

# ALEXANDER S. BROWMAN

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## ACADEMIC APPOINTMENTS

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Assistant Professor Department of Psychology College of the Holy Cross	2020-present
Postdoctoral Research Fellow Department of Applied, Developmental, and Educational Psychology Boston College	2017-2020

## EDUCATION

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Ph.D., Social Psychology, Northwestern University, Evanston, IL	2017
M.S., Social Psychology, Northwestern University, Evanston, IL	2014
B.S., Psychology & Biology (with distinction), McGill University, Montreal, QC	2010

## PUBLICATIONS (with links to official articles, pre-prints, and media coverage where available)

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### Peer-Reviewed Journal Articles and Chapters

**Browman, A. S.** & Miele, D. B. (2024). Are Low-Ability Students Mentally Represented as Low-SES, Academically Incapable, and Undeserving of Support? *Journal of Social Issues*, 80(4), 1289-1314. doi: 10.1111/josi.12649 [[Official article](#)] [[Pre-print](#)]

Kramer, S. L., Posner, M. A., **Browman, A. S.**, Lawrence, N., Krier, K., & Roemer, J. (2024). Replacing the Traditional Grading System with a System Emphasizing Student-facing Formative Assessment: A Mixed Method Study in Ninth Grade Mathematics Classrooms. *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2023.2287594 [[Official article](#)] [[Pre-print](#)]  
Media coverage: [Washington Post](#)

Miele, D. B., Rosenzweig, E. Q., & **Browman, A. S.** (2024). *Motivation*. In P. Schutz & K. R. Muis (Ed.): *Handbook of Educational Psychology*, 4<sup>th</sup> edition. Routledge/Taylor-Francis.

**Browman, A. S.**, Destin, M., & Miele, D. B. (2022). Perception of economic inequality weakens Americans' beliefs in both upward and downward socioeconomic mobility. *Asian Journal of*

*Social Psychology*, 25(1), 35-51. doi: 10.1111/ajsp.12481 [[Official article](#)] [[Pre-print](#)]

\* Winner of the 2022 Misumi Award (journal's publication of the year) and top-cited article for 2022

**Browman, A. S.**, Svoboda, R. C., & Destin, M. (2022). A Belief in Socioeconomic Mobility Promotes the Development of Academically Motivating Identities among Low-Socioeconomic Status Youth. *Self and Identity*, 21(1), 42–60. doi: 10.1080/15298868.2019.1664624 [[Official article](#)] [[Pre-print](#)]

Miele, D. B., **Browman, A. S.**, Shen, C., Vasilyeva, M., & Tyumeneva, Y. A. (2022). Domain-general and math-specific self-perceptions of perseverance as predictors of behavioral math persistence. *Journal of Experimental Education*, 90(3), 593-614. doi: 10.1080/00220973.2020.1799312 [[Official article](#)] [[Pre-print](#)]

Binning, K. R.\* & **Browman, A. S.\*** (2020). Theoretical, Ethical, and Policy Considerations for Conducting Social-Psychological Interventions to Close Educational Achievement Gaps. *Social Issues and Policy Review*, 14(1), 182-216. doi: 10.1111/sipr.12066 [[Official article](#)] [[Pre-print](#)]

Media coverage: [Society for the Psychological Study of Social Issues \(SPSSI\)](#)

\* Equal contributions and shared first authorship

Miele, D. B., **Browman, A. S.**, & Vasilyeva, M. (2020). Individual Differences in Students' Effort Source Beliefs Predict Their Judgments of Ability. *Motivation Science*, 6(2), 110-132. doi: 10.1037/mot0000124. [[Official article](#)] [[Pre-print](#)]

**Browman, A. S.**, Destin, M., Kearney, M. S., & Levine, P. B. (2019). How Economic Inequality Shapes Mobility Expectations and Behaviour in Disadvantaged Youth. *Nature Human Behaviour*, 3(3), 214-220. doi: 10.1038/s41562-018-0523-0. [[Official article](#)] [[Pre-print](#)]  
Media coverage: [Forbes](#), [EurekaAlert](#), [Northwestern School of Education and Social Policy News](#), [State of Mind: The Italian Journal of Psychological Science](#)

**Browman, A. S.** (2019). Commentaries on Translational Impact: Psychologically Wise Policies Targeting Inequality Require Acknowledgement of Scarcity Mindsets, Mobility Beliefs, and Class Privilege Justifications. *Translational Issues in Psychological Science*, 5(3), 289-291. doi: 10.1037/tps0000202. [[Official article](#)] [[Pre-print](#)]

Miele, D. B., & **Browman, A. S.** (2017). Motivation. In Organisation for Economic Co-operation and Development (OCED) (Ed.): *The Future of Education and Skills: Education 2030* (pp. 151-157). Paris, France. [[Official paper](#)] [[Pre-print](#)]

**Browman, A. S.**, Destin, M., & Molden, D. C. (2017). Identity-Specific Motivation: How Distinct Identities Direct Self-Regulation Across Distinct Situations. *Journal of Personality and Social Psychology*, 113(6), 835-857. doi: 10.1037/pspa0000095. [[Official article](#)] [[Pre-print](#)]

**Browman, A. S.**, Destin, M., Carswell, K. L., & Svoboda, R. C. (2017). Perceptions of Socioeconomic Mobility Influence Academic Persistence among Low-Socioeconomic Status Students. *Journal of Experimental Social Psychology*, 72(9), 45-52. doi: 10.1016/j.jesp.2017.03.006. [[Official article](#)] [[Pre-print](#)]  
Media coverage: [Rewire.org](#), [Northwestern Now](#)

**Browman, A. S.** & Destin, M. (2016). The Effects of a Warm or Chilly Climate towards Socioeconomic Diversity on Academic Motivation and Self-Concept. *Personality and Social Psychology Bulletin*, 42(2), 172-187. doi: 10.1177/0146167215619379. [[Official article](#)] [[Pre-print](#)]  
Media coverage: [Chronicle of Higher Education](#), [Northwestern Daily](#), [Northwestern Now](#)

Baldwin, M. W., Bagust, J., Docherty, S., **Browman, A. S.**, & Jackson, J. (2014). The “Rod and Fran” Test: Relationship Priming Influences Cognitive-Perceptual Performance. *Journal of Social Psychology*, 154(5), 441-446. doi: 10.1080/00224545.2014.933159. [[Official article](#)]

### **Manuscripts Under Review**

**Browman, A. S.** (invited resubmission). Feeling Authentic at School: Centering Social, Self-Concept, Goal, and Resource Fit as Necessary for Student Belonging in Academic Settings.

**Browman, A. S.** & Miele, D. B. (invited resubmission). Misperceptions of Progress Towards Racial Equality in Educational Attainment and Their Implications for Policy Preferences.

**Browman, A. S.** (under review). Why is it so difficult to have productive conversations with people with different beliefs and ideologies? A psychological perspective. In Klinghard, D. & Ungar, S. (Ed.) *Freedom, Controversy and Respect on Campus: Advancing Liberal Arts Inquiry in Contested Times*. [[Pre-print](#)]

Miele, D. B., Perez, S. A., Butler, R., **Browman, A. S.**, O’Dwyer, L. M., & McNeish, D. (in preparation). Elementary School Teachers’ Growth Mindsets Predict Their Differential Treatment of High Versus Low Ability Students. [[Pre-print](#)]

### **RESEARCH FUNDING AWARDED**

J.D. Power Center for Liberal Arts in the World Research Associates Program      Spring 2025  
Role: Principal Investigator  
Total award: \$1,155.00

J.D. Power Center for Liberal Arts in the World Research Associates Program      Fall 2024  
Role: Principal Investigator  
Total award: \$1,237.50

J.D. Power Center for Liberal Arts in the World Research Associates Program      Spring 2024  
Role: Principal Investigator  
Total award: \$1,237.50

J.D. Power Center for Liberal Arts in the World Research Associates Program      Fall 2023  
Role: Principal Investigator  
Total award: \$1,237.50

Hewlett and Mellon Foundations Presidential Discretionary Fund Title: <i>Developing New Tools for Tracking Academic and Inclusive Excellence and Student Transformation Across Students' Time at the College</i> Role: Co-Principal Investigator (with Alison Ludden and Denise Bell) Total award: \$2137.50	2023
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$1,237.50	Spring 2023
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$784	Fall 2022
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$855	Summer 2022
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$700	Spring 2022
Mellon Foundation Scholarship in Action (SIA) Seed Grant Title: <i>Using Tailored Psychological Interventions to Improve Motivation and Performance in High School Math</i> Role: Principal Investigator Total award: \$2,000	2022
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$1,114	Fall 2021
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$405	Summer 2021
College of the Holy Cross' Committee on Faculty Scholarship COVID-19 Grant Title: <i>Using Self-Affirmation to Strengthen Students' Academic Well-Being and Performance During the Covid-19 Pandemic: A Longitudinal Intervention Study</i> Role: Principal Investigator Total award: \$3,000	2021
J.D. Power Center for Liberal Arts in the World Research Associates Program Role: Principal Investigator Total award: \$1,755	Spring 2021
Mindset Scholars Network Early Career Fellowship Title: <i>Teachers' growth mindsets, the differential treatment and outcomes of high</i>	2018-2019

*and low ability students, and the moderating role of a growth mindset intervention*

Role: Principal Investigator

Total award: \$8,000

American Psychological Association (APA) Division 15 (Educational Psychology) Dissertation Research Grant

2016-2017

Title: *Perceptions of socioeconomic mobility as a driving mechanism of brief social-psychological interventions targeting low-socioeconomic status students*

Role: Principal Investigator

Total award: \$1,000

American Psychological Association (APA) Science Directorate Dissertation Research Grant

2016-2017

Title: *Perceptions of socioeconomic mobility as a driving mechanism of brief social-psychological interventions targeting low-socioeconomic status students*

Role: Principal Investigator

Total award: \$1,000

The Tobin Project

2016

Title: *Beliefs about social status malleability and financial decision making*

Role: Co-Principal Investigator (with Mesmin Destin)

Total award: \$2,500

Society for the Psychological Study of Social Issues (SPSSI) Grant-In-Aid

2014-2016

Title: *Lay theories of social status and academic outcomes among low socioeconomic status students*

Role: Principal Investigator

Total award: \$2,000

Northwestern University Graduate School Research Grant

2014-2016

Title: *Lay theories of social status and academic outcomes among low socioeconomic status students*

Role: Principal Investigator

Total award: \$3,000

Social Sciences & Humanities Research Council (SSHRC) Doctoral Fellowship

2013-2016

Title: *Effects of identity switching on self-regulation and academic motivation among university students of low socioeconomic status*

Role: Principal Investigator

Total award: \$60,000

Fonds de Recherche du Québec – Société et Culture (FRQSC) Doctoral Fellowship

2013-2016

Title: *Effects of identity switching on self-regulation and academic motivation among university students of low socioeconomic status*

Role: Principal Investigator

Total award: \$60,000 (awarded but declined)

American Psychological Association (APA) Basic Psychological Science

2013-2014

## Research Grant

Title: *Effects of identity switching on cognitive functioning among low-income college students*

Role: Principal Investigator

Total award: \$1,000

Kellogg School of Management Dispute Resolution Research Center

2012-2013

## Research Grant

Title: *Effects of social distancing and rejection sensitivity on greedy behavior*

Role: Principal Investigator

Total award: \$1,500

Time-sharing Experiments for the Social Sciences (TESS)

2012

Title: *Effects of social distancing and rejection sensitivity on greedy behavior*

Role: Principal Investigator

Total award: 12,000 response items in a nationally representative survey

Fonds de Recherche du Québec – Société et Culture (FRQSC) Master’s Fellowship

2011-2013

Title: *Establishing the psychological bases of financial greed: the effects of social closeness, distancing, and avoidance on fairness in the division of money*

Role: Principal Investigator

Total award: \$30,000

## HONORS AND AWARDS

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Misumi Award (*Asian Journal of Social Psychology*'s best publication in 2022), Asian Association of Social Psychology (AASP)

2023

Poster Award, Intervention Science Pre-Conference—Society for Personality and Social Psychology (SPSP)

2023

Social Issues Dissertation Award, Society for the Psychological Study of Social Issues (SPSSI), \$1,000

2018

Walter Dill Scott Endowment Fellowship (awarded for securing five years of external graduate funding), Northwestern University, \$22,500

2016

Outstanding Research Award, Society for Personality and Social Psychology (SPSP), \$100

2015

Poster Award, Society for Personality and Social Psychology (SPSP), \$100

2015

Paper Award, Midwestern Psychological Association (MPA), \$100

2013

Poster Award Runner-Up, Society for Personality and Social Psychology (SPSP), \$50

2013

### Travel Awards:

- Boston College Postdoctoral Association (x4), \$2500 2017-19
- Self-Affirmation Mechanisms and Theory Conference, \$250 2019
- Midwestern Psychological Association (MPA), \$500 2016
- Society for the Psychological Study of Social Issues (SPSSI), \$500 2015
- Society for Personality and Social Psychology (SPSP), \$500 2014

## **OTHER RESEARCH FUNDING SOUGHT BUT NOT AWARDED**

Institute of Education Sciences (IES) Research Grant (Development & Innovation) Title: <i>Combining Formative Assessment and Adaptive Learning Mindsets to Enhance Engagement, Learning, and Performance in Middle School Math</i> Role: Co-Principal Investigator (with Steven Kramer and Tedra Clark) Total requested: \$1,999,964	2021
Institute of Education Sciences (IES) Research Grant (Development & Innovation) Title: <i>Combining Formative Assessment and Adaptive Learning Mindsets to Enhance Engagement, Learning, and Performance in Middle School Math</i> Role: Co-Principal Investigator (with Steven Kramer and Tedra Clark) Total requested: \$1,991,564	2020
National Science Foundation (NSF) Discovery Research PreK-12 (DRK-12) Grant Title: <i>Combining Formative Assessment and Adaptive Learning Mindsets to Enhance Engagement, Learning, and Performance in Middle School Math</i> Role: Co-Principal Investigator (with Steven Kramer and Tedra Clark) Total requested: \$2,273,767	2020
Institute of Education Sciences (IES) Research Grant (Development & Innovation) Title: <i>Implementing Formative Assessment and Supporting Resilient Learning Mindsets in Middle School Math</i> Role: Co-Principal Investigator (with Steven Kramer) Total requested: \$1,400,000	2019
National Science Foundation (NSF) Discovery Research PreK-12 (DRK-12) Grant Title: <i>Implementing Formative Assessment and Supporting Resilient Learning Mindsets in Middle School Math</i> Role: Co-Principal Investigator (with Steven Kramer) Total requested: \$2,400,000	2019

## **PRESENTATIONS AND PUBLIC COMMUNICATIONS**

### **Invited Expert for Public Communications**

**Browman, A. S.** (2023). In McCann, A.: 2023's Best & Worst Cities for Keeping Your New Year's Resolutions. *WalletHub.com*. [[Article link](#)]

### **Invited Talks (by topic)**

*Feeling Authentic at School: Centering Social, Self-Concept, Goal, and Resource Fit as Necessary for Student Belonging in Academic Settings:*

- Provost's Inclusive Excellence in Teaching Lunch Series, College of the Holy Cross, Worcester, MA (2024, March)

*Misperceptions of Racial Educational Equality and Implications for Equity-Promoting Policy Support:*

- Workshop on Inclusive Excellence in STEM, College of the Holy Cross and the Howard Hughes Medical Institute's Science Education Program's Inclusive Excellence 3 Initiative, Worcester, MA (2024, June)
- Department of Psychology, Clark University, Worcester, MA (2023, November)
- Department of Psychology, Connecticut College, New London, CT (2023, February)

*Addressing Socioeconomic Gaps in Adolescent Academic Motivation and Achievement:*

- Psi Beta Honor Society and Psychology Club, Quinsigamond Community College, virtual (2023, October)
- Department of Psychology, College of the Holy Cross, Worcester, MA (2019, November)
- Department of Psychology, University of Texas at El Paso, El Paso, TX (2019, November)

*Academic Careers at Non-R1 Institutions:*

- Department of Educational Psychology, University of Georgia, virtual (2023, January)
- New England Future Faculty Workshop, Northeastern University, virtual (2022, July)

*How the Organizational Cultures of Secondary and Higher Education Sustain Socioeconomic Gaps in Academic Outcomes:*

- Organizational Studies, University of Michigan, Ann Arbor, MI (2019, November)

*The Impact of School- and Societal-Level Inequality on Academic Motivation and Achievement:*

- Symposium on "Invitation to Learning: Emotions, Inclusivity, and Community in Higher Education," Assumption College, Worcester, MA (2019, May)
- Faculty of Education, McGill University, Montreal, QC (2019, March)
- College of Education, University of Georgia, Athens, GA (2017, November)

*The Impact of Mobility Beliefs on Academic Motivation and Performance among Disadvantaged Youth:*

- Department of Psychology, University of Massachusetts-Dartmouth, MA (2017, April)
- Department of Psychology, Elmhurst College, Elmhurst, IL (2016, May)

*Identity-Specific Motivation: How Distinct Identities Direct the Pursuit of Distinct Goals:*

- Department of Psychology, McGill University, Montreal, QC (2016, May)

**Conference Panels Organized**

**Browman, A. S. & Mistry, R. S.** (2021, April). *Children's Beliefs about Social-Class and Mobility: Implications for Socioemotional Development, Stereotype Formation, and Academic Motivation*. Speakers: **Alexander S. Browman**, Stephen Chen, Lauren Philbrook, and Rashmita Mistry. Symposium, Society for Research in Child Development, virtual conference due to COVID-19.

**Browman, A. S., Miele, D. B., & Stipek, D. J.** (2020; accepted, but conference cancelled due to COVID-19). *Beyond Student Mindsets: How Exposure to Growth Mindset Teachers and Classrooms Impacts Students*. Speakers: **Alexander S. Browman**, Kyla Haimovitz, Elizabeth Canning, Stephanie Wormington, and Deborah Stipek. Symposium, American Education Research



Association, San Francisco, CA.

**Browman, A. S.**, Miele, D. B., & Bong, M. (2018, April). *Exploring the Domain-Specific versus Domain-General Influences of Grit, Mindsets, and Motivation on Academic Outcomes*. Speakers: **Alexander S. Browman**, David Miele, Katherine Muenks, Ronnel King, Marina Milyavskaya, and Mimi Bong. Symposium, American Education Research Association, New York, NY.

**Browman, A. S.** & Rheinschmidt-Same, M. L. (2016, January). *Scaling Up and Expanding Lay Theory Research: New Perspectives and Applications in Academic Settings*. Speakers: **Alexander S. Browman**, Veronika Job, Carissa Romero, and Michelle Rheinschmidt-Same. Symposium, Society for Personality and Social Psychology, San Diego, CA.

**Browman, A. S.** & Destin, M. (2014, February). *Identity Conflicts: Categories, Causes, Consequences, and Solutions*. Speakers: **Alexander S. Browman**, Verónica Benet-Martínez, Kathy Emerson, and Priya Kamat. Symposium, Society for Personality and Social Psychology, Austin, TX.

### Conference Talks

\* Denotes student presenters

**Browman, A. S.** (2025, April). *Centering Social, Self-Concept, Goal, and Resource Fit as Necessary for Student Belonging in Academic Settings*. Paper Talk, American Education Research Association, Denver, CO.

**Browman, A. S.**, Miele, D. B. (2024, June). *Americans Overestimate Racial Educational Equality, Driving Opposition to Affirmative Action*. Paper Talk, Society for the Psychological Study of Social Issues, Philadelphia, PA.

Miele, D. B., **Browman, A. S.**, May, S. C., & McTernan, M. (2024, April). *Exploring Teachers' Ratings of Students' Math Ability, Students' Perceptions of Teachers' Practices, and Student Motivation*. Paper Talk, American Education Research Association, San Diego, CA.

**Browman, A. S.** (2023, October). *Misplaced optimism regarding racial educational equality drives opposition to equity-enhancing educational policies: A discussion of supportive data, initial attempts to correct people's misperceptions, and the development of more robust solutions*. Paper Talk, Scholarly Consortium for Innovative Psychology in Education, Portland, OR.

**Browman, A. S.** (2023, April). *Discussing Difference: A Psychological Perspective on Challenges and Solutions*. Talk, McFarlane Center Conference on Freedom, Controversy and Respect on Campus: Advancing Liberal Arts Inquiry in Contested Times, Worcester, MA.

**Browman, A. S.**, Miele, D. B. (2023, April). *Americans Overestimate Racial Educational Equality, Driving Opposition to Affirmative Action Programs*. Paper Talk, American Education Research Association, Chicago, IL.

**Browman, A. S.**, Miele, D. B. (2023, February). *Americans Overestimate Racial Educational Equality,*

*Driving Opposition to Affirmative Action Programs*. Data Blitz, International Social Cognition Network—Society for Personality and Social Psychology, Atlanta, GA.

**Browman, A. S.,** Miele, D. B. (2023, February). *Americans Overestimate Racial Educational Equality, Driving Opposition to Affirmative Action Programs*. Data Blitz, Political Psychology Pre-Conference—Society for Personality and Social Psychology, Atlanta, GA.

**Browman, A. S. &** Miele, D. B. (2022, June/July). *American Educators and Voters Mentally Represent Low-Ability Students as Poor, and Consequently as Lazy, Unmotivated, and Undeserving of Support*. Symposium, Society for the Psychological Study of Social Issues' Meeting on "Society in the Classroom: Integrating Perspectives on How Socioeconomic Disparities Unfold in Educational Settings," London, UK.

Ramos, S.\*, Tronsky, J.\*, **Browman, A. S. &** Miele, D. B. (2022, April). *Americans Overestimate Progress Towards Racial Educational Equality*. Oral Presentation, College of the Holy Cross' Academic Conference, Worcester, MA.

**Browman, A. S.,** Miele, D. B., May, S. C., Perez, S. A., & Butler, R. (2021, August) *Elementary School Teachers' Growth Mindsets and Their Differential Treatment of Low- and High-Ability Students*. Symposium, European Association for Research on Learning and Instruction, virtual conference due to COVID-19.

**Browman, A. S.,** Miele, D. B., & May, S. C. (2021, April). *Socioeconomic Mobility Beliefs Predict the Perceived Value of Academics in Late (but not Middle) Childhood*. Symposium, Society for Research in Child Development, virtual conference due to COVID-19.

**Browman, A. S.,** Miele, D. B., May, S. C., & Perez, S. A. (2020; accepted, but conference cancelled due to COVID-19). *Elementary Teachers' Mindsets and Their Differential Treatment of Low- and High-Ability Students*. Symposium, American Education Research Association, San Francisco, CA.

**Browman, A. S. &** Miele, D. B. (2020; accepted, but conference cancelled due to COVID-19). *The American Public and Educators Visualize Low-Ability Students as Lazy, Unmotivated, and Undeserving of Support*. Roundtable Session, American Education Research Association, San Francisco, CA.

**Browman, A. S.,** Miele, D. B., O'Dwyer, L. M., & May, S. (2019, October). *Exploring Teachers' Growth Mindsets and the Differential Treatment of High- and Low-Ability Students*. Lightning Presentation, Fall Convening of the Mindset Scholars Network, Washington, DC.

**Browman, A. S.,** Miele, D. B., & Walton, G. M. (2019, July). *Contraction of the Working Self-Concept Under Threat: Evidence from Two Daily Diary Studies*. Symposium, Self-Affirmation Mechanisms and Theory Conference, Pittsburgh, PA.

**Browman, A. S.,** Miele, D. B., & Walton, G. M. (2019, April). *Contraction of the Working Self-Concept in Threatening Academic Environments: Evidence from Two Daily Diary Studies*. Paper Talk, American Education Research Association, Toronto, Canada.

- Browman, A. S.** (2018, June). *Addressing Socioeconomic Gaps in Academic Outcomes: The Role of School Climate Toward Socioeconomic Diversity*. Symposium, Conference on University, Community, and Government Partnerships for Race and Equality: Reconciliation and System Changes, Niagara University, Lewiston, NY.
- Browman, A. S.** (2018, June). *Socioeconomic Gaps in Academic Motivation and Achievement: The Roles of Distinct Psychological Mechanisms at the Pre-College and College Levels*. Individual Talk, International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- Browman, A. S., Destin, M., & Molden, D. C.** (2018, April). *The Role-Specificity of Motivations for Promotion and Prevention and the Implications for Student Outcomes*. Symposium, American Educational Research Association, New York.
- Browman, A. S., Destin, M., Carswell, K. L., & Svoboda, R. C.** (2017, August). *A Belief in Socioeconomic Mobility Promotes Future-Focused Academic and Financial Behaviors*. Symposium, American Psychological Association, Washington, DC.
- Browman, A. S., Destin, M., & Molden, D. C.** (2017, May). *Identity-Specific Self-Regulation: The Role of Motivations for Promotion and Prevention*. Data Blitz, Gifford Weary Social Psychology Symposium at the Ohio State University, Columbus, OH.
- Browman, A. S., Destin, M., Carswell, K. L., & Svoboda, R. C.** (2017, April). *Perceptions of Socioeconomic Mobility Influence Academic Persistence among Low-Socioeconomic Status Students*. Symposium, Society for Research on Child Development, Austin, TX.
- Browman, A. S. & Destin, M.** (2016, August). *Beliefs about Social Status Malleability and Financial Decision Making*. Symposium, The Tobin Project Conference on Inequality and Decision Making, Cambridge, MA.
- Browman, A. S., Destin, M., and Molden, D. C.** (2016, May). *Promoting One Self While Preventing Another: The Self-Aspect-Specificity of Motivational Orientations for Promotion and Prevention*. Data Blitz, Society for the Study of Motivation, Chicago, IL.
- Browman, A. S., Destin, M., Carswell, K. L., & Svoboda, R. C.** (2016, May). *Socioeconomic Status and Academic Outcomes in College: The Role of Lay Theories of Social Status*. Symposium, Midwestern Psychological Association, Chicago, IL.
- Browman, A. S., Destin, M., & Carswell, K. L.** (2016, January). *Incremental Theories of Social Status Enhance Academic Mindsets and Performance among Low Socioeconomic Status College Students*. Symposium, Society for Personality and Social Psychology, San Diego, CA.
- Browman, A. S. & Destin, M.** (2016, January). *Seeing Social Status as Malleable Improves Low-SES Students' Academic Outcomes and Outlooks Regarding the Future*. Flash Talk, Meeting on the Emerging Psychology of Social Class, San Diego, CA.
- Browman, A. S., Destin, M., and Molden, D. C.** (2015, April). *Promoting One Self While Preventing Another: The Self-Aspect-Specificity of Motivational Orientations for Promotion and Prevention*. Kellogg-Booth Student Symposium, Chicago, IL.

**Browman, A. S. & Destin, M.** (2014, February). *Feeling “Right” in the College Context: How Socioeconomic Status Influences Academic Identification and Motivation at the College Level*. Symposium, Meeting of the Society for Personality and Social Psychology, Austin, TX.

**Browman, A. S. & Destin, M.** (2013, May). *Cueing the Student in Me: Contextual Framing, Identity Salience, and Academic Motivation among Low-Income College Students*. Symposium, Meeting of the Midwestern Psychological Association, Chicago, IL.

**Browman, A. S.** (2013, April). *The Effects of Identity-Context Fit on Academic Motivation and Expectations among Low Socioeconomic Status College Students*. Symposium, Chicago Psychology Graduate Research Symposium, Chicago, IL.

### **Conference Poster Presentations**

Nagarkatti, A. & **Browman, A. S.** (under review). *Using Motivation Science to Understand and Overcome Common Psychological Barriers to Non-Native Language Learning in Beginner and Intermediate College Courses*. Poster, Pediatric Academic Societies, Honolulu, Hawaii.

**Browman, A. S., Miele, D. B., Walton, G. M., and Dweck, C. S.** (2024, February). *Examining the Contraction and Expansion of the Working Self-Concept Under Threat and Self-Affirmation: Evidence from Two Daily Diary Studies*. Poster, Self and Identity Pre-Conference—Society for Personality and Social Psychology, San Diego, CA.

**Browman, A. S., Miele, D. B., Walton, G. M., and Dweck, C. S.** (2024, February). *Examining the Contraction and Expansion of the Working Self-Concept Under Threat and Self-Affirmation: Evidence from Two Daily Diary Studies*. Poster, Intervention Science Pre-Conference—Society for Personality and Social Psychology, San Diego, CA.

**Browman, A. S. & Miele, D. B.** (2023, February). *Americans Overestimate Racial Educational Equality, Driving Opposition to Affirmative Action*. Poster, Meeting of the Society for Personality and Social Psychology, Atlanta, GA.

**Browman, A. S. & Miele, D. B.** (2023, February). *Americans Overestimate Racial Educational Equality, Driving Opposition to Affirmative Action*. Poster, Intervention Science Pre-Conference—Society for Personality and Social Psychology, Atlanta, GA.

**Browman, A. S. & Miele, D. B.** (2022, February). *Americans Mentally Represent Low-Ability Students as Lazy, Unmotivated, and Undeserving of Support*. Poster, International Social Cognition Network—Society for Personality and Social Psychology, virtual presentation due to COVID-19.

**Browman, A. S. & Miele, D. B.** (2022, February). *Americans Mentally Represent Low-Ability Students as Lazy, Unmotivated, and Undeserving of Support*. Poster, Nonverbal Behavior Pre-Conference—Society for Personality and Social Psychology, virtual presentation due to COVID-19.

- Browman, A. S.,** Miele, D. B., & May, S. C. (2021, February). *Americans Mentally Represent Low-Ability Students as Lazy, Unmotivated, and Undeserving of Support*. Poster, Motivation Science Pre-Conference—Society for Personality and Social Psychology, virtual conference due to COVID-19.
- Browman, A. S.,** Miele, D. B., & May, S. C. (2021, February). *Socioeconomic Mobility Beliefs Predict the Perceived Value of Academics in Late (but not Middle) Childhood*. Poster, Origins of the Social Mind Pre-Conference—Society for Personality and Social Psychology, virtual conference due to COVID-19.
- Browman, A. S.,** Svoboda, R. C., & Destin, M. (2020, February). *A Belief in Socioeconomic Mobility Promotes the Development of Academically Motivating Identities among Low-Socioeconomic Status Youth*. Poster, Society for Personality and Social Psychology, New Orleans, LA.
- Browman, A. S.,** Svoboda, R. C., & Destin, M. (2020, February). *Promoting Academically Motivating Identities among Low-Socioeconomic Status Youth: An Interactive Role Model Intervention*. Poster, Intervention Science Pre-Conference—Society for Personality and Social Psychology, New Orleans, LA.
- Browman, A. S.,** Miele, D. B., O'Dwyer, L. M., & May, S. (2019, June). *Teachers' Growth Mindsets and the Differential Treatment of High- and Low-Ability Students*. Poster, Spring Convening of the Mindset Scholars Network, Washington, DC.
- Browman, A. S.,** Miele, D. B., & Walton, G. M. (2019, February). *Contraction of the Working Self-Concept among Underrepresented Minority Students in Threatening Academic Environments: Evidence from Two Daily Diary Studies*. Poster, Society for Personality and Social Psychology, Portland, OR.
- Browman, A. S.,** Destin, M., & Molden, D. C. (2018, March). *Identity-Specific Motivation: How Distinct Identities Direct Self-Regulation across Distinct Situations*. Poster, Society for Personality and Social Psychology, Atlanta, GA.
- Browman, A. S.,** Destin, M., Carswell, K. L., & Svoboda, R. C. (2018, March). *Addressing the Psychological Needs of Disadvantaged Youth by Promoting Multiple Pathways to Higher Future Status*. Poster, Society for Personality and Social Psychology, Atlanta, GA.
- Browman, A. S.,** Destin, M., & Carswell, K. L. (2017, January). *A Belief in Socioeconomic Mobility Promotes Future-Focused Academic and Financial Behaviors*. Poster, Society for Personality and Social Psychology, San Antonio, TX.
- Browman, A. S.,** Destin, M., & Svoboda, R. C. (2017, January). *Promoting Multiple Pathways to Future Success to Improve the Academic Outcomes of Non-Degree-Bound High School Students*. Poster, Intervention Science Pre-Conference—Society for Personality and Social Psychology, San Antonio, TX.
- Browman, A. S.,** Destin, M., & Molden, D. C. (2015, February). *The Self-Aspect-Specificity of Motivational Orientations for Promotion and Prevention*. Poster, Society for Personality and Social Psychology, Long Beach, CA.

**Browman, A. S.,** Destin, M., & Molden, D. C. (2015, February). *The Self-Aspect-Specificity of Motivational Orientations for Promotion and Prevention*. Poster, International Social Cognition Network—Society for Personality and Social Psychology, Long Beach, CA.

Jackson, J., Baldwin, M. W., Bagust, J., Docherty, S., & **Browman, A. S.** (2014, August). *The “Rod and Fran” Test: Relationship priming influences cognitive-perceptual performance*. Poster, American Psychological Association, Washington, DC.

**Browman, A. S.** & Destin, M. (2013, January). *Cueing the Student in Me: The Effects of Contextual Framing on Identity-Context Fit and Academic Motivation among Low Income College Students*. Poster, Society for Personality and Social Psychology, New Orleans, LA.

**Browman, A. S.** & Destin, M. (2012, May). *Interpersonal Distancing Promotes Greedy Behaviour in Anxiously Attached Individuals*. Poster, Association for Psychological Science, Chicago, IL.

**Browman, A. S.,** Baldwin, M. W., & Dandeneau, S. D. (2012, January). *Inhibiting Attention Towards Rejection Information among Individuals with Low Self-Esteem: A Novel Methodology*. Poster, Society for Personality and Social Psychology, San Diego, CA.

## TEACHING

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### College of the Holy Cross

<i>Instructor:</i> Introduction to Psychology (PSYC 100)	Fall 2020, 2021, 2022
<i>Instructor:</i> Motivation and Goal Pursuit (PSYC 267)	Spring 2021, 2022, 2024; Fall 2022;
<i>Instructor:</i> Intervention and Social Change (PSYC 350)	Spring 2021, 2022, 2024
<i>Instructor:</i> Motivation in the Classroom (PSYC 399-S04)	Spring 2023

## MENTORSHIP

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<sup>1</sup> 8 students awarded research funding through the J.D. Power Center for Liberal Arts in the World's Research Associates Program

<sup>2</sup> 1 student awarded a Fulbright Grant

<sup>3</sup> 1 student admitted to the College Honors Program

<sup>4</sup> 2 students inducted into the Psi Chi International Honor Society in Psychology

<sup>5</sup> 1 student awarded a National Science Foundation Graduate Research Fellowship (NSF GRFP)

<sup>6</sup> 5 former undergraduate mentees who currently attend or completed graduate programs

<sup>7</sup> 3 students awarded undergraduate research grants

<sup>8</sup> 1 student was a finalist for the Fenwick Scholarship

While at College of the Holy Cross (2020-present) *Independent Research Projects (PSYC 480) supervised:*

- Cymeria Robshaw ('23): *Examining Perceptions of Progress Towards Racial and Gender Equality in STEM Education, and Their Opposition to Equity-Promoting Educational Policies* (Fall 2022)

*Academic Conference presentations supervised:*

- Nicole Pimentel ('24), Ahana Nagarkatti ('25), & Julia Biamonte ('26):

*Exploring the Relations Between Tuition Costs, Consumer Mindsets, and Extrinsic Academic Motivation Among College Students*

- Cymeria Robshaw ('23): *Examining Perceptions of Progress Towards Racial and Gender Equality in STEM Education, and Their Opposition to Equity-Promoting Educational Policies* (Poster, 2023)
- Christian Bachez ('23), Jianing Bai ('23), Catherine Flynn ('23), Ana Panagrossi ('23), Nicole Pimentel ('24), Cymeria Robshaw ('23), Ruofan Wang ('23), & Jingying Zhang ('23): *Motivation in the Classroom: Integrating Psychological Theory with Students' Voices to Understand Motivation in High School Math* (Poster, 2023)
- Christian Bachez ('23) & Jianing Bai ('23): *Scholarship-in-Action Roundtable Discussion* (Oral, 2023)
- Sabrina Ramos & Juliana Tronsky: *Americans Overestimate Progress Towards Racial Educational Equality* (Oral, 2022)

*Weiss Summer Research Program projects supervised:*

- Cymeria Robshaw ('23): *Americans Misperceive Progress Towards Racial and Gender Educational Equality in STEM* (Summer 2022)
- Jiayue Ding ('23): *People's Incorrect Assumptions About Why Men and Women Play Video Games Reinforce Traditional Gender Roles in the Gaming Community* (Summer 2022)

*Undergraduate research assistantships supervised:* Sienna Ablorh<sup>1</sup> ('21), Sabrina Ramos<sup>1,2</sup> ('22), Juliana Tronsky<sup>1,4</sup> ('22), Caroline Muniz<sup>1,4</sup> ('23), Cymeria Robshaw ('23), Jiayue Ding ('23), Christine Xiao ('23), Nicole Pimentel<sup>1,6</sup> ('24), Ahana Nagarkatti<sup>1,3,8</sup> ('25), Julia Biamonte<sup>1</sup> ('26), Ashley Pothier<sup>1</sup> ('26), Gabriellie De Gouveia<sup>1</sup> ('28)

*PhD committees I have served on:* Meghan Coughlan ('22, Boston College)

*MA committees I have served on:* Chan Jeon ('21, Memorial University of Newfoundland), Yuchen Tian ('22, University of Massachusetts Amherst)

While at  
Boston College  
(2017-2020)

*PhD and Master's students I assisted in mentoring:* Lindsey Caola, Meghan Coughlan, Michael Diamond, Tyrone Fleurizard, Sidney May, Shenira Perez, Maria Zirenko

*Undergraduate research assistantships supervised:* Ashley Dumais, Gabriela Jimenez-Thompson, Camille McCobb

While at  
Northwestern  
University  
(2011-2016)

*Undergraduate honors theses supervised:* Stephen Antonoplis<sup>5,6,7</sup>, Danbee Chon<sup>6</sup>

*Undergraduate research assistantships supervised:* Douglas Chang, Caroline Henry<sup>7</sup>, Jeanne Hou, Casey Klauck<sup>6</sup>, Kerry McFadden, Elisa Meyer<sup>7</sup>, Kevin Poku, Calvin Poku, Rachel Seed<sup>6</sup>, Kendra Valkema

## SERVICE

### University and Departmental Service

College of the  
Holy Cross

Member, Faculty Compensation Committee (FCC)

2024-2026

	Member, Center for Inclusive Excellence in Teaching Planning Committee	2022-2024
	<ul style="list-style-type: none"> <li>Awarded Provost's Strategic Initiative Grant (\$65,000)</li> </ul>	2023-2024
	Chair, Psychology Department's Assessment Committee	2021-present
	Co-Coordinator, Psychology Department's Research Study Pool	2020-present
	Member, Psychology Department's Diversity, Equity, and Inclusion Committee	2020-2021
	Center for Writing Mini-Workshop Leader	
	<ul style="list-style-type: none"> <li>How to use Canvas to pre-assign students to Zoom breakout rooms for group work</li> </ul>	January 2021
	<ul style="list-style-type: none"> <li>Introduction to contract and specification grading</li> </ul>	October 2020
Boston College	Co-Chair, Boston College Postdoctoral Association	2018-2020
Northwestern University	Advisory Committee Member, Psychology Department's Diversity Science Faculty Search	2015-2016
	Coordinator, Psychology Department's Extra-Credit Study Pool	2012-2015
	Founder, Psychology Department's Extra-Credit Study Pool	2012

### **Professional Service**

Consulting Editor	<i>Social Issues and Policy Review</i>	2021-present
American Educational Research Association	Member, Motivation Special Interest Group's Multiple Career Pathways in Educational Psychology Subcommittee	2020-2021
Ad-Hoc Reviewer (alphabetical)	<i>Analyses of Social Issues and Public Policy, Asian Journal of Social Psychology, British Journal of Psychology, British Journal of Educational Psychology, Contemporary Educational Psychology, Developmental Psychology, Educational Psychology Review, Humanities and Social Sciences Communications, Journal of Adolescence, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Experimental Social Psychology, Journal of Personality and Social Psychology, National Science Foundation, NPJ Science of Learning, Personality and Social Psychology Bulletin, Perspectives on Psychological Science, Social Psychology of Education, Social and Personality Psychology Compass, Social Psychological and Personality Science, Trans-Atlantic Platform for Social Sciences and Humanities, Translational Issues in Psychological Science</i>	

### **REFERENCES**

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Boston College  
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