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RESEARCH INTERESTS

Student academic motivation; motivational beliefs about ability and effort; growth and fixed mindset; teacher, parent, and peer effects on student motivation; Science, Technology, Engineering, and Mathematics (STEM) contexts; promoting equity in STEM on the basis of gender and race/ethnicity

EDUCATION

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| 2016 | Ph.D., Human Development and Quantitative Methodology, University of Maryland |
| 2010 | B.S., Psychology, The Ohio State University |

EMPLOYMENT

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| 2024-- | Associate Professor, Educational Psychology, The University of Texas at Austin |
| 2018-24 | Assistant Professor, Educational Psychology, The University of Texas at Austin |
| 2016-18 | Postdoctoral Researcher, Psychological and Brain Sciences, Indiana University |

HONORS AND AWARDS

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| 2023 | Teaching Excellence Award, Department of Educational Psychology |
| 2022 | Early Career Award, American Educational Research Association Division C |
| 2018 | Review of Research Award, American Educational Research Association |
| 2018 | National Science Foundation Postdoctoral Fellowship (<i>declined</i>) |
| 2016 | Spencer/National Academy of Education Dissertation Fellowship |
| 2015 | Paul Pintrich Memorial Award (Outstanding graduate student poster), American Educational Research Association Motivation in Education Special Interest Group |
| 2014 | UMD Graduate Summer Research Fellowship |
| 2014 | UMD Support Program for Advancing Research and Collaboration (SPARC) Grant |
| 2013-14 | Winner, UMD Graduate Research Interaction Day |
| 2010-12 | UMD Dean's Fellowship |

FUNDING

External Funding

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| 2022-27 | <i>National Institutes of Health National Institute of General Medical Sciences</i> , "Overcoming the triple threat to diversity in the health science workforce: Empowering the next gen." (Account: 1R01GM147064-01). Shine Chang (PI). Site PI/Co-I. Total funding: \$2,012,863 |
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- 2023-25 *National Institutes of Health Research Supplement to Promote Diversity in Health-Related Fields*, “Overcoming the triple threat to diversity in the health science workforce: Empowering the next gen.” Shine Chang (PI). Site PI and primary mentor for Madeline O’Grady, the candidate for this supplement. Total funding: \$160,509

Internal Funding

- 2024-25 College of Education Small Research Grant, “When college STEM instructors’ beliefs do (or do not) predict their use of effective teaching practices.” \$7,500
- 2020 Summer Research Assignment, The University of Texas at Austin, “Undergraduate STEM students’ and instructors’ beliefs about intelligence, difficulty, and failure.” 2 months’ salary.

PUBLICATIONS

(*indicates shared first co-authorship, mentored students italicized)

Peer-Reviewed Journal Articles

Published and in press

1. Seo, E., Lee, S. Y., **Muenks, K.**, & Yan, Y. (In press). The secret language of peers: How peer behaviors signal mindset and influence classroom experiences. *British Journal of Educational Psychology*.
2. Lin, S., & **Muenks, K.** (2025). How students’ perceptions of older siblings’ mindsets relate to their math motivation, behavior, and emotion: A person-centered approach. *Social Psychology of Education*, 28, 65. <https://doi.org/10.1007/s11218-024-09968-2>
3. Rutten, L. D., & **Muenks, K.** (2025). Can growth grow? Measuring undergraduate students’ growth rate orientation (GRO) beliefs: An unexplored avenue into the effects of mindsets. *Social Psychology of Education*, 28, 40. <https://doi.org/10.1007/s11218-024-10002-8>
4. Yan, V. X., Arndt, A., **Muenks, K.**, & Henderson, M. D. (2025). I forgot that you existed: Role of memory accessibility in the gender citation gap. *American Psychologist*, 80(1), 91-105. <https://doi.org/10.1037/amp0001299>
5. **Muenks, K.**, Sievers, J., Kroeper, K. M., & Canning, E. A. (2024). Exploring effects of mixed mindset messages from instructors. *Motivation Science*. <https://psycnet.apa.org/doi/10.1037/mot0000381>
6. Rutten, L. D., Zengilowski, A., Lyra, F., Woznicki, N., & **Muenks, K.** (2024). “Only some can succeed here”: A mixed methods study of how faculty unproductive mindsets relate to gender, racial, and first-gen representation in higher education. *Contemporary Educational Psychology*, 79, 102319. <https://doi.org/10.1016/j.cedpsych.2024.102319>

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7. **Muenks, K.**, Lin, S., *Rutten, L. D.*, Hecht, C. A., & Yan, V. X. (2024). Exploring students' challenge frameworks: A person-centered approach. *Learning and Individual Differences*, 116, 102562. <https://doi.org/10.1016/j.lindif.2024.102562>
8. **Muenks, K.**, Kroeper, K. M., Canning, E. A., & Murphy, M. C. (2024). Instructors' mindset beliefs and behaviors: How do students and instructors perceive them? *Social Psychology of Education*, 27, 2883-2899. <https://doi.org/10.1007/s11218-024-09948-6>
9. *Grose, G. E.*, **Muenks, K.**, Eason, S. H., Miele, D. B., Rowe, M. L., & Ramani, G. B. (2024). The role of parents' ability mindsets on parent-child interactions during math and reading activities. *Journal of Experimental Child Psychology*, 247, 106029. <https://doi.org/10.1016/j.jecp.2024.106029>
10. **Muenks, K.** & Yan, Y. (2024). Do my peers have a fixed or growth mindset? Exploring the behaviors associated with undergraduate STEM students' perceptions of their peers' mindsets about intelligence. *Motivation and Emotion*, 48, 17-35. <https://doi.org/10.1007/s11031-023-10049-8>
11. Lin, S. & **Muenks, K.** (2024). Family context of mindset matters: Students' perceptions of parent and sibling math mindsets predict their motivation, behavior, and affect. *Applied Developmental Science*, 28(3), 247-274. <https://doi.org/10.1080/10888691.2023.2177163>
12. Yan, Y., **Muenks, K.**, Mata, R. A., & Yang, Y. (2023). How do undergraduate students' perceptions of professor cultural competence and growth mindset relate to motivation to engage in cross-cultural interactions? *Social Psychology of Education*, 27, 299-334. <https://doi.org/10.1007/s11218-023-09840-9>
13. Wang, L., **Muenks, K.**, & Yan, V. X. (2023). Interventions to promote retrieval practice: Strategy knowledge predicts intent, but perceived cost predicts usage. *Journal of Educational Psychology*, 115(8), 1070-1086. <https://doi.org/10.1037/edu0000813>
14. Dillard, J. B., Sadek, K., & **Muenks, K.** (2023). Undergraduate perceptions of graduate teaching assistants: Competence, relatedness, and autonomy in practice. *Higher Education Research & Development*, 43(1), 32-47. <https://doi.org/10.1080/07294360.2023.2215169>
15. Louick, R., Emery, A., **Muenks, K.**, & O'Grady, M. (2023). Attending to motivation during vocabulary interventions for students with or at risk for learning disabilities: A review of the literature. *Topics in Language Disorders*, 43(2), 97-118. <https://doi.org/10.1097/TLD.0000000000000310>
16. **Muenks, K.**, Miller, J. E., Schuetze, B. A., & Whittaker, T. A. (2023). Is cost separate from or part of subjective task value? An empirical examination of expectancy-value versus expectancy-value-cost perspectives. *Contemporary Educational Psychology*, 72, 102149. <https://doi.org/10.1016/j.cedpsych.2023.102149>

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17. Rea, S. D., Wang, L., **Muenks, K.**, & Yan, V. X. (2022). Students can (mostly) recognize effective learning, so why don't they do it? *Journal of Intelligence*, 10(4), 127. <https://doi.org/10.3390/jintelligence10040127>
18. Lin, S. & **Muenks, K.** (2022). Perfectionism profiles among college students: A person-centered approach to motivation, behavior, and emotion. *Contemporary Educational Psychology*, 71, 102110. <https://doi.org/10.1016/j.cedpsych.2022.102110>
19. **Muenks, K.**, & Yan, V. X. (2022). University STEM instructors with stronger failure-as-debilitating mindsets are perceived to engage in fewer mastery-oriented teaching practices by their students: An exploratory study. *Social Psychology of Education*, 25, 1205-1219. <https://doi.org/10.1007/s11218-022-09718-2>
20. Kroeper, K. M.*, **Muenks, K.***, Canning, E. A., & Murphy, M. C. (2022). An exploratory study of the behaviors that communicate perceived instructor mindset beliefs in college STEM classrooms. *Teaching and Teacher Education*, 114, 103717. <https://doi.org/10.1016/j.tate.2022.103717>
21. Caporale-Berkowitz, N. A., Boyer, B. P., **Muenks, K.**, & Brownson, C. B. (2022). Resilience, not grit, predicts retention for students following academic probation. *Journal of Educational Psychology*, 114(7), 1654-1669. <https://doi.org/10.1037/edu0000721>
22. Payne, T. N., **Muenks, K.**, & Aguayo, E. (2021). "Just because I am first gen doesn't mean I'm not asking for help": A thematic analysis of first-generation college students' academic help-seeking behaviors. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000382>
23. **Muenks, K.**, Yan, V. X., Woodward, N., & Frey, S. E. (2021). Elaborative learning practices are associated with perceived faculty growth mindset in undergraduate science classrooms. *Learning and Individual Differences*, 92, 102088. <https://doi.org/10.1016/j.lindif.2021.102088>
24. Wigfield, A., **Muenks, K.**, & Eccles, J. S. (2021). Achievement motivation: What we know and where we are going. *Annual Review of Developmental Psychology*, 3, 87-111. <https://doi.org/10.1146/annurev-devpsych-050720-103500>
25. Louick, R., & **Muenks, K.** (2021). Leveraging motivation theory for research and practice with students with learning disabilities. *Theory Into Practice*, 61, 102-112. <https://doi.org/10.1080/00405841.2021.1932154>
26. **Muenks, K.**, Yan, V. X., & Telang, N. K. (2021). Who is part of the "mindset context"? The unique roles of perceived professor and peer mindsets in undergraduate engineering students' motivation and belonging. *Frontiers in Education*, 6, 633570. <https://doi.org/10.3389/educ.2021.633570>
27. **Muenks, K.**, Canning, E. A., LaCrosse, J., Green, D. J., Zirkel, S., Garcia, J. A., & Murphy, M. C. (2020). Does my professor think my ability can change? Students' perceptions of their STEM professors' mindset predict in-class psychological

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- experiences. *Journal of Experimental Psychology: General*, 149, 2119-2144.
<https://psycnet.apa.org/doi/10.1037/xge0000763>
28. Ponnock, A., **Muenks, K.**, Morell, M., Yang, J. S., Gladstone, J. R., & Wigfield, A. (2020). Grit and conscientiousness: Another jangle fallacy. *Journal of Research in Personality*, 89, 1-5. <https://doi.org/10.1016/j.jrp.2020.104021>
 29. **Muenks, K.**, Peterson, E. G., Green, A. E., Kolvoord, R. A., & Uttal, D. H. (2020). Parents' beliefs about high school students' spatial abilities: Gender differences and associations with parent behavior and students' STEM career intentions. *Sex Roles*, 82, 570-583. <https://doi.org/10.1007/s11199-019-01072-6>
 30. Kroeper, K. M., **Muenks, K.**, & Murphy, M. C. (2019). Marriage equality: On the books and on the ground? A social psychological investigation of discrimination against same-sex and interracial couples. *Analyses of Social Issues and Public Policy*, 19, 50-77. <https://doi.org/10.1111/asap.12172>
 31. Canning, E. A., **Muenks, K.**, Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science Advances*, 5. <https://doi.org/10.1126/sciadv.aau4734>
 32. Gladstone, J. G., Häfner, I., Turci, L., Kneissler, H., & **Muenks, K.** (2018). Associations between parents' and students' motivational beliefs in mathematics and mathematical performance: The role of gender. *Contemporary Educational Psychology*, 54, 221-234. <https://doi.org/10.1016/j.cedpsych.2018.06.009>
 33. **Muenks, K.**, Wigfield, A., & Eccles, J. S. (2018). I can do this! The development and calibration of children's expectations for success and competence beliefs. *Developmental Review*, 48, 24-39. <https://doi.org/10.1016/j.dr.2018.04.001>
 34. Wentzel, K. R., **Muenks, K.**, McNeish, D. M., & Russell, S. L. (2018). Emotional support, social goals, and classroom behavior: A multi-level, multi-site study. *Journal of Educational Psychology*, 110, 611-627. <https://doi.org/10.1037/edu0000239>
 35. **Muenks, K.**, Yang, J. S., & Wigfield, A. (2018). Associations between grit, motivation, and achievement in high school students. *Motivation Science*, 4, 158-176. <https://psycnet.apa.org/doi/10.1037/mot0000076>
 36. **Muenks, K.***, & Miele, D. B.* (2017). Students' thinking about effort and ability: The role of developmental, contextual, and individual difference factors. *Review of Educational Research*, 87, 707-735. <https://www.jstor.org/stable/44667672>
 37. **Muenks, K.**, Wigfield, A., Yang, J. S., & O'Neal, C. (2017). How true is grit? Assessing its relations to high school and college students' personality characteristics, self-regulation, engagement, and achievement. *Journal of Educational Psychology*, 109, 599-620. <https://psycnet.apa.org/doi/10.1037/edu0000153>

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38. Wentzel, K. R., **Muenks, K.**, McNeish, D. M., & Russell, S. L. (2017). Peer and teacher supports in relation to motivation and effort: A multi-level study. *Contemporary Educational Psychology*, 49, 32-45. <https://doi.org/10.1016/j.cedpsych.2016.11.002>
39. **Muenks, K.**, Miele, D. B., & Wigfield, A. (2016). How students' perceptions of the source of effort influence their ability evaluations of other students. *Journal of Educational Psychology*, 108, 438-454. <http://dx.doi.org/10.1037/edu0000068>
40. **Muenks, K.**, Miele, D. B., Ramani, G. B., Stapleton, L. M., & Rowe, M. L. (2015). Parental beliefs about the fixedness of ability. *Journal of Applied Developmental Psychology*, 41, 78-89. <https://doi.org/10.1016/j.appdev.2015.08.002>

Peer-Reviewed Book Chapters

1. Wigfield, A., **Muenks, K.**, & Rosenzweig, E. Q. (2016). Achievement motivation. In H. Miller (Ed.), *Encyclopedia of theory in psychology* (1-4). Thousand Oaks, CA: SAGE Publications.
2. Wentzel, K. R., & **Muenks, K.** (2016). Peer influence on students' motivation, academic achievement, and social behavior. In K. R. Wentzel & G. B. Ramani (Eds.), *Handbook of social influences in school contexts* (13-30). New York, NY: Taylor Francis.
3. Wigfield, A., **Muenks, K.**, & Rosenzweig, E. Q. (2015). Children's achievement motivation in school. In C. Davies (Ed.), *The Routledge international handbook of social psychology of the classroom* (9-20). New York, NY: Routledge.

Invited Blogs

1. **Muenks, K.**, Kroeper, K. M., & Murphy, M. C. (2025). From Belief to Action: Making Growth Mindset Visible to Students [Character & Context Blog Post].

PRESENTATIONS

Invited Presentations

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| 02/2025 | "Faculty mindsets: How and why they matter for students." <i>McCombs Faculty Friday talk</i> , Austin, TX. |
| 02/2024 | "Mindsets in STEM: The role of students' perceptions of teachers' and peers' mindsets on motivation and engagement." <i>Learning and the Brain Conference</i> , San Francisco, CA. |
| 02/2024 | "Mindsets in STEM: The role of instructor and peer mindsets on undergraduate students' motivation and engagement." <i>Institute for Postsecondary Learning Research Colloquium at the University of Cincinnati</i> , Cincinnati, OH. |
| 04/2023 | "A social-cognitive approach to understanding what motivates students when they are struggling: American Educational Research Association Division C Early Career Award Talk." <i>American Educational Research Association Annual Meeting</i> , Chicago, IL. |
| 02/2023 | "The role of faculty mindsets in STEM students' motivation and achievement." <i>Vanderbilt University's Biological Sciences Seminar Series</i> , virtual. |

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- 11/2021 "Socially constructed motivational environments: The case of professor and peer mindsets." *University of Iowa*, virtual.
- 01/2019 "Motivation in school: The role of students', parents', and teachers' beliefs about academic ability." *STEM Center, The University of Texas at Austin*, Austin, TX.
- 10/2018 "Motivation in school: The role of students', parents', and teachers' beliefs about academic ability." *Developmental Psychology Seminar*, The University of Texas at Austin, Austin, TX.
- 09/2018 "Motivation in school: The role of students', parents', and teachers' beliefs about academic ability." *Social/Personality Area Meeting*, The University of Texas at Austin, Austin, TX.
- 05/2017 "Does my professor think my ability can change? Perceptions of STEM professor mindsets predict college students' in-the-moment classroom experiences." Data blitz talk presented at the *2017 Weary Symposium*, Ohio State University, Columbus, OH.
- 01/2017 "Students' beliefs about effort and ability." *Social Seminar at the Department of Psychological and Brain Sciences*, Indiana University, Bloomington, IN.
- 02/2016 "Students' beliefs about effort and ability." *Proseminar at Teachers College*, Columbia University, New York, NY.

Conference Presentations

1. O'Grady, M., **Muenks, K.**, Cokley, K. O., Lee, H. Y., Yates, M., Anderson, C., & Chang, S. (2025, April). *Impostor phenomenon and emotional cost as predictors of biomedical research career*. Poster to be presented at the American Educational Research Association Annual Meeting, Denver, CO.
2. Sievers, J., **Muenks, K.**, & Yan, V. X. (2025, April). *The effects of course grade policies on perceived course contexts and student motivation in college*. Poster to be presented at the American Educational Research Association Annual Meeting, Denver, CO.
3. Seo, E., Lee, S. Y., **Muenks, K.**, & Yan, Y. (2025, April). *The secret language of peers: How peer behaviors signal mindset and influence classroom experiences*. Paper to be presented at the American Educational Research Association Annual Meeting, Denver, CO.
4. Yan, Y., Woznicki, N., & **Muenks, K.** (2025, April). *Whose beliefs matter? The impact of undergraduate students' perceptions of instructors' and peers' field-specific ability beliefs*. Paper to be presented at the American Educational Research Association Annual Meeting, Denver, CO.
5. Yan, Y., Woznicki, N., & **Muenks, K.** (2025, February). *How perceived instructors' and peers' field-specific ability beliefs impact undergraduates*. Paper to be presented at the Society for Personality and Social Psychology Annual Convention, Denver, CO.
6. Woznicki, N. & **Muenks, K.** (2024, August). *College student motivation and the interplay of sexual orientation and other-gender similarity*. Poster presented at the American Psychological Association Annual Convention, Seattle, WA.

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7. Fong, C. J., **Muenks, K.**, Fathi, Z., Adelugba, S. F., Goldstein, M., O'Grady, M., & Lin, S. (2024, August). *Do socializers' mindset beliefs matter for student outcomes? A meta-analysis*. Poster presented at the virtual session of the American Psychological Association Meeting.
8. Woznicki, N., & **Muenks, K.** (2024, April). *Disambiguating gender and gendered behavior in teachers' perceptions of students' behavioral engagement and ability*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
9. Yan, Y., & **Muenks, K.** (2024, April). *My professors' beliefs matter: A study about STEM students' perceptions of field-specific ability beliefs*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
10. Woznicki, N., Sievers, J., O'Grady, M. C., & **Muenks, K.** (2024, April). *Perceived goal structure vs. perceived instructor mindset: Exploring two measures of motivational microclimate in STEM*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
11. O'Grady, M. C., Rutten, L., Goldstein, M., Lama, D., & **Muenks, K.** (2024, April). *The power of names: Exploring student perceptions of professor name learning in the college classroom*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
12. Rutten, L., & **Muenks, K.** (2024, April). *You belong with me: Experimentally examining the place of cost in expectancy-value theory*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
13. Rutten, L., Lyra, F., Zengilowski, A., Woznicki, N., & **Muenks, K.** (2023, April). *How do faculty beliefs relate to gender, racial, and first-gen representation across academic disciplines?* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
14. Rutten, L., & **Muenks, K.** (2023, April). *Rates of growth: An unexplored avenue into the effects of mindsets*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
15. Yan, Y., & **Muenks, K.** (2023, April). *Exploring the behaviors associated with undergraduate STEM students' perceptions of their peers' mindsets about intelligence*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
16. Rea, S., Wang, L., **Muenks, K.**, & Yan, V. X. (2023, April). *Students can (mostly) recognize effective learning, so why don't they do it?* Poster presented at the American Educational Research Association Annual Meeting, Chicago, IL.
17. Beymer, P. N., **Muenks, K.**, & Rosenzweig, E. Q. (2023, April). *Examining low points in motivation throughout a semester: Predicting calculus students' performance and STEM*

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career intentions. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

18. Louick, R., Emery, A., **Muenks, K.**, & O'Grady, M. (2023, March). *Attending to motivation during vocabulary interventions for students with or at risk for learning disabilities*. Paper presented at the Council for Exceptional Children Annual Conference, Grand Rapids, MI.
19. Grose, G., **Muenks, K.**, Eason, S. H., Miele, D. B., Rowe, M. L., & Ramani, G. B. (2022, June). *The role of parents' ability mindsets on parent-child interactions during math activities*. Poster presented at the Mathematical Cognition and Learning Society Conference, Antwerpen, Belgium.
20. **Muenks, K.** (2022, April). *How do perceived goal structure and perceived professor mindset predict undergraduates' motivation and belonging?* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
21. Yan, Y., Mata, R., & **Muenks, K.** (2022, April). *Perceptions of professor cultural competence and mindset predict students' belonging and motivation for cross-cultural interactions*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
22. **Muenks, K.**, & Canning, E. A. (2022, April). *The effects of ambiguous mindset messages from college faculty*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
23. Kroeper, K. M., Fried, A. C., **Muenks, K.**, Canning, E. A., & Murphy, M. C. (2022, April). *Signaling mindsets: Identifying behavior that signals teacher growth mindset beliefs*. Paper presented at the Midwestern Psychological Association, Chicago, IL.
24. Kroeper, K. M., Fried, A. C., **Muenks, K.**, Canning, E. A., & Murphy, M. C. (2022, February). *Signaling mindset: Teaching behaviors that signal growth (and fixed) mindset beliefs to students*. Paper presented at the Teaching Personality and Social Psychology Preconference within the Society for Personality and Social Psychology Annual Convention, San Francisco, CA.
25. Yan, V. X., & **Muenks, K.** (2022, February). *Teacher beliefs and instructional practices to support productive classroom climates*. Paper presented at the Society for Personality and Social Psychology Convention, online.
26. Louick, R., & **Muenks, K.** (2021, October). *Leveraging motivation theory to support students with learning disabilities*. Paper presented at the International Conference on Learning Disabilities, Las Vegas, NV.
27. **Muenks, K.**, & Yan, V. X. (2021, April). *Students' concerns about remote learning in the context of COVID-19*. Paper presented at the American Educational Research Association Annual Meeting, online.

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28. Yan, V. X., & **Muenks, K.** (2021, April). *How are active learning practices perceived by students? Depends on their mindset*. Paper presented at the American Educational Research Association Annual Meeting, online.
29. Miller, J. E., **Muenks, K.**, Schuetze, B. A., & Whittaker, T. A. (2021, April). *Cost's relationship with subjective task value through latent variable modeling analyses*. Poster presented at the American Educational Research Association Annual Meeting, online.
30. **Muenks, K.**, Yan, V. X., Woodward, N., & Frey, S. E. (2021, February). *Elaborative learning practices communicate teacher growth mindset in science classrooms*. Poster presented at the Society for Personality and Social Psychology Convention, online.
31. Yan, V. X., & **Muenks, K.** (2021, February). *How are active learning practices perceived by students? Depends on their mindset*. Poster presented at the Society for Personality and Social Psychology Convention, online.
32. Kroeper, K. M., **Muenks, K.**, Canning, E. A., Fried, A. C., & Murphy, M. C. (2020, May). *How do students know their professors' mindset beliefs? Examining the behaviors that communicate faculty mindset beliefs in college*. Paper presented at the Association for Psychological Science Annual Meeting, Chicago, IL. (Conference canceled)
33. Canning, E. A., **Muenks, K.**, LaCrosse, J., Green, D. J., & Murphy, M. C. (2020, April). *Faculty mindsets: How professors' beliefs about ability relate to students' psychological experiences and performance*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
34. Wang, L., **Muenks, K.**, & Yan, V. X. (2020, April). *Lack of knowledge and lack of will: Why don't students use effective strategies?* Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
35. **Muenks, K.**, & Rosenzweig, E. Q. (2020, April). *What's my biggest challenge? Exploring students' open-ended, self-generated challenges in science and associations with motivation*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
36. **Muenks, K.**, Canning, E. A., Green, D. J., & Murphy, M. C. (2020, February). *Faculty who believe intelligence is fixed exacerbate racial achievement gaps in STEM*. Paper presented at the Society for Personality and Social Psychology Convention, New Orleans, LA.
37. Wang, L., Yan, V. X., **Muenks, K.**, & Rosenzweig, E. Q. (2019, November). *Barriers to motivating effective study strategy use*. Poster presented at the Annual Meeting of the Psychonomic Society, Montreal, Quebec, Canada.
38. **Muenks, K.**, Canning, E. A., Kroeper, K. M., & Murphy, M. C. (2019, April). *What do fixed and growth mindset college professors actually do and say in the classroom?* Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

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39. Morell, M., Yang, J. S., Liu, Y., Gladstone, J. R., Ponnock, A., Turci (Faust), L., **Muenks, K.**, & Wigfield, A. (2019, April). *Validation of grit scales across multiple samples: Restricted recalibration and multiple group analysis*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
40. Canning, E. A., **Muenks, K.**, Green, D. J., Ozier, E., & Murphy, M. C. (2018, October). *Faculty mindsets: How professor's beliefs about ability trigger stereotype threat*. Paper presented at the meeting of the Society of Experimental Social Psychology, Seattle, WA.
41. **Muenks, K.**, Peterson, E. G., Green, A., Kolvoord, R., & Uttal, D. (2018, August). *Parents' beliefs about students' spatial abilities predict students' intentions to major in STEM*. Paper presented at the International Conference on Motivation, Aarhus, Denmark.
42. Gladstone, J., **Muenks, K.**, Yang, J. S., & Wigfield, A. (2018, August). *Clarifying grit's predictive role: Exploring mechanisms of the relation between grit and achievement*. Paper presented at the International Conference on Motivation, Aarhus, Denmark.
43. Kroeper, K. M., **Muenks, K.**, & Murphy, M. C. (2018, July). *Marriage equality: On the books and on the ground?* Paper presented at the Society for the Psychological Study of Social Issues Conference, Pittsburgh, PA.
44. Gladstone, J., **Muenks, K.**, Yang, J. S., Wigfield, A., Lim, H. J., & Hwang, M. H. (2018, July). *Clarifying grit's predictive role: Mediators help explain the relation between grit and achievement among U.S. and Korean students*. Poster presented at the International Society for the Study of Behavioral Development Biennial Meeting, Queensland, Australia.
45. Canning, E. A., **Muenks, K.**, Green, D. J., & Murphy, M. C. (2018, April). *Faculty mindsets: How professors' beliefs about ability relate to students' experiences and achievement in STEM*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
46. **Muenks, K.**, Canning, E. A., Green, D. J., & Murphy, M. C. (2018, April). *Does my professor think my ability can change? Students' perceptions of their STEM professors' mindset predict in-class psychological experiences*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
47. **Muenks, K.**, & Murphy, M. C. (2018, April). *Students' perceptions of faculty fixed-growth mindset beliefs in STEM and non-STEM classrooms*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
48. Canning, E. A., **Muenks, K.**, Green, D. J., & Murphy, M. C. (2018, March). *Faculty mindsets: How professors' beliefs about ability relate to student experiences and the racial achievement gap in STEM*. Poster presented at the Illinois Summit on Diversity in Psychological Science, Champaign, IL.

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49. Kroeper, K. M., **Muenks, K.**, & Murphy, M. C. (2018, March). *Marriage equality: On the books and on the ground? Beliefs and behavior towards same-sex and interracial couples in the wedding industry*. Poster presented at the Illinois Summit on Diversity in Psychological Science, Champaign, IL.
50. **Muenks, K.**, Emerson, K. T. U., & Murphy, M. C. (2018, March). *Promoting change at work: How organizational and personal mindsets predict employees' motivation and developmental willingness*. Poster presented at the Society for Personality and Social Psychology Annual Meeting, Atlanta, GA.
51. Ozier, E., **Muenks, K.**, Zirkel, S., Garcia, J., & Murphy, M. C. (2018, March). *How faculty mindsets affect experiences of identity threat and motivation in STEM classes*. Poster presented at the Society for Personality and Social Psychology Annual Meeting, Atlanta, GA.
52. Yang, J. S., Morell, M., Lim, H., Wigfield, A., & **Muenks, K.** (2017, July). *Small-sample MIRT calibration and model selection using the grit data*. Paper presented at the 2017 International Meeting of the Psychometric Society, Zurich, Switzerland.
53. **Muenks, K.**, McNeish, D. M., & Wentzel, K. R. (2017, April). *Social support, goal pursuit, and classroom behavior of adolescents: A multi-level study*. Poster presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
54. Gladstone, J. R., Häfner, I., Turci, L. A., **Muenks, K.**, Kneissler, H., Nagengast, B., & Trautwein, U. (2017, April). *Associations between parents' and students' motivational beliefs: The role of gender*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
55. Miele, D. B., Vasilyeva, M., Shen, C., & **Muenks, K.** (2017, April). *Individual differences in perceived effort source influence students' judgments of ability*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
56. **Muenks, K.**, Wigfield, A., & Yang, J. S. (2017, April). *Relations between grit, motivation, and achievement in high school students*. Poster presented at the Midwestern Psychology Association Annual Meeting, Chicago, IL.
57. Kroeper, K. M., **Muenks, K.**, & Murphy, M. C. (2017, April). *"I do's" to "You don'ts": Discrimination in the wedding industry*. Paper presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.
58. Levy (Green), D. J., **Muenks, K.**, Kroeper, K. M., & Murphy, M. C. (2017, April). *Faculty mindsets in STEM vs. non-STEM fields*. Paper presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.
59. **Muenks, K.**, McNeish, D. M., & Wentzel, K. R. (2017, April). *Adolescents' social support at school: Relations with goal pursuit and prosocial and responsible behavior*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.

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60. Gladstone, J., Häfner, I., Turci, L., **Muenks, K.**, Kneissler, H., Nagengast, B., & Trautwein, U. (2017, April). *Associations between parents' and students' motivational beliefs: The role of gender and age*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
61. **Muenks, K.**, Wigfield, A., & Yang, J. S. (2016, August). *Grit's relation to motivation and achievement outcomes*. Poster presented at the International Conference on Motivation, Thessaloniki, Greece.
62. **Muenks, K.**, McNeish, D. M., & Wentzel, K. R. (2016, August). *Relations between peer and teacher supports, motivation, and engagement in adolescent students*. Poster presented at the American Psychological Association Annual Convention, Denver, Colorado.
63. **Muenks, K.**, Wigfield, A., Yang, J. S., & O'Neal, C. (2016, April). *The factor structure of grit in two age groups and its relations with self-regulation and engagement*. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
64. **Muenks, K.** (2016, April). *Why am I working hard? Perceptions of effort source and students' self-evaluations of ability*. Poster presented at the American Educational Research Association Annual Meeting, Washington, DC.
65. **Muenks, K.**, Wigfield, A., & Miele, D. B. (2016, April). *The role of students' perceptions of effort source on perceived relations between effort and ability*. Poster presented at the Society for Research on Adolescence, Baltimore, MD.
66. **Muenks, K.**, Miele, D. B., & Wigfield, A. (2015, April). *Perceived sources of effort influence students' ability judgments*. Poster presented at the American Educational Research Association Annual Meeting, Chicago, IL.
67. Eason, S., **Muenks, K.**, Ramani, G. B., Rowe, M. L., & Miele, D. B. (2015, March). *Parents' domain-specific ability mindsets influence support during reading and math tasks with preschoolers*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
68. **Muenks, K.**, & Miele, D. B. (2014, April). *Parental beliefs about math and verbal ability predict self-reported behavior: The role of child competence*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
69. **Muenks, K.**, & Miele, D. B. (2014, February). *Parental beliefs about math and verbal ability predict self-reported behavior: The role of child competence*. Poster presented at the Society for Personality and Social Psychology Annual Meeting, Austin, TX.
70. **Muenks, K.**, Miele, D. B., Rowe, M. L., & Ramani, G. B. (2013, April). *Parental beliefs about children's math and reading abilities predict self-reported parenting behavior*. Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

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71. **Muenks, K., & Guthrie, J.** (2012, April). *Cognitive and motivational mediators of behavioral engagement and reading comprehension*. Poster presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.

TEACHING

The University of Texas at Austin

		Rating (max = 5)		
<u>Course</u>	<u>Title</u>	<u>Term</u>	<u>Course</u>	<u>Instructor</u>
<i>Graduate</i>				
EDP 382D	Motivation and Emotion	Spring 2019	4.2	4.6
		Fall 2019	4.6	4.8
		Fall 2020	4.4	4.6
		Fall 2021	4.6	4.6
		Fall 2022	4.9	4.9
		Fall 2023	5.0	5.0
		Spring 2025		
EDP 382D	Current Issues in Motivation	Spring 2020	4.3	4.6
		Spring 2022	4.8	4.8
		Spring 2024	4.7	4.9
EDP 398T	College Teaching Methodology	Spring 2021	4.8	4.9
		Spring 2022	4.7	4.7
		Spring 2023	4.9	4.9
		Spring 2024	5.0	5.0
<i>Undergraduate</i>				
ALD 320	Cognition, Human Learning, & Motivation	Fall 2018	3.8	4.0
		Fall 2019	3.9	4.2
		Spring 2020	4.3	4.6
		Spring 2021	4.8	4.9
		Fall 2021	4.4	4.6
		Fall 2022	4.4	4.7
		Spring 2023	4.4	4.6

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Fall 2023

4.6

4.7

ADVISING AND STUDENT-RELATED SERVICE**Doctoral Dissertation Committees*****Chair or Co-chair***

current	Yiqiu Echo Yan	Educational Psychology	Chair
current	Luke Rutten	Educational Psychology	Chair
2024	Shaina Hall	Educational Psychology	Co-chair
2024	Nathaniel Woznicki	Educational Psychology	Chair
2023	Ashley Bennett	Educational Psychology	Co-chair
2023	Taylor Payne	Educational Psychology	Co-chair
2021	Lisi Wang	Educational Psychology	Co-chair

Member

current	Teresa Blumenthal	Spanish & Portuguese	Member
2024	Yiwen Yang	Educational Psychology	Member
2023	Derek Hanson	Educational Psychology	Member
2023	Brendan Schuetze	Educational Psychology	Member
2022	Amanda Bowling	Educational Psychology	Member
2022	Kristen Mosley	Educational Psychology	Member
2022	Oliver Davidson	Educational Psychology	Member
2022	Yi Shi	Curriculum & Instruction	Member
2022	Ashley Kuchar	Educational Psychology	Member
2022	Ciara McAfee	Psychology	Member
2021	Jennifer Archer	Educational Psychology	Member
2021	Shengjie Lin	Educational Psychology	Member
2021	Allison Zengilowski	Educational Psychology	Member
2019	Rebecca Maymon	Educational Psychology (McGill University)	Member

Master's Committees***Chair***

current	Perry Blough	Educational Psychology	Chair
2024	Ananya Doshi	Educational Psychology	Chair
2024	Jessica Zimmerman	Educational Psychology	Chair
2024	Katie Goodfellow	Educational Psychology	Chair
2024	Miranda Goldstein	Educational Psychology	Chair
2023	Julie Sievers	Educational Psychology	Chair
2023	Emilio Delboy	Educational Psychology	Chair
2021	Lori Healey	Educational Psychology	Chair
2021	Emmalie Berkovsky	Educational Psychology	Chair

Second reader

2023	Akshay Umashankar	Educational Psychology	Second reader
2022	Lillian Nguyen	Educational Psychology	Second reader
2022	Cinthia Alvarado	Educational Psychology	Second reader
2021	Bridgit Sillman	Educational Psychology	Second reader
2019	Noura Wakim	Educational Psychology	Second reader

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2019	Ella Meisner	Educational Psychology	Second reader
2018	Melanie Gonzalez	Psychology	Second reader

Other Mentorship

Doctoral student primary faculty advisor (pre-candidacy)

2023--	Julie Sievers
2022--	Madeline O'Grady

Undergraduate students

2019-24	Minseon Kim, Katia Montemayor, Franchesca Lyra, Naveen Sadiq, Emilie Raphael, Mireya Llanas, Abilio Sanchez, Andrea Bongiovanni
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Qualifying Process Committees

2025	Lily Alvarez
2024	Julie Sievers (Chair), Luke Rutten (Chair), Stephany Rea
2023	Yiqiu Echo Yan (Chair)
2022	Kenia Cruz, Cambrian Nauman
2021	Cinthia Alvarado, Andrew Wash, Taylor Payne
2020	Ashley Kuchar (Chair), Kristen Mosley, Erin Morpeth, Yi Shi, Jendayi Dillard
2019	Caroline Carberry

Undergraduate Honors Theses

2021	Franchesca Lyra	Educational Psychology	Supervisor
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ADMINISTRATIVE AND PROFESSIONAL SERVICE

Departmental Service

Search committees

2024	Professional Track Faculty, Human Development, Culture, and Learning Sciences
2022	Tenure-track faculty, School Psychology
2021	Tenure-track faculty, School Psychology
2020	Professional Track Faculty, Quantitative Methods, 2020

Organizer

2020-22	Organizer, HDCLS Graduate Student Recruitment Day
2019-23	Organizer, HDCLS Colloquium

Other

2024	Presenter, EDP Research Spotlight & Graduate Celebration
2021-24	EDP Subject Pool Committee
2020	HDCLS Canvas Revamp Committee

College Service

2021	Panelist and judge, Signature Impact Area Contest
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University Service

2023-24	Member, AI Policy Change Working Group
2020	Speaker, First Year on the Forty Event

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2018 Expert Panel for Bowling Green High School, Dept. of Psychology

Professional Service

Grant reviews

2022 National Science Foundation (NSF)

Conference organization & society service

2025 Panelist, Motivation Monday, AERA Motivation SIG (Topic: The Writing Process/Publishing Pipeline)
 2025 Reviewer, AERA Motivation SIG Pintrich Award Committee (Graduate Student Award)
 2015-24 Program Reviewer, AERA Division C
 2017-24 Program Reviewer, AERA Motivation SIG
 2023 Panelist, Motivation Monday, AERA Motivation SIG (Topic: Grant Writing and Funding Opportunities)
 2020-22 Treasurer, AERA Motivation SIG
 2020 Participant, AERA Motivation SIG Early Career Researcher Conversation
 2020 Mentor, AERA Division C Graduate Student Seminar (conference canceled)
 2019-20 AERA Motivation SIG Early Career Researcher Leadership Committee
 2018 Program Reviewer, EARLI SIG 8 International Conference on Motivation
 2018 Participant, Job Market Panel, AERA Motivation SIG

Editorial service

2023 Guest editor, *Journal of Educational Psychology* (2 manuscripts)
 2020-- Editorial board member, *Journal of Educational Psychology*
 2019-23 Editorial board member, *Contemporary Educational Psychology*
 2016 Editorial assistant, *Educational Psychologist*
 2016-- Ad hoc reviewing

Journals include: AERA Open, American Educational Research Journal, British Journal of Educational Psychology, Child Development, Developmental Psychology, Educational Psychology Review, Educational Research for Policy and Practice, European Journal of Psychology of Education, Humanities and Social Sciences Communications, Infant and Child Development, International Journal of STEM Education, Journal of Adolescence, Journal of Applied Developmental Psychology, Journal of Early Adolescence, Journal of Experimental Education, Journal of Personality, Journal of Teacher Education, Learning and Individual Differences, Learning and Instruction, Motivation and Emotion, Motivation Science, Nature Human Behaviour, Personality and Social Psychology Bulletin, Proceedings of the National Academy of Sciences, Psychological Review, Social Psychological and Personality Science, Social Psychology of Education

PROFESSIONAL MEMBERSHIPS

2011-- American Educational Research Association
 2020 Psychonomic Society
 2012-20 Society for Personality and Social Psychology
 2016-18 European Association for Research on Learning and Instruction

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2013-17 Society for Research in Child Development
2016 American Psychological Association