

CV of Failures

Veronica X. Yan (*Associate Professor in Educational Psychology*)

<http://sites.edb.utexas.edu/slam/>

This “CV of Failures” is not my original idea; I saw an [article](#) about Johannes Haushofer doing this, who in turn had read a [Nature paper](#) by Melanie Stefan. A regular CV highlights achievements, but hides how normal rejections and failures are in academia.

Each failure represents a step toward a success—a funding proposal written, a manuscript drafted. Simply getting these submitted is an achievement unto itself. Each rejected proposal is an opportunity to think about bigger ideas and future directions. Each rejected manuscript is a step in getting feedback from reviewers and ultimately creating a better paper that contributes to broader discussions.

When I first made this public on my social media, I felt very anxious as I hit publish, but I wanted to “practice what I preach.” Since making it public though, the response has been overwhelmingly positive, especially from current and prospective graduate students. It’s reaffirmed to me how important it is to pull the curtain back on all the work that goes on behind academic accomplishments.

Funding I did not get (Rejection count: 17)

2024	<i>Institute of Education Sciences, NCER-DLP Research, “Accelerating Learning and Mitigating Learning Loss”</i>
2023	<i>Institute of Education Sciences, NCER-DLP Research, “Accelerating Learning and Mitigating Learning Loss”</i>
2023	<i>AERA Research Conference Initiative: “LONESTAR Conference on Strategic Learning” (figured out how to hold the conference anyway on a shoestring budget)</i>
2022	<i>Schmidt Futures Learning Engineering Tools Competition, “Lure Generator” (made it to Phase III)</i>
2021	<i>National Science Foundation, CAREER Grant, “Motivating Effective Strategies to Transform Student Learning” (got it in 2023 on my third and final attempt)</i>
2021	<i>National Science Foundation, “A Data-driven Approach to Support Collaborative Learning and Co-creation in Multiuser Virtual Reality”.</i>
2019	<i>Institute of Education Sciences, Large Research Grant, “Do challenging academic experiences promote college readiness for all students? How student beliefs change during dual-enrollment courses”</i>
2019	<i>National Science Foundation, CAREER Grant, “Mechanisms and Generalizability of the Interleaving Effect”</i>

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- 2019 *Spencer Foundation*, Large Research Grant, “How Dual-enrollment Courses Shape Student Behaviors and Beliefs”
- 2019 *Institute of Education Sciences*, Large Research Grant, “OnRamps to College Readiness: An Exploratory Study of the Relationship Between Social and Behavioral Competencies and College Readiness in Dual-Enrollment Courses”
- 2019 *William T Grant Foundation*, Major Research Grants LOI, “Can dual-enrollment reduce race- and class-based inequalities in college readiness, enrollment, & outcomes? (*invited to resubmit, then rejected again*)
- 2018 *APS Teaching Fund*, “The Toolkit to Building Better Learners”
- 2018 *National Science Foundation*, “Increasing participation in STEM fields through identity fusion”
- 2018 *Spencer Foundation*, Small Research Grant, “A pathway out of poverty: Developing motivational mindsets in an intensive extracurricular program”
- 2017 College of Education Summer Research Assignment (*got it the following year*)
- 2017 Psychonomic Women in Science Travel Award
- 2017 *Templeton Foundation*, “Sanctifying everyday difficulties: Motivational consequences of moralizing difficult experiences” (*got it the following year*)

Papers rejected from academic journals (Journals rejection count: 35)

- 2024 Schuetze, Yan, & Carvalho. Capturing Session-to-Session Dynamics of Learning and Forgetting: A Test of Existing Knowledge Tracing Models. Rejected by *Psychonomic Bulletin & Review*.
- 2023 Muenks, Lin, Rutten, Hecht, & Yan. Exploring students’ challenge frameworks: A person-centered approach. Rejected by *Journal of Educational Psychology*. (*published in Learning and Individual Differences, 2024*)
- 2022 Schuetze & Yan. Psychology faculty overestimate the magnitude of Cohen’s d effect sizes by half a standard deviation. Desk rejected from *Psychological Science* and *Psychonomic Bulletin*. Rejected after review by *Psychological Methods*. (*published in Collabra: Psychology, 2023*)
- 2022 Yan, Oyserman, Kiper, & Atari. Difficulty-as-improvement: The Courage to Keep Going. Rejected from *PSPR* and *JPSP: ASC*. (*published in Personality and Social Psychology Bulletin, 2023*)
- 2021 Kiper, Atari, Yan, Oyserman. The upside: How people make sense of difficulty matters in a crisis. Rejected from *SPPS*. (*published in Self & Identity, 2022*)

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- 2021 Muenks, Yan, Frey, Woodward. Elaborative learning practices are associated with perceived teacher growth mindset in science classrooms. Rejected from *Learning & Instruction*. ([published in *Learning & Individual Differences*, 2021](#))
- 2021 Schuetze & Yan. Associations between goal orientation and SRL strategies are stable across assignment and course types. Rejected from *Contemporary Educational Psychology*. ([published in *Meta-psychology*, 2022](#))
- 2021 Yan & Schuetze. Sequence effects in category learning: Blocking aids rule discovery but interleaving aids retention. Rejected from *Cognition* and *JEP: LMC*. ([published in *JARMAC*, 2021](#))
- 2020-2021 Muenks & Yan. College instructors' mindsets about struggle predict students' perceptions of a supportive learning climate. Rejected from *Psychological Science*, *Motivation Science*, *Teachers and Teaching*, and *British Journal of Educational Psychology*. ([published in *Social Psychology of Education*, 2022](#))
- 2020-2021 Yan, Schuetze, & Eglington. A review of the interleaving effect: Theories and lessons for future research. Rejected from *Review of Educational Research*, and *Educational Psychology Review*.
- 2020 Yan, Yu, Bjork, & Bjork. Memory and metamemory consequences of learning vocabulary semantically or alphabetically. Rejected from *Journal of Memory and Language* and *JARMAC*.
- 2020 Yan & Oyserman Linking Mindsets to Toolsets. Difficulty Mindsets Matter for Knowing How to Learn. Rejected from *Journal of Educational Psychology* and *Contemporary Educational Psychology*. ([a portion was published in *PSPB*, 2021](#))
- 2020 Yan & Sana. The Robustness of the Interleaving Effect. Rejected from *JEP: LMC*. ([published in *JARMAC*, 2021](#))
- 2019 Yan, Eglington, & Garcia. Learning better, learning more: The benefits of expanded retrieval practice. Rejected from *Cognition*. ([published in *Journal of Applied Research in Memory & Cognition*, 2020](#))
- 2015-2018 Yan & Sana. Testing the Discriminative Contrast Hypothesis: Predictions Fail for Inductive Learning of Artists' Styles. Rejected from *JEP:A*, *Memory & Cognition*, *Applied Cognitive Psychology*, and *Frontiers in Psychology* ([published in *Journal of Cognitive Education & Psychology*, 2019](#))
- 2016 Oyserman, Novin, Lam, Chen, Newman, & Yan. Who is smarter, 'I' or 'we'? Activated cultural mindsets and complex reasoning. Rejected from *PBR* and *Cognition*.
- 2016 Sana, Yan, Kim, Bjork, & Bjork. Optimizing the Inductive Learning of Categories: Do the Relative Benefits of Interleaving Versus Blocking Exemplars Vary With a

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Learner's Working Memory Capacity? Rejected from *Memory & Cognition* (*published in JARMAC, 2018*)

2013-2014 Yan, Bjork, & Bjork. On the Difficulty of Mending Metacognitive Illusions: A priori Theories, Fluency Effects, and Misattributions of the Interleaving Benefit. Rejected from *Psychological Science* and *Memory & Cognition*. (*published in JEP: G, 2016*)

2013-2014 Yan, Vetter, & Bjork. Learning bird songs and speakers voices: Does auditory induction profit from interleaving exemplars? Rejected from *JEP:LMC* and from *Journal of Memory & Language*.

Conference rejections (Rejection count: 2)

2018 AERA: OnRamps study

2017 AERA: Self-regulated learning study

Awards, Fellowships, and Academic positions I did not get

2024 Early Career Award, Psychonomic Society

2024 Jacobs Foundation Research Fellowship

2023 Early Career Award, Psychonomic Society

2018 Fellow, Psychonomic Society (*got it 2020*)

2018 Asst. Prof; Department of Psychology, University of California, Los Angeles

2016 Asst. Prof; Department of Education, University of California, Riverside

2016 NSF SPRF IBSS (with Dr. Daphna Oyserman)

2015 NSF Postdoctoral Fellowship (with Dr. W Todd Maddox)

2015 NewMet Data Science Bootcamp

2014 Research fellow; Harvard Initiative for Learning and Teaching, Harvard

2014 NSF Postdoctoral Fellowship (with Dr. Daniel Schacter)

2013 UCLA Summer Teaching Practicum Program

2013 Latin American School of Education

2012 Latin American School of Education

2012 Advanced Quantitative Methods (AQM) Graduate Fellowship

2011 Advanced Quantitative Methods (AQM) Graduate Fellowship

2011 APAGS Grant

Degree programs I did not get into (Rejection count: 8)

2009 PhD: Northwestern, Stanford, Berkeley, Yale, Carnegie Mellon, Harvard, UCSD, UPenn (*ended up going to UCLA*)

2006 BA: Stanford (*ended up going to University of Cambridge*)