools and, more critically, develop theory about the conditions under which this intervention does or does not increase academic achievement. The PRC manages numerous grants to support this research, it hosts a virtual server for the data, and facilitates access to the data from outside researchers, magnifying its impact. A second is an "incremental theory of personality" intervention that helps entering 9<sup>th</sup> grade students cope with the social stresses of beginning high school. With an NICHD R01 grant, we will evaluate its effects on prevention of depression over 2 years in a national probability sample of 25 U.S. public high schools. If these trials are successful, the interventions could be scaled to entire districts, states, or nations at minimal cost, and potentially address population-level prevalence of high school dropout or adolescent depression. Furthermore, the PRC co-hosts the "Mindset Scholars Network," also coming out of Stanford University's prestigious Center for the Advanced Study in the Behavioral Sciences (CASBS). I am the co-chair of this network, and the executive director and the data hosting for the network are both housed at the PRC. I am an active participant in the PRC's pop-up institute on discrimination and population health. The PRC has played a vital role in my development as a scientist. As a junior scholar, I received a seed grant to collect pilot data, and I attended the PRC Summer Boot Camp. These directly led to my receipt of an NICHD R01 grant on my first submission. I rely heavily on the Administrative Core. The Scientific & Technical Core has managed complex datasets and made them available to my collaborators and students, and the graduate student training opportunities have been instrumental for my students.

**B. Positions and Honors****Positions and Employment**

2004-2006	K-8 Teacher (6-8 Language Arts, 6-8 ELL, 6-8 Computers, K-8 P.E.), Sts. Peter and Paul School, Tulsa, OK
2008	Education Pioneers Fellow, Partners in School Innovation, San Francisco, CA
2010-2011	Associate Researcher – Applied Psychology, Carnegie Foundation for the Advancement of Teaching, Stanford CA
2012-present	Research Associate, Population Research Center, The University of Texas at Austin
2012-present	Faculty Research Fellow, Charles A. Dana Center, The University of Texas at Austin
2012-present	Assistant Professor, Department of Psychology, The University of Texas at Austin
2012-present	Fellow, Carnegie Foundation for the Advancement of Teaching, Stanford, CA
2015-present	Research Affiliate, Center for Advanced Study in the Behavioral Sciences, Stanford University

## **Other Experience and Professional Memberships**

2007-present	Member: Society for Research on Adolescence; American Educational Research Association
2010-present	Member; Society for Research on Child Development; Association for Psychological Science
2010-present	Member, American Psychological Association Division 7 (Developmental Psychology)
2011-present	Member, Society for Personality and Social Psychology
2013	Program Chair and Co-Organizer, White House Convening on <i>Excellence in Education: The Importance of Academic Mindsets</i> , Washington, D. C.
2013-present	Member, Working Group on Identity and Personality, Becker Friedman Institute for Research in Economics, University of Chicago
2013-present	Co-chair (with Barbara Schneider), Mindset Scholars Network, an interdisciplinary research network at the Center for Advanced Study in the Behavioral Sciences (CASBS), Stanford, CA
2014-2015	Residential Fellow, Center for Advanced Study in the Behavioral Sciences (CASBS)

## **Honors**

2010	American Psychological Association, Science Directorate, Dissertation Research Award (one of three "highest rated" across areas of psychology).
2010-2011	Spencer Foundation, Dissertation Fellowship
2010	International Society for Research on Aggression (ISRA), Lagerspetz Award
2011	Society for Research in Child Development (SRCD), Student and Early Career Committee, Dissertation Funding Award (one of five selected).
2012	American Education Research Association (AERA), Review of Research Award, for best review paper in all areas of education (Yeager & Walton, 2011).
2012	AERA, Division E (Counseling and Human Development), Outstanding Research Award, for best empirical or review paper (Yeager & Walton, 2011).
2012	AERA, Division E (Counseling and Human Development), Outstanding Dissertation Award.
2012	APA, Division 7 (Developmental Psychology), Dissertation Award.
2012	Society for the Psychological Study of Social Issues (SPSSI), Social Issues Dissertation Award, Second Prize.
2013	Society for Research in Child Development (SRCD), Outstanding Dissertation.
2013	Michael Pressley Early Career Award from the University of Notre Dame Institute for Educational Initiatives.
2014-2019	William T. Grant Foundation, Scholars Award
2015	Joseph E. Zins Early Career Award for Action Research in Social and Emotional Learning, Collaborative for Academic, Social and Emotional Learning (CASEL)
2015	Early Career Outstanding Paper Award, American Psychological Association (APA), Division 7 (Developmental Psychology)
2015	Cialdini Award for best paper using field methods and demonstrating importance to outside groups, with co-authors (see above), Society for Personality and Social Psychology (SPSP)
2015	Rising Star, Association for Psychological Science (APS)
2016	Faculty Fellow, Greater Texas Foundation

## **C. Contributions to Science**

### **Coping and Aggression During Adolescence**

My research has identified beliefs (or implicit theories) that give rise to different patterns of coping during the difficult adolescent transition period. Then I used longitudinal field experiments to alter adolescents' beliefs and improve coping, resulting in reduced vengeance, improved cardiovascular and HPA-axis reactivity, decreased depressive symptoms, and improved grades. Although previous research on implicit theories of intelligence had examined coping in the academic domain, or how implicit theories of personality affect person perception and stereotyping, research had not applied an implicit theories of personality perspective to the social lives of adolescents. My program of research has led to new insights into bullying, stress, depression, biopsychosocial models, emotion regulation, and the social causes of academic under-performance. This research has also contributed to social, clinical, and biological psychology. This research has received nine competitive awards, including from the APA science directorate, APA Division 7, APS, SRCD, SPSSI, and the Spencer Foundation. New research will be supported by an NICHD R01. We will both (a) test the implicit theories of personality intervention more broadly, in a nationally representative sample of 9<sup>th</sup> grade classes, to hopefully prevent a portion of the onset of depression in America; and (b) examine the social, cognitive, and biological processes following from implicit theories of personality, through laboratory and ambulatory stress research designs.

- Yeager, D. S., Lee, H. Y. & Jamieson, J. (2016). How to improve adolescent stress responses: Insights from an integration of implicit theories and biopsychosocial models. *Psychological Science*, 27, 1078-1091.

- Miu, A., & Yeager, D. S. (2015). Preventing symptoms of depression by teaching adolescents that people can change: Effects of a brief incremental theory of personality intervention at 9-month follow-up. *Clinical Psychological Science*, 3(5), 726-743.
- Yeager, D. S., Johnson, R., Spitzer, B.,\* Trzesniewski, K., Powers, J.,\* & Dweck, C. S. (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology*, 106(6), 867-884.
- Yeager, D. S., Trzesniewski, K. H., & Dweck, C. S. (2013). An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child Development*, 84(3), 970-988.

### Academic Motivation During Adolescence

My second contribution has been to the study of academic motivation. **First**, I have advanced theories about a self-transcendent **purpose for learning**—or the idea that individuals may be motivated to develop their skills in order to contribute to some aspect of the world beyond the self. Although purpose can matter at any age, we find it is an especially important factor for adolescents, in part due to their strong concern with social injustice as well as burgeoning identity development. Newer research will show how a purpose can prevent dishonest academic shortcuts among middle school

- Yeager, D. S., Henderson, M. D., Paunesku, D., Walton, G. M., D'Mello, S., Spitzer, B. J.,\* & Duckworth, A. L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology*, 107(4), 559-580.

**Second**, I have contributed to theory on **racial/ethnic gaps in schools**. This research received the 2015 Cialdini Award from SPSP for the best paper implementing field methods.

- Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N.,\* Paunesku, D., Keane, L., Kamentz, D., ... & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences of the United States of America*, 113(24), D3341-E3348
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., Williams, M. E., & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143(2), 804-824.

**Third**, I have written a great deal about **social-psychological interventions**, and started and co-chair a network at Stanford University's Center for the Advanced Study in the Behavioral Sciences (CASBS) of over 20 leading scholars on the topic ([www.mindsetscholarsnetwork.org](http://www.mindsetscholarsnetwork.org)). Related to this, we have sought to replicate social-psychological intervention effects in progressively larger samples and more diverse contexts. I am the PI for two organizations on this topic. I co-launched the "College Transition Collaborative" (CTC; [www.collegetransitioncollaborative.org](http://www.collegetransitioncollaborative.org)) with co-PIs Walton, Murphy, and Logel. CTC works with 23 colleges to design and implement psychological interventions for their entire incoming freshman classes. These interventions were profiled in the *New York Times Magazine's* 2014 article "Who Gets to Graduate?" These findings also served as a centerpiece of an amicus brief in support of affirmative action for the re-hearing of Fisher vs. UT Austin, filed by Jerry Kang et al. (No. 14-981). I am also the PI for the "National Mindset Study," which is a double-blind, randomized experiment in a nationally representative sample of 83 high schools and over 18,000 9<sup>th</sup> graders.

- Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C., Schneider, B., Hinojosa, C.,\* Lee, H. Y.,\* O'Brien, J.,\* Flint, K., Roberts, A., Trott, J., Greene, D., Walton, G. M., & Dweck, C. S. (2016). Using design thinking to make psychological interventions ready for scaling: The case of the growth mindset during the transition to high school. *Journal of Educational Psychology*, 108(3), 374-391.

### Adolescent Health Behavior

My recent research has focused on how to harness adolescents' motivation and channel it into positive health behavior. In one recent paper, in collaboration with a UT psychology honors student who completed the PRC's summer research fellowship, we showed that framing unhealthy eating as conformity to food marketers increased healthy snacking in 8<sup>th</sup> grade classrooms. This was possible because it leveraged the adolescent desire to reject autonomy threats and to work toward social justice.

- Bryan, C., Yeager, D. S., Hinojosa, C.,\* Chabot, A. M.,\* Bergen, H.,\* Kawamura, M.\* & Steubing, F. (2016). Harnessing adolescent values to reduce unhealthy snacking. *Proceedings of the National Academy of Sciences of the United States of America*, 113, 10830-10835.

### Complete List of Published Work in MyBibliography:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/david.yeager.1/bibliography/50255371/public/?sort=date&direction=descending>

### D. Research Support

#### Ongoing Research Support

182921 (D.S. Yeager, PI) 07/01/14-06/30/19  
William T. Grant Foundation  
Toward a Sociological, Contextual Perspective on Psychological Interventions  
This research will examine what features of settings maximize or minimize the effects of psychological interventions on adolescent development.  
Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

60636 (D.S. Yeager, PI) 05/16/16-07/01/18  
John Templeton Foundation  
A National Evaluation of an Intervention to Promote Adolescent Thriving  
The proposed research will test whether a self-administered, web-based module teaching an incremental theory of personality during the critical and often stressful transition to high school can ameliorate or prevent stress-evoked internalizing symptoms in a large, heterogeneous adolescent sample.  
Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

596 (D.S. Yeager, PI) 05/01/16-08/31/17  
Raikes Foundation  
The National Mindset Study: Facilitating Collaborative Data Analysis by the Mindset Scholars Networks and Early Sharing of Results with Practitioners  
This funding will add capacity to the National Mindset Study team at the University of Texas at Austin in order to enable them to conduct two strands of work in partnership with the Mindset Scholars Network.  
Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

26195401 (D.S. Yeager, PI) 09/01/16-08/31/19  
Greater Texas Foundation  
Greasing the Hinges, Reducing the Friction: A Psychological Approach to Opening Gateways to Post-Secondary Success in Texas  
This project will carry out two specific areas of research: (1) research on the transition to community college for first-generation students, specifically focusing on issues of placement in remediation and issues of bureaucratic barriers that undermine motivation; and (2) research on the transition to flagship public universities for first-generation students, specifically focusing on issues of "imposter syndrome" and questions about intellectual ability resulting from struggles in class.  
Responsibilities: Carrying out all deliverables and supervision of the graduate student.

184761 (D.S. Yeager, PI) 07/01/15-06/30/17  
William T. Grant Foundation  
Understanding How and Why Psychological Intervention Effects Depend on Settings: A Randomized Experiment in a National Probability Sample of High Schools  
The primary purpose of the present research is to collect data to inform appropriate humility about the conditions under which growth mindset treatments may reduce educational inequalities.  
Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

UTA15-000844 (D.S. Yeager, PI) 07/01/15-11/30/17  
The Character Lab  
Creating a Sense of Pro-Social Purpose around Healthy Eating to Motivate Self-Control  
This project seeks to develop and test a novel behavioral intervention to help middle school students develop healthy eating habits and resist temptation of unhealthy foods.  
Responsibilities: Designing materials for piloting and prototyping; developing the materials and designing study plans and hiring project staff for the full intervention; supervise graduate student, write papers for publication, and make the data available for outside researchers.

R01HD084772 (D.S. Yeager, PI) 08/14/15-06/30/20  
National Institute of Child Health and Human Development  
Estimating and Understanding Effects of Teaching Teens that People Can Change

The proposed research will test whether a self-administered, web-based module teaching an incremental theory of personality during the critical and often stressful transition to high school can ameliorate or prevent stress-evoked internalizing symptoms in a large, heterogeneous adolescent sample.

Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

201500142 (D.S. Yeager, PI)

02/01/15-01/31/17

Spencer Foundation

Understanding Why, For Whom, and Under What Conditions Mindset Interventions Promote Achievement: A Nationally Representative Experiment

The primary purpose of the present research is to collect data to inform appropriate humility about the conditions under which growth mindset treatments may reduce educational inequalities.

Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

UTA14-001391 (D.S. Yeager, PI)

12/01/14-01/31/17

Houston Endowment

Intervening to Reduce Educational Underperformance in Houston and America: A Test of a Growth Mindset in Probability Samples

The primary purpose of the present research is to collect data to inform appropriate humility about the conditions under which growth mindset treatments may reduce educational inequalities.

Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

UTA15-00136 (D.S. Yeager, PI)

12/29/14-12/30/16

Bezos Family Foundation

National Mindset Study

The primary purpose of the present research is to collect data to inform appropriate humility about the conditions under which growth mindset treatments may reduce educational inequalities.

Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

UTA14-00984 (D.S. Yeager, PI)

11/15/14-12/31/16

The Character Lab

National Study of the Growth Mindset Pilot Study (Data Abstraction and Processing) and Math Teacher Survey  
The goal of this project is to conduct a pilot (10 school) study for the National Study of the Growth Mindset. The full National Study will randomly select 100 schools and deliver a "growth Mindset" intervention.

Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, supervise research firm collecting data, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.

60848520-118286 (D.S. Yeager, PI)

11/01/14-10/31/17

Stanford University/Raikes Foundation

The Mindset Scholars Network

The Mindset Scholars Network is a national, interdisciplinary network of scholars devoted to promoting student achievement through the science of learning mindsets.

Responsibilities: Co-chair of the Mindset Scholars Network, working to promote the success of the network.

### **Completed Research Support**

13028 (D.S. Yeager, PI)

06/01/13-06/15/16

Raikes Foundation

Promoting Mindsets about the Purpose of Schoolwork and Assessing Academic Perseverance: Experiments in Urban District Middle Schools

This project seeks to understand the psychology of "purpose" among adolescents completing tedious schoolwork.

Responsibilities: Design materials, create the sampling plan, manage advisors and collaborators, supervise graduate students, oversee all data cleaning and analysis, write papers for publication, and make the data available for outside researchers.