ALEXANDER S. BROWMAN

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ACADEMIC APPOINTMENTS

Associate Professor — 2026–present
Department of Psychology
College of the Holy Cross

Assistant Professor — 2020–2026
Department of Psychology
College of the Holy Cross

Postdoctoral Research Fellow — 2017–2020
Department of Applied, Developmental, and Educational Psychology
Boston College

EDUCATION

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)

Peer-Reviewed Journal Articles and Chapters

Browman, A. S., Silverman, D. M., Hernandez, I. A., Zhang, F., Tian, Y., & Mandalayawala, T. M. (in press). Beliefs about Socioeconomic Mobility: Their Properties, Development, and Roles in the Maintenance of and Protection Against Educational Inequities. *Social and Personality Psychology Compass*. https://doi.org/10.1111/spc3.70170

Browman, A. S. (2025). Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School. *Educational Psychology Review*, *37*, 1-42. https://doi.org/10.1007/s10648-025-10009-3

Browman, A. S. & Miele, D. B. (2025). Misperceptions of Progress Towards Racial Equality in Educational Attainment and Their Implications for Policy Preferences. *Social Psychology of Education*, *28*. https://doi.org/10.1007/s11218-025-10035-7

Kramer, S. L., Posner, M. A., **Browman, A. S.**, Lawrence, N., Krier, K., & Roemer, J. (2025). 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*, *18*(1), 56-87. https://doi.org/10.1080/19345747.2023.2287594 [Pre-print]
Media coverage: Washington Post

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. https://doi.org/10.1111/josi.12649 [Pre-print]

Miele, D. B., Rosenzweig, E. Q., & **Browman, A. S.** (2024). *Motivation*. In P. Schutz & K. R. Muis (Ed.): Handbook of Educational Psychology, 4th edition (p. 191-218). Routledge: New York. https://doi.org/10.4324/9780429433726-12

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. https://doi.org/10.1111/ajsp.12481 [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. https://doi.org/10.1080/15298868.2019.1664624 [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. https://doi.org/10.1080/00220973.2020.1799312 [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. https://doi.org/10.1111/sipr.12066 [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. https://doi.org/10.1037/mot0000124 [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. https://doi.org/10.1038/s41562-018-0523-0 [Pre-print]
Media coverage: Forbes, EurekAlert, 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. https://doi.org/10.1037/tps0000202 [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. 151-156). Paris, France. [Official link] [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. https://doi.org/10.1037/pspa0000095 [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. https://doi.org/10.1016/j.jesp.2017.03.006 [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. https://doi.org/10.1177/0146167215619379 [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. https://doi.org/10.1080/00224545.2014.933159

Manuscripts Under Review or In Preparation

* *Indicates student co-author*

Browman, A. S. (in preparation). 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]

Browman, A. S. (in preparation). *University students' sensitivity to their school's motivational affordances: The consequences for fit, motivation, and achievement.*

Browman, A. S., Miele, D. B., Walton, G. M., & Dweck, C. S. (in progress). *Contraction and expansion of the working self under threat and self-affirmation: Evidence from daily diary studies.*

Browman, A. S., Miele, D. B., & May, S. C. (in progress). *Socioeconomic Mobility Beliefs Predict the Perceived Value of Academics in Late (but not Middle) Childhood.*

Browman, A. S., Biamonte, J.*, & De Gouveia, G.* (in progress). *Partisan meta-perceptions of the purposes of education: Are supporters of each political party aware of the opposing political party's beliefs about what the goals of education should be?*

Nagarkatti, A.*, **Browman, A. S.**, & Alba-Salas, J. (in progress). *Using Motivation Science to Understand and Overcome Common Psychological Barriers to Non-Native Language Learning in Beginner and Intermediate College Courses.*

Ding, J.* & **Browman, A. S.** (in progress). *People's Incorrect Assumptions About Why Men and Women Play Video Games Reinforce Traditional Gender Roles in the Gaming Community*.

RESEARCH FUNDING AWARDED

Social Mobility Lab at the Colin Powell School at the City College of New York 2025–2026
Title: *Identifying Educational Experiences that Strengthen Social Mobility Beliefs among First-Year College Students from Low Socioeconomic Status Backgrounds*
Role: Principal Investigator
Total award: $10,000

Holy Cross J.D. Power Center for Liberal Arts in the World 2026
Title: *Examining Academic Motivational Experiences Among Deaf and Hard of Hearing College Students*
Role: Student Project Supervisor (student: Ashley Pothier ('26))
Total award: $500

Holy Cross J.D. Power Center for Liberal Arts in the World 2021–2026
Title: *Research Associates Program*
Role: Principal Investigator
Total award: $14,675 combined, across 14 individual awards

Holy Cross Hewlett and Mellon Foundations Presidential Discretionary Fund 2023
Title: *Developing New Tools for Tracking Academic and Inclusive Excellence and Student Transformation Across Students' Time at the College*
Role: Co-Principal Investigator (with Alison Ludden and Denise Bell)
Total award: $2137.50

Holy Cross Mellon Foundation Scholarship in Action (SIA) Seed Grant 2022
Title: *Using Tailored Psychological Interventions to Improve Motivation and Performance in High School Math*
Role: Principal Investigator
Total award: $2,000

Holy Cross Committee on Faculty Scholarship COVID-19 Grant 2021
Title: *Using Self-Affirmation to Strengthen Students' Academic Well-Being and Performance During the Covid-19 Pandemic: A Longitudinal Intervention Study*
Role: Principal Investigator
Total award: $3,000

Mindset Scholars Network Early Career Fellowship 2018–2019
Title: *Teachers' growth mindsets, the differential treatment and outcomes of high 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 Research Grant 2013–2014
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

Career Champion Award (nominated by members of the Class of 2026 as "someone who played a significant role in their career development"), College of the Holy Cross Center for Career Development 2026

Misumi Award (*Asian Journal of Social Psychology*'s "most prominent contribution" 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) 2022
Title: *Combining Formative Assessment and Adaptive Learning Mindsets to Enhance Engagement, Learning, and Performance in Middle School Math*
Role: Co-Principal Investigator (with Steven Kramer and Tedra Clark)
Total requested: $1,999,964

Institute of Education Sciences (IES) Research Grant (Development & Innovation) 2021
Title: *Combining Formative Assessment and Adaptive Learning Mindsets to Enhance Engagement, Learning, and Performance in Middle School Math*
Role: Co-Principal Investigator (with Steven Kramer and Tedra Clark)
Total requested: $1,991,564

National Science Foundation (NSF) Discovery Research PreK-12 (DRK-12) Grant 2021
Title: *Combining Formative Assessment and Adaptive Learning Mindsets to Enhance Engagement, Learning, and Performance in Middle School Math*
Role: Co-Principal Investigator (with Steven Kramer and Tedra Clark)
Total requested: $2,273,767

Institute of Education Sciences (IES) Research Grant (Development & Innovation) 2020
Title: *Implementing Formative Assessment and Supporting Resilient Learning Mindsets in Middle School Math*
Role: Co-Principal Investigator (with Steven Kramer)
Total requested: $1,400,000

National Science Foundation (NSF) Discovery Research PreK-12 (DRK-12) Grant 2020
Title: *Implementing Formative Assessment and Supporting Resilient Learning Mindsets in Middle School Math*
Role: Co-Principal Investigator (with Steven Kramer)
Total requested: $2,400,000

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)

Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School:
- Virtual Class Visit, Department of Curriculum and Instruction, Texas State University (2025, October)
- Virtual Class Visit, Department of Teacher Education and Learning Sciences, North Carolina State University (2025, October)
- Provost's Inclusive Excellence in Teaching Lunch Series, College of the Holy Cross, Worcester, MA (2024, March)

The Impact of Mobility Beliefs on Academic Motivation and Performance among Disadvantaged Youth:
- Social Mobility Lab, City College of New York (2026, October)
- Department of Psychology, University of Massachusetts-Dartmouth, MA (2017, April)
- Department of Psychology, Elmhurst College, Elmhurst, IL (2016, May)

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)

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**, Verònica Benet-Martínez, Kathy Emerson, and Priya Kamat. Symposium, Society for Personality and Social Psychology, Austin, TX.

Conference Talks

Browman, A. S. (under review for possible presentation in April 2027). Discussant for *Cues to Belonging* Symposium, American Education Research Association, Toronto, Canada.

Browman, A. S. (2026, October). *Centering Social fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School*. Informal Paper, Society for Experimental Social Psychology, Montreal, Canada.

Browman, A. S. (2026, September). *Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of the Experience of Belonging*. Informal Paper, Person-Memory Interest Group, Saint-Michel-des-Saints, Canada.

Browman, A. S. (2026, February). *Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School*. Data Blitz, Society for Personality and Social Psychology, Chicago, IL.

Browman, A. S. (2025, April). *Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School*. 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.

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.

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

* *Denotes student presenters*

Biamonte, J.* & **Browman, A. S.** (2026, February). *Examining the Relations Between Educational Censorship Laws Affecting High School Curricula and the Ethnic-Racial Identity Development of Youth of Color*. Poster, Society for Personality and Social Psychology, Chicago, IL.

Biamonte, J.* & **Browman, A. S.** (2026, February). *Examining the Relations Between Educational Censorship Laws Affecting High School Curricula and the Ethnic-Racial Identity Development of Youth of Color*. Poster, Critical Perspectives in Psychology Pre-Conference—Society for Personality and Social Psychology, Chicago, IL.

Browman, A. S. (2026, February). *Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School*. Poster, Critical Perspectives in Psychology Pre-Conference—Society for Personality and Social Psychology, Chicago, IL.

Browman, A. S. (2026, February). *Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School*. Poster, Intervention Science Pre-Conference—Society for Personality and Social Psychology, Chicago, IL.

Nagarkatti, A.*, **Browman, A. S.**, & Alba-Salas, J. (2025, April). *Using Motivation Science to Understand and Overcome Common Psychological Barriers to Non-Native Language Learning in Beginner and Intermediate College Courses*. Poster, Scholarship & Social Justice Undergraduate Research Conference, Harvard University, Cambridge, MA.

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

College of the Holy Cross (all as Instructor of Record)

Instructor: Introduction to Psychology (PSYC 100)	Fall 2020–2022, 2024–2026
Instructor: Motivation and Goal Pursuit (PSYC 267)	Spring 2021–2022, 2024–2026; Fall 2022
Instructor: Psychology of Misinformation (PSYC 299)	Fall 2025
Instructor: Intervention and Social Change (PSYC 350)	Spring 2021–2022, 2024; Fall 2024
Instructor: Motivation in the Classroom (PSYC 399-S04)	Spring 2023

MENTORSHIP

[1] *8 students awarded research funding through the J.D. Power Center for Liberal Arts in the World's Research Associates Program*
[2] *2 student awarded or named an alternate for a Fulbright Grant*
[3] *1 student admitted to the College Honors Program*
[4] *4 students inducted into the Psi Chi International Honor Society in Psychology*
[5] *1 student awarded a National Science Foundation Graduate Research Fellowship (NSF GRFP)*
[6] *10 former undergraduate mentees who currently attend or completed graduate programs*
[7] *4 students awarded undergraduate research grants*
[8] *1 student was a finalist for the Fenwick Scholarship*

While at College of the Holy Cross (2020-present)

Undergraduate research assistantships supervised: Sienna Ablorh[1] ('21), Sabrina Ramos[1,2] ('22), Juliana Tronsky[1,4] ('22), Caroline Muniz[1,4] ('23), Cymeria Robshaw ('23), Jiayue Ding[6] ('23), Christine Xiao[6] ('23), Nicole Pimentel[1,6] ('24), Ahana Nagarkatti[1,2,3,6,8] ('25), Julia Biamonte[1,4,6] ('26), Ashley Pothier[1,4,6,7] ('26), Gabriellie De Gouveia[1] ('28), Alanna Barry ('28), Mary Murphy ('29)

College Honors projects supervised:

- Ahana Nagarkatti ('25): *Using Motivation Science to Understand and Overcome Common Psychological Barriers to Non-Native Language Learning in Beginner and Intermediate College Courses* (AY 2024-25)

Independent research projects (PSYC 480) supervised:

- Ashley Pothier ('26): *Examining Academic Motivational Experiences Among Deaf and Hard of Hearing College Students* (Spring 2026)
- 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:

- Ashley Pothier ('26): *Examining Academic Motivational Experiences Among Deaf and Hard of Hearing College Students* (Poster, 2026)
- Julia Biamonte ('26), Gabriellie De Gouveia ('28), and Mary Murphy ('29): *Gamers Misperceive Both Men's and Women's Motives for Playing Video Games, Viewing Men as More Motivationally Similar to Professional Gamers than Women* (Poster, 2026)
- Julia Biamonte ('26) & Gabriellie De Gouveia ('28): *Partisan meta-perceptions of the purposes of education: Are supporters of each political party aware of the opposing political party's beliefs about what the goals of education should be?* (Poster, 2025)
- Nicole Pimentel ('24), Ahana Nagarkatti ('25), & Julia Biamonte ('26): *Exploring the Relations Between Tuition Costs, Consumer Mindsets, and Extrinsic Academic Motivation Among College Students* (Poster, 2024)
- 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 Presentation, 2023)
- Sabrina Ramos & Juliana Tronsky: *Americans Overestimate Progress Towards Racial Educational Equality* (Oral Presentation, 2022)

Weiss Summer Research Program projects supervised:

- Julia Biamonte ('26): *Examining the Relations Between Educational Censorship Laws Affecting High School Curricula and the Ethnic-Racial Identity Development of Youth of Color* (Summer 2025)
- 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)

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

Undergraduate honors theses supervised: Stephen Antonoplis[5,6,7], Danbee Chon[6]

Northwestern University (2011-2016)	*Undergraduate research assistantships supervised:* Douglas Chang, Caroline Henry[7], Jeanne Hou, Casey Klauck[6], Kerry McFadden, Elisa Meyer[7], Kevin Poku, Calvin Poku, Rachel Seed[6], Kendra Valkema

SERVICE

University and Departmental Service

College of the Holy Cross	Member, Office of Assessment and Research's (OAR) Student Survey Redesign and Analysis Group	2023–present
	Member, Faculty Compensation Committee (FCC)	2024–2026
	Co-Coordinator, Psychology Department's Research Study Pool	2020–2026
	Member, Developmental Psychology Search Committee	Fall 2025
	Member, Presidential Service Award Committee	Spring 2025
	Member, Center for Inclusive Excellence in Teaching Planning Committee	2022–2024
	• Awarded Provost's Strategic Initiative Grant ($65,000)	2023-2024
	Chair, Psychology Department's Assessment Committee	2021–2025
	Member, Psychology Department's Diversity, Equity, and Inclusion Committee	2020–2021
	Center for Writing Mini-Workshop Leader	
	• How to use Canvas to pre-assign students to Zoom breakout rooms for group work	January 2021
	• Introduction to contract and specification grading	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	*Social Issues and Policy Review*	2021–present
Editorial Board Member	*Social Psychology of Education*	2025–present
American Educational Research Association	Member, Motivation Special Interest Group's Multiple Career Pathways in Educational Psychology Subcommittee	2020–2021
Ad-Hoc Reviewer (alphabetical)	*Analyses of Social Issues and Public Policy*, *Asian Journal of Social Psychology*, *British Journal of Psychology*, *British Journal of Educational*	

Psychology, Child Indicators Research, *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*, *Theory and Society*, *Trans-Atlantic Platform for Social Sciences and Humanities*, *Translational Issues in Psychological Science*