Margaret E. Beier

Updated 1/2021

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Education

1999 – 2003	Ph.D.	Georgia Institute of Technology, Atlanta, GA
1998 – 1999	M.S.	Georgia Institute of Technology, Atlanta, GA
1984 – 1988	B.A.	Colby College, Waterville, ME; Honors: *Cum Laude*

Professional History

July, 2019 – present	*Professor*, Rice University, Houston, TX
July, 2011 – 2019	*Associate Professor*, Rice University, Houston, TX
July, 2004 – July, 2011	*Assistant Professor*, Rice University, Houston, TX
October, 2003 – June, 2004	*Postdoctoral Research Associate,* Knowledge and Skill Lab, Georgia Institute of Technology, Atlanta, GA
1998 – October, 2003	*Graduate Research Assistant,* Knowledge and Skill Lab, Georgia Institute of Technology, Atlanta, GA
1998 – 2000	*NSF Fellowship*, Graphics, Visualization, and Usability Center and School of Psychology, Georgia Institute of Technology, Atlanta, GA
1997 – 1998	*Undergraduate Research Assistant,* Skill Acquisition Lab, University of Minnesota, Minneapolis, MN
1996 – 1998	*President,* Clearlogic, Inc. (independent market research company), Minneapolis, MN
1989 – 1996	*Market research analyst and manager of the usability laboratory,* American Express Financial Advisors, Minneapolis, MN

Awards

Presidential Mentoring Award, Rice University, April, 2019
Finalist – George R. Brown Prize for Excellence in Teaching, March, 2017
Reviewer of the Year – *Journal of Business and Psychology*, January, 2016
Fellow – Association for Psychological Science (APS), January, 2015
Fellow – Rice Center for Teaching Excellence, Rice University, 2014 - 2017

George R. Brown Award for Superior Teaching, Rice University, 2014
Fellow – APA Division 14, Society for Industrial and Organizational Psychology, 2014
Graduate Student Association Faculty Teaching/Mentoring Award, Rice University, 2010
Baker College Outstanding Faculty Associate, Rice University, 2009-2010
Baker College Distinguished Faculty Associate, Rice University, 2008-2009
Mike York Outstanding Graduate Student Award, School of Psychology, Georgia Institute of Technology, 2002

Grants/Projects Awarded

Agency: Microsoft Corporation (Microsoft Productivity Grant)
Title: TeamDNA: Productivity-enhancing Tools for Diverse and Distributed Teams
Role: PI
Dates: January, 2020 – June, 2021
Funds: $125,000

Agency: National Science Foundation
Title: CHS: Small: TeamDNA: Novel Technology-Augmented Methods to Improve Team-based Engineering Education for Diverse Teams
Role: PI
Dates: August 1, 2019 – July 31, 2022
Funds: $498,000

Agency: Rice Scientia, Rice University
Title: Developing an Interdisciplinary Research Agenda for the Future of Work: A Proposal for a Scientia Small Conference
Role: PI
Dates: April, 2019 – March, 2020
Funds: $34,800

Agency: Doerr Institute for New Leaders Innovation Award, Rice University
Title: Shared leadership and team effectiveness: Towards automatic & continuous assessments of leadership and data-driven leadership intervention
Role: PI
Dates: February, 2019 – January 2020
Funds: $46,785

Agency: National Science Foundation
Title: Creating technical leaders from early collegians of exceptional promise: A comprehensive program for demolishing barriers to persistence
Role: Co-PI
Dates: 2015 – 2020
Funds: $999,999

Agency: National Science Foundation
Title: Capacity building for competitive S-STEM proposals
Role: Co-PI
Dates: 2017-2020
Funds: $381,564

Agency: Howard Hughes Medical Institute
Title: Undergraduate science education – Rice University
Role: Project Collaborator
Dates: July, 2014 – June, 2019
Funds: $2,500,000

Agency: IBM
Title: Open collaborative research (computer science and psychology)
Role: PI
Dates: January, 2017- January, 2018
Funds: $50,000

Agency: Fondren Foundation
Title: Arts education metrics study
Role: PI
Dates: 2016-2018
Funds: $15,964

Agency: Rice University: Social Science Research Institute
Title: Examining the effects of nurses' prosocial responses to stressful events on stress and nursing performance
Role: PI
Dates: 2016-2018
Funds: $19,952

Agency: Rice University Inter-Disciplinary Excellence Award
Title: Cross-cultural collaboration in design teams: Challenges to teamwork and innovation
Role: Co-PI
Dates: 2016 – 2018
Funds: $71,362

Agency: Rice University Faculty Initiates Fund
Title: Does making matter? The impact of the making movement on the development of engineering identity and early professional career choices
Role: Co-PI
Dates: 2016-2018
Funds: $36,676

Agency: Rice University Faculty Initiatives Fund
Title: Inside the undergraduate experience: An investigation of current and best practices, and barriers to implementing evidence-based teaching strategies at Rice University
Role: PI
Dates: 2014-2015
Funds: $29,921

Agency: Rice University School of Social Sciences
Title: Examining the health and retirement study
Role: PI
Dates: June, 2014
Funds: $1,100

Agency: Social Sciences Research Institute, Rice University
Title: Cognitive aging, learning, and development
Role: PI
Dates: 2009-2010
Funds: $12,800

Agency: Rice University ADVANCE Mini-Grant
Title: Predictors of majoring in science and engineering
Role: PI
Dates: 2007-2009
Funds: $12,440

Refereed Publications

Author order reflects contribution to project unless otherwise indicated.
*Student collaborator

Bradford, B. C.*, Beier, M. E., & Oswald, F. L. (in press). A meta-analysis of university STEM summer bridge program effectiveness. *CBE – Life Sciences Education.*

Kim, M. H.*, & Beier, M. E. (in press). The college-to-career transition in STEM: An eleven-year longitudinal study of perceived and objective vocational interest fit. *Journal of Vocational Behavior*.

Davenport, M. K.*, & Beier, M. E. (in press). Who has the option to age successfully at work? Considering non-work factors. *Industrial and Organizational Psychology: Perspectives on Science and Practice.*

Bradford, B. C.*, Beier, M. E., McSpedon, M., & Wolf, M. (2020). Examining STEM diagnostic exam scores and self-efficacy as predictors of three-year STEM psychological and career outcomes. In *Proceedings of the American Society of Engineering Education Annual Meeting, Montreal, Quebec, June 2020.*

Bradford, B. C.*, Beier, M. E., McSpedon, M., Taylor, M., & Wolf, M. (2020). STEM graduation outcomes of college graduates of a pre-freshman STEM summer bridge program. In *Proceedings of the American Society of Engineering Education Annual Meeting*, Montreal, Quebec, June 2020.

Gilberto, J. M.*, Davenport, M. K. *, & Beier, M. E. (2020). Personality, health, wealth, and subjective well-being: Testing an integrative model with retired and working older adults. *Journal of Research in Personality, 87*, 1-10. doi: 10.1016/j.jrp.2020.103959

Burrows, D.*, Phetmisy, C. N.*, Watson, I.*, Brown, R. L.*, & Beier, M. E. (2020). Coffee and corporate social responsibility: Not as simple as revitalizing anti-sexual harassment and racial discrimination training. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 13*(2), 216-218. doi: 10.1017/iop.2020.44

Boswell, N. C. *, Cao, J.*, Torres, W. J.*, Sabharwal, A., Beier, M. E., & Moukaddam, N. (2020). A review and preview of developments in the measurement of sociability. *Bulletin of the Menninger Clinic, 84*, 79-101.

Beier, M. E., Torres, W. J.*, Fisher, G. G., & Wallace, L. E. (2020). Age and job fit: The effect of demand-ability fit on retirement behaviors and health. *Journal of Occupational Health Psychology, 25*(4), 227-243. doi: 10.1037/ocp0000164

O'Bryan, L. R., Beier, M. E., & Salas, E. (2020). How approaches to animal swarm intelligence can improve the study of collective intelligence in human teams. *Journal of Intelligence, 8*(1), 9. doi: 10.3390/jintelligence8010009

Young, C. K.*, Fa-Kaji, N. M.*, Cheng, S.*, Beier, M. E., & Hebl, M. R. (2019). Answering prospective student emails: The effects of student gender, individuation, and goals. *Archives of Scientific Psychology, 7,* 12-21. doi: 10.1037/arc0000058

Bradford, B. C.*, Beier, M. E., Wolf, M., McSpedon, M., & Saterbak, A. (2019). Development and validation of the STEM Study Strategies Questionnaire for STEM college students. In *Proceedings of the American Society of Engineering Education Annual Meeting, Tampa, FL, June, 2019.*

Bradford, B. C.*, Beier, M. E., Wolf, M., McSpedon, M., & Taylor, M. (2019). STEM bridge program participation predicts first and second semester math performance. In *Proceedings of the American Society of Engineering Education Annual Meeting*, *Tampa, FL, June 2019.*

Bilotta, I.*, Davenport, M.*, Wu, F.*, & Beier, M. E. (2019). If we build it, will they come? Lack of incentives as barriers to implementing effective sexual harassment training. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 12*, 20-24. doi: 10.1017/iop.2019.1

Beier, M. E., Kell, H. J., & Lang, J. W. B. (2019). General and specific abilities and the tools of the trade for intelligence researchers. *Journal of Intelligence, 7*(5), 1-11. doi: 10.3390/jintelligence7010005

Randall, J. G., Beier, M. E., & Villado, A. J. (2019). Multiple routes to mind wandering: Predicting mind wandering with resource theories. *Consciousness and Cognition, 67, 26-43. doi: 10.1016/j.concog.2018.11.006*

Torres, W. J. *, Gilberto, J. M. *, & Beier, M. E. (2018). Using funds of knowledge to examine success in STEM: The intersection of individual differences and societal affordances. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 11,* 335-339. doi: 10.1017/iop.2018.26

Pearson, Y. E., Phillips, C. M., Beier, M. E., Gilberto, J. M., Mattingly, S. P., Saterbak, A., Sheng, Y., Shethia, A. K., & Sun, R. (2018). Evaluating the quality of project summaries for S-STEM proposals. *Proceedings of the American Society of Engineering Education Annual Meeting*, *Salt Lake City, UT, June 2018. https://peer.asee.org/evaluating-the-quality-of-project-summaries-for-s-stem-proposals*

Bradford, B. C.*, Beier, M. E., Saterbak, A., McSpedon, M., Wolf, M., & Kincaid, K. (2018). Examining first-year chemistry outcomes of underprepared STEM students who completed a STEM summer academic bridge program. *Proceedings of the American Society of Engineering Education Annual Meeting*, *Salt Lake City, UT, June 2018.*

Torres, W. J.*, & Beier, M. E. (2018). Adult development in the wild: The determinants of autonomous learning in a massive open online course. *Learning and Individual Differences, 65*, 207-217. doi: 10.1016/j.lindif.2018.06.003

Beier, M. E., Kim, M. H.*, Saterbak, A., Leautaud, V., Bishnoi, S., & Gilberto, J. M.* (2018). The effect of authentic project-based learning on attitudes and career aspirations in STEM. *Journal of Research in Science Teaching*, *56*, 3-23. doi: 10.1002/tea.21465

Zacher, H., Kooij, D. T. A. M., & Beier, M. E. (2018). Active aging at work: Contributing factors and implications for organizations. *Organizational Dynamics, 47*, 37 – 45. doi: 10.1016/j.orgdyn.2017.08.001

Beier, M. E., LoPilato, A. C., & Kanfer, R. (2018). Successful motivational aging at work: Antecedents and retirement-related outcomes. *Work, Aging and Retirement, 4*(2), 213-224. doi.org/10.1093/workar/waw034

Beier, M. E., Torres, W. J.*, & Gilberto, J. M.* (2018). Activities matter: Personality and resource determinants of activities and their effect on health, life satisfaction, and retirement expectations. *Work, Aging and Retirement, 4*(1)*,* 67-78. doi.org/10.1093/workar/waw034

Beier, M. E., Saterbak, A., McSpedon, M. R., & Wolf, M. (2017). Selection process of students for a novel STEM summer bridge program. In the *Proceedings of the American Society of Engineering Education Annual Meeting*, *Columbus, OH, June 2017*.

Torres, W. J.*, Saterbak, A. E., & Beier, M. E. (2016). Long-term impact of an elective, first-year engineering design course. In the *Proceedings of the American Society of Engineering Education Annual Meeting,* New Orleans, LA, June 2016. Retrieved from: https://www.asee.org/public/conferences/64/papers/15183/view

Torres, W. J.*, & Beier, M. E. (2016). It's time to examine the nomological net of job knowledge. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 9,* 51-55. doi.org/10.1017/iop.2015.116

Beier, M. E., & Kanfer, R. (2015). Generations at work: Don't throw the baby with the bathwater. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 8,* 387-390. doi: 10.1017/iop.2015.55

Randall, J. G.*, Oswald, F. L., & Beier, M. E. (2014). Mind-wandering, cognition, and performance: A theory-driven meta-analysis. *Psychological Bulletin, 140,* 1411-1431. doi.org/10.1037/a0037428

Cox, C. B.*, & Beier, M. E. (2014). Too old to train or reprimand: The role of intergroup attribution bias in evaluating older workers. *Journal of Business and Psychology, 29,* 61-70. doi: 10.1007/s10869-013-9297-6

Bowling, K. G., Klisch, Y., Wang, S.*, & Beier, M. E. (2013). Examining an online microbiology game as an effective tool for teaching the scientific process. *Journal of Microbiology and Biology Education,14,* 58-65. doi: 10.1128/jmbe.v14i1.505

Ackerman, P. L., Kanfer, R., & Beier, M. E. (2013). Trait complex, cognitive ability, and domain knowledge predictors of Baccalaureate success, STEM persistence, and gender differences. *Journal of Educational Psychology, 105,* 911-927. doi: 10.1037/a0032338.

Kanfer, R., Beier, M. E., & Ackerman, P. L. (2013). Goals and motivation related to work in later adulthood: Toward an organizing framework. *European Journal of Work and Organizational Psychology, 22,* 253-264. doi:10.1080/1359432X.2012.734298

Beier, M. E., & Oswald, F. L. (2012). Is cognitive ability a liability?: A critique and future research agenda on skilled performance. *Journal of Experimental Psychology: Applied, 18*, 331-345. doi: 10.1037/a0030869

Hanks, A. R.*, & Beier, M. E. (2012). Differential prediction of preparatory and performance self-efficacy judgments. *Human Performance, 25,* 318-334. doi: 10.1080/08959285.2012.703731

Wang, S.*, & Beier, M. E. (2012). Learning agility: Not much is new. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 5,* 293-296.

Ackerman, P. L., & Beier, M. E. (2012). The problem is in the definition: *g* and intelligence in I-O psychology. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 5*, 149-153.

Beier, M. E., Miller, L. M., & Wang, S.* (2012). Science games and the development of scientific possible selves. *Cultural Studies in Science Education*, *7*, 963-978. doi: 10.1007/s11422-012-9408-0

Klisch, Y., Miller, L. M., Beier, M. E., & Wang, S.* (2012). Teaching the biological consequences of alcohol abuse through an online game: Impacts among secondary students. *Cell Biology Education – Life Sciences Education, 11*, 94-102. doi: 10.1187/cbe.11-04-0040

Crook, A. E.*, Beier, M. E., Cox, C. B.*, Kell, H. J.*, Hanks, A. R.*, & Motowidlo, S. J. (2011). Measuring relationships between personality, knowledge, and performance using single-response situational judgment tests. *International Journal of Selection and Assessment, 19*, 363-373. doi: 10.1111/j.1468-2389.2011.00565.x

Miller, L. M., Chang, C. C., Wang, S.*, Beier, M. E., & Klisch, Y. (2011). Learning and motivational impacts of a multimedia science game. *Computers & Education, 57,* 1425-1433. doi: 10.1016/j.compedu.2011.01.016

Madera, J. M.*, Steele, S. T.*, & Beier, M. E. (2011). The temporal effect of training utility perceptions on adopting a trained method: The role of perceived organizational support. *Human Resource Development Quarterly, 22,* 69-86. doi: 10.1002/hrdq.20059

Ackerman, P. L., Shapiro, S., & Beier, M. E. (2011). Subjective estimates of job performance after job preview: Determinants of anticipated learning curves. *Journal of Vocational Behavior. 78*, 31-48. doi: 10.1016/j.jvb.2010.08.003

Crook, A. E.*, & Beier, M. E. (2010). When training with a partner is inferior to training alone: The importance of dyad type and interaction quality. *Journal of Experimental Psychology: Applied, 16,* 335-348. doi: 10.1037/a0021913
Winner of the American Psychological Association Division of Experimental Psychology 2011 New Investigator Award in Experimental Psychology: Applied for Amy Crook.

Ackerman, P. L., Kanfer, R., Shapiro, S. W., Newton, S., & Beier, M. E. (2010). Cognitive fatigue during testing: An examination of trait, time-on-task, and strategy influences. *Human Performance, 23,* 381-402. doi: 10.1080/08959285.2010.517720

Carter, M.*, & Beier, M. E. (2010). The effectiveness of error management training with working-aged adults. *Personnel Psychology, 63*, 641-675. doi:10.1111/j.1744-6570.2010.01183.x

Motowidlo, S. J., & Beier, M. E. (2010). Differentiating specific job knowledge from implicit trait policies in procedural knowledge measured by a situational judgment test. *Journal of Applied Psychology, 95*, 321-333. doi: 10.1037/a0017975

Beier, M. E., Campbell, M.*, & Crook, A. E.* (2010). Developing and demonstrating knowledge: Ability and non-ability determinants of learning and performance. *Intelligence, 38,* 179-186. doi: 10.1016/j.intell.2009.09.007

Cox, C. B.*, & Beier, M. E. (2009). The moderating effect of individual differences on the relationship between the framing of training and interest in training. *International Journal of Training and Development, 13*, 247-261. doi: 10.1111/j.1468-2419.2009.00330.x

McDaniel, M. J.*, Beier, M. E., Perkins, A. W., Goggin, S.*, & Frankel, B.* (2009). An assessment of the fakeability of self-report and implicit personality measures. *Journal of Research in Personality, 43,* 682-685. doi: 10.1016/j.jrp.2009.01.011

Crook, A. E.*, & Beier, M. E. (2008). Two heads are not always better than one: Defining parameters for collaboration in training. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 484-486. doi: 10.111/j.1754-9434.2008.00091.x

Hull, R., Martin, R. C., Beier, M. E., Lane, D., & Hamilton, A. C. (2008). Executive function in older adults: A structural equation modeling approach. *Neuropsychology, 22*, 508-522. doi: 10.1037/0894-4105.22.4.508

Ackerman, P. L., & Beier, M. E. (2007). Further explorations of perceptual speed abilities in the context of assessment methods, cognitive abilities, and individual differences during skill acquisition. *Journal of Experimental Psychology: Applied*, *13*, 249-272. doi: 10.1037/1076-898X.13.4.249

Ackerman, P. L., & Beier, M. E. (2006). Determinants of domain knowledge and independent study learning in an adult sample. *Journal of Educational Psychology, 98*, 366-381. doi: 10.1037/0022-0663.98.2.366

Beier, M. E., & Ackerman, P. L. (2005). Age, ability, and the role of prior knowledge on the acquisition of new domain knowledge: Promising results in a real-world learning environment. *Psychology and Aging*, *20*, 341-355. doi: 10.1037/0882-7974.20.2.341

Beier, M. E., & Ackerman, P. L. (2005). Working memory and intelligence: Different constructs. Reply to Oberauer et al. (2005) and Kane et al. (2005). *Psychological Bulletin*, *131*, 72-75. doi: 10.1037/0033-2909.131.1.72

Ackerman, P. L., Beier, M. E., & Boyle, M. O. (2005). Working memory and intelligence: The same or different constructs? *Psychological Bulletin, 131*, 30-60. doi: 10.1037/0033-2909.131.1.30

Beier, M. E., & Ackerman, P. L. (2004). A reappraisal of the relationship between span memory and intelligence via "best evidence synthesis." *Intelligence, 32*, 607-619. doi: 10.1016/j.intell.2004.07.005

Beier, M. E., & Ackerman, P. L. (2003). Determinants of health knowledge: An investigation of age, gender, abilities, personality, and interests. *Journal of Personality and Social Psychology, 84*, 439-448. doi: 10.1037/0022-3514.84.2.439

Ackerman, P. L., & Beier, M. E. (2003). Intelligence, personality, and interests in the career choice process. *Journal of Career Assessment, 11*, 205-218. doi: 10.1177/1069072703011002006

Ackerman, P. L., Beier, M. E., & Boyle, M. O. (2002). Individual differences in working memory within a nomological network of cognitive and perceptual speed abilities. *Journal of Experimental Psychology: General*, *131*, 567-589. doi: 10.1037/0096-3445.131.4.567

Ackerman, P. L., Beier, M. E., & Bowen, K. R. (2002). What we really know about our abilities and our knowledge. *Personality and Individual Differences, 33*, 587-605. doi: 10.1016/S0191-8869(01)00174-X

Ackerman, P. L., Bowen, K. R., Beier, M. E., & Kanfer, R. (2001). Determinants of individual differences and gender differences in knowledge. *Journal of Educational Psychology, 93*, 797-825. doi: 10.1037/0022-0663.93.4.797

Beier, M. E., & Ackerman, P. L. (2001). Current-events knowledge in adults: An investigation of age, intelligence, and nonability determinants. *Psychology and Aging, 16*, 615-628. doi: 10.1037/0882-7974.16.4.615

Ackerman, P. L., Beier, M. E., & Bowen, K. R. (2000). Explorations of crystallized intelligence: Completion tests, cloze tests, and knowledge. *Learning and Individual Differences: A Multidisciplinary Journal, 12*, 105-121. doi: 10.1016/S1041-6080(00)00034-0

Publications – National Academies Reports

National Academies of Sciences, Engineering, and Medicine (2020). Are generational categories meaningful distinctions for workplace management? Washington D. C.: The National Academies Press. https://doi.org/10.17226/25796

National Academies of Sciences, Engineering, and Medicine (2018). How people learn II: Learners, contexts, and cultures. Washington D.C.: The National Academies Press. https://doi.org/10.17226/24783

Book Chapters and Other Publications

Author order reflects contribution to project unless otherwise indicated.
*Student collaborator

Beier, M. E., & Davenport, M. K.* (in press). Emerging technologies, the aging workforce, and the future of work. To appear in E. F. Fideler (Ed.), *The Rowan & Littlefield handbook on aging and work*. Lanham, MD: Rowan & Littlefield.

Kraiger, K., Wolfson, N., Davenport, M. K., & Beier, M. E. (2020). Assessing learning needs and outcomes in lifelong learning support systems. In M. London (Ed.), *The Oxford handbook of lifelong learning* (2nd ed.). Oxford, England, UK: Oxford University Press. doi: 10.1093/oxfordhb/9780197506707.013.35

Paoletti, J.*, Gilberto, J. M.*, Beier, M. E., & Salas, E. (2020). The role of aging, age diversity, and age heterogeneity within teams. In S. J. Czaja, J. Sharit, J. James, & J. Grosch (Eds.), *Current and emerging topics in aging and work* (pp. 319-336). New York: Springer

Beier, M. E., Torres, W. J.*, & Beal, D. J. (2020). Workplace aging and jobs in the 21st century. In S. J. Czaja, J. Sharit, J. James, & J. Grosch (Eds.), *Current and emerging topics in aging and work* (pp. 13 – 32). New York: Springer.

Beier, M. E. (2019). The impact of technology on workforce skill learning. *Work Science Center Thinking Forward Series paper*. Retrieved from https://smartech.gatech.edu/bitstream/handle/1853/61063/beier_thinking_forward.pdf.

Torres, W. J.*, Bradford, B. C.*, & Beier, M. E. (2019). Technology and the aging worker: A review and agenda for future research. In R. Landers (Ed.), *The Cambridge handbook of technology and employee behavior* (pp. 608-640). New York: Cambridge University Press.

Beier, M. E., Bradford, B. C.*, Torres, W. J.*, Shaw, A.*, & Kim, M. H.* (2018). Cognition, motivation, and lifespan development: Integrating theoretical perspectives to understand workplace behavior. In B. Baltes, C. Rudolph, & H. Zacher (Eds.), *Work across the lifespan* (pp. 155-177). New York: Academic Press.

Martin, R. & Beier, M. E. (2018). Understanding cognition from individual variation: Current state and future directions. *Journal of Applied Research in Memory and Cognition, 7*, 504-509. doi: 10.1016/j.jarmac.2018.09.006

Gilberto, J. M.*, Torres, W. J.*, & Beier, M. (2018, March). Maximizing healthy aging through daily activities. Public health post. Retrieved from https://www.publichealthpost.org/research/maximizing-healthy-aging-through-daily-activities/.

Zacher, H., Kooij, D. R. A. M., & Beier, M. E. (2018). Successful aging at work – methodological and empirical advancements. *Work, Aging, and Retirement, 4(2)*, 123-128.

Ackerman, P. L., & Beier, M. E. (2018). Methods for studying the structure of expertise: Psychometric approaches. In K. A. Ericsson, R. R. Hoffman, A. Kozbelt, & M. Williams (Eds.), *Cambridge handbook of expertise and expert performance* (2nd ed., pp. 213-232). New York: Cambridge University Press

Beier, M. E., Young, C. K.*, & Villado, A. J. (2018). Job knowledge: Its definition, development, and measurement. In D. S. Ones, N. Anderson, C. Viswesvaran, & H. K. Sinangil (Eds.), *Handbook of industrial, work, and organizational psychology (2nd ed.)* (Vol. 3, pp. 279-298). London, England: Sage. doi: 10.4135/9781473914940.n11

Beier, M. E., Villado, A. J., & Randall*, J. G. (2017). The role of abilities in learning and training performance. In K. G. Brown (Ed.), *The Cambridge handbook of workplace training and employee development* (pp. 123-147). Cambridge: Cambridge University Press

Beier, M. E., Torres, W. J.*, & Gilberto, J. M.* (2017). Continuous development throughout a career: A lifespan perspective on autonomous learning. In R. Noe & J. Ellingson (Eds.), *Autonomous learning in the workplace* (pp. 179-200). New York, NY: Routledge.

Beier, M. E. (2016). Strategies for engaging and retaining mature workers. *SHRM-SIOP science of HR series.* Retrieved from: https://www.siop.org/SIOP-SHRM/SHRM-SIOP_Engaging_and_Retaining_Mature_Workers.pdf.

Young, C. K.*, & Beier, M. E. (2015). Training at work and aging. In N. Pachana (Ed). *Encyclopedia of geropsychology,* 1-7, 10.1007/978-981-287-080-3_27-1.

Beier, M. E., & Gilberto, J. M.* (2015). Age-related changes in abilities. In N. Pachana (Ed). *Encyclopedia of geropsychology, 1-8, 10.1007/978-981-287-080-3_26-1*.

Beier, M. E., & Young, C. K.* (2015). Intelligence, general. *Encyclopedia of adulthood and aging. 1-4.* doi: 10.1002/9781118521373.wbeaa116

Beier, M. E. (2015). The aging workforce and the demands of work in the 21st century. In L. Finkelstein, D. Truxillo, F. Fraccaroli, & R. Kanfer (Eds.), *Facing the challenges of a multi-age workforce: A use-inspired approach* (pp. 108-133). New York: Routledge.

Beier, M. E., & Kanfer, R. (2013). Work performance and the older worker. In C. Cooper, R. Burke, & J. Field (Eds.) *Sage handbook on aging, work and society* (pp. 97-117). Thousand Oaks, CA: Sage.

Beier, M. E., Teachout, M. S., & Cox, C. B.* (2012). The training and development of an aging workforce. In J. W. Hedge & W. C. Borman (Eds.), *The Oxford handbook of work and aging* (pp. 436-453). New York: Oxford University Press.

Beier, M. E., & Ackerman, P. L. (2012). Time in personnel selection. In N. Schmitt (Ed.), *The Oxford handbook of personnel selection and assessment* (pp. 721-739). New York, NY: Oxford University Press.

Fink, A. A., Guzzo, R. A., Adler, S., Gillespie, J. Z., Konczak, L. J., Olson, T., Beier, M. E., & Dickson, M. W. (2010). Consulting and business skills in industrial-organizational psychology graduate education. *The Industrial-Organizational Psychologist (TIP), 48*, 34-44.

Beier, M. E., & Kanfer, R. (2010). Motivation in training and development: A phase perspective. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations: SIOP organizational frontiers series* (pp. 65-97). New York, NY: Routledge Academic.

Beier, M. E., & Rittmayer, A. D.* (2009). Motivational factors in STEM: Interest and self-concept. In B. Bogue & E. Cady (Eds.), *Applying research to practice (ARP) resources.* Retrieved February 23, 2010 from http://www.engr.psu.edu/AWE/ARPresources.aspx.

Rittmayer, A. D.*, & Beier, M. E. (2009). Self-efficacy in STEM. In B. Bogue & E. Cady (Eds), *Applying research to practice (ARP) resources.* Retrieved February 23, 2010 from http://www.engr.psu.edu/AWE/ARPresources.aspx.

Beier, M. E. (2008). Age and learning in organizations. In G. P. Hodgkinson & J. K. Ford (Eds.), *International Review of Industrial and Organizational Psychology*, *Vol. 23* (pp. 83-105). Chichester, UK: Wiley.

Beier, M. E., & Ackerman, P. L. (2007). Cognitive abilities in personnel selection and testing. In F. T. Durso, R. S. Nickerson, S. T. Dumais, S. Lewandowsky, & T. J. Perfect (Eds.), *Handbook of applied cognition, second edition* (pp. 605-627). Chichester, UK: Wiley.

Crook, A. E.*, Miller, L. M., & Beier, M. E. (2007). Guided versus exploratory paths: Who chooses which path and why? In G. Richards (Ed.), *Proceedings of E-Learn 2007: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education* (pp. 2432-2439). Chesapeake, VA: AACE.

Ackerman, P. L., & Beier, M. E. (2006). Methods for studying the structure of expertise: Psychometric approaches. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *Cambridge Handbook of Expertise and Expert Performance* (pp. 147-165). New York, NY: Cambridge University Press.

Ackerman, P. L., & Beier, M. E. (2004). Knowledge and intelligence. In O. Wilhelm & R. W. Engle (Eds.), *Handbook of Understanding and Measuring Intelligence* (pp. 125-139). Thousand Oaks, CA: Sage.

Ackerman, P., & Beier, M. E. (2003). Trait complexes, cognitive investment, and domain knowledge. In R. J. Sternberg & E. L. Grigorenko (Eds.), *The psychology of abilities, competencies, and expertise* (pp. 1-30). New York, NY: Cambridge University Press.

Manuscripts Submitted for Publication

*Student collaborator

Beier, M. E., & Davenport, M. K.* (2020). The psychology of working longer. *Revise and resubmit.*

Young, C. K.*, Kim, M. H.*, Davenport, M. K.*, Gilberto, J. M.*, & Beier, M. E. (2020). A lifespan development perspective and meta-analysis on the relationship between age and organizational training. *Revise and resubmit.*

Beier, M. E. (2020). Lifespan learning and development and its implications for workplace training. *Revise and resubmit.*

Invited Talks

Beier, M. E. (2021, January). The science of learning: Evidence-based approaches to create contexts where learners thrive. Rice University Center of Teaching Excellence Annual Symposium.

Beier, M. E., & Davenport, M. K. (2019, November). The psychology of working longer. Harvard Center for Population and Development Studies.

Beier, M. E. (2019, April). The future of work. Classroom Connect, the Association of Rice Alumni and the Susanne M. Glasscock School of Continuing Studies, Rice University, Houston, TX.

Beier, M. E. (2019, February). Adult development and life's transitions. Distinguished alumna talk presented at the Georgia Institute of Technology, Atlanta, GA.

Beier, M. E. (2018, January). Workplace aging and jobs in the 21st century. Paper presented at the CREATE: Current and Emerging Trends in Aging and Work conference. Miami, FL.

Beier, M. E. (2017, May). Industrial and Organizational Psychology and Predicting Success. Arête lecture at the High School for the Performing and Visual Arts, Houston, TX.

Beier, M. E. (2017, April). Section discussant. The aging workforce and sustainable workplace around the world. Symposium presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology.

Beier, M. E. (2016, May). Section discussant. Cognition at work: A sample of graduate student research. Symposium presented at the 28th Annual Convention of the Association for Psychological Science, Chicago, IL.

Beier, M. E., (2016, May). Section chair and discussant. Aging at work and retirement. Invited session at 28th Annual Convention of the Association for Psychological Science, Chicago, IL.

Beier, M. E. (2016, January). Inside the undergraduate classroom: Instructor practices and barriers to implementing active learning strategies at Rice. Symposium at Rice University's Center for Teaching Excellence Workshop.

Beier, M. E. (2015, June). Engineering self-efficacy: What it is, why it matters, and how to encourage it in engineering learning environments. An example training from the engineering

inclusive teaching (EIT): Faculty professional development project. Paper presented at the WEPAN change leader forum. Denver, CO.

Beier, M. E. (2015, March). Individual differences and adult intellectual development. Invited talk at Texas A&M University Individual Differences Brown Bag. College Station, TX.

Beier, M. E., Lesko, J., & Amelink, C. (2014, October). Engineering self-efficacy: What it is, why it matters, and how to encourage it in engineering learning environments! [Webinar]. In Engineering Inclusive Teaching: Faculty Professional Development, Powered by WEPAN. Retrieved from https://www.wepan.org/page/SelfEfficacy.

Beier, M. E. (2014, October). Predicting performance and attrition in a Massive Open Online Course. Rice University Psychology Department, I/O Area Colloquium. Houston, TX.

Beier, M. E. (2013, December). Learning throughout the lifespan: Considerations and research. Invited talk at Colorado State University, Psychology Department I/O Area Colloquium. Fort Collins, CO.

Beier, M. E. (2012, May). Training an aging workforce: Research and considerations. Invited talk at Texas A&M University, Psychology Department, I/O Area Colloquium. College Station, TX.

Beier, M. E. (2012, March). The balancing act in graduate school and beyond: Managing your research, your students, and your life. Rice University office of Graduate & Postdoctoral Studies Training Workshop, Houston, TX.

Beier, M. E. (2010, September). Industrial and organizational psychology at Rice University: Applying psychological principles to the daily grind. Invited talk at Rice University Families Weekend Lecture Series, Houston, TX.

Beier, M. E. (2008, October). Determinants of learning and development: Ability, personality, and age. Invited talk at Texas A&M University, Department of Psychology, Social area, College Station, TX.

Beier, M. E. (2005, May). Age and work: Ability, knowledge, and performance. Invited talk at the meeting of the Houston Area Industrial and Organizational Psychology, Houston, TX.

Beier, M. E. (2005, November). Adult development: The role and determinants of domain knowledge. Invited talk at Michigan State University, Department of Psychology.

Beier, M. E. (2004, December). Adult development and domain knowledge. Invited talk at the University of Minnesota, Department of Psychology.

Beier, M. E. (2004, October). Adult intellectual development. Invited talk at Texas A&M University, Department of Psychology, I/O area, College Station, TX.

Professional Activities

Committee Member: National Academy of Sciences: Consideration of Generational Issues in Workforce Management and Employment Practices (2019 – 2020)

Committee Member: National Academy of Sciences; Science and Practice of Learning Committee (2015 – 2017).

Senior Fellow: Army Research Institute (2018 – 2020)

Advisory Council: Work Science Center at Georgia Institute of Technology

Advisory Board Member: LabX (National Academies of Sciences; 2016-2022)

Action Editor: Special Issue of *Work, Aging, and Retirement* on successful aging at work (2017)

Action Editor: Special Issue of *Personnel Psychology* on age and age differences at work (2020)

Associate Editor: *Journal of Research in Personality*
Journal of Business and Psychology

Editorial Boards: *Human Performance*
Industrial and Organizational Psychology: Perspectives on Science and Practice
Journal of Applied Psychology
Journal of Business and Psychology
Personnel Assessment and Decisions
Personnel Psychology
Psychological Bulletin

Ad Hoc Reviewer: *American Psychologist*, *Archives of Scientific Psychology*, *British Journal of Psychology; Contemporary Educational Psychology; Current Directions in Psychological Science; Educational Psychology; European Journal of Work and Organizational Psychology; Experimental Aging Research; Human Performance; Journal of Aging Research; Journal of Applied Psychology; Journal of Applied Social Psychology; Journal of Experimental Psychology: Applied; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Managerial Studies; Journal of Memory and Language; Journals of Gerontology: Psychological Sciences; Learning and Individual Differences; Memory & Cognition; Organizational Behavior and Human Decision Processes; Personality and Individual Differences; Psychological Science; Psychology & Aging; Psychology & Health; Psychonomic Bulletin & Review; Sex Roles; Social Science & Medicine; Work, Aging, and Retirement*

Reviewer: NIMH Special Emphasis Panel for review of the Minority Research Infrastructure Program (M-RISP), October, 2005

Reviewer: NIH STEM Challenge Grants, June, 2009

SIOP Conference program reviewer, 2005, 2008, 2009, 2010, 2014, 2015, 2016

SIOP Consulting and Business Training Assessment Committee, 2008 – 2010

SIOP Program Committee (Reviewer Recruitment Committee), 2006

SIOP Reviewer for the Owens Scholarly Achievement Award for the best I/O article 2010-2015

SIOP Joyce and Paul Thayer fellowship award committee, 2012 - 2015

FAA workshop on entry and retirement age for air traffic controllers, December, 2010

Reviewer: National Research Fund (Luxembourg) dissertation grant proposal review for *Aides à la Formation-Recherche* (AFR), 2012

Reviewer of grant applications for the Israel Science Foundation (ISF), March, 2012

Reviewer: NIH, National Institute of General Medical Science (NIGMS), Special emphasis panel for Interventions RFA. March, 2013

Conference co-organizer (with Mikki Hebl) for the Academic Women Working to Make a Difference Conference, a meeting of the SIOP Women Fellows, at Rice University, April, 2013

Reviewer: NASA, Space Technology Research Fellowship. February, 2014

Reviewer: NIH, National Institute of General Medical Science (NIGMS), Special emphasis panel for Interventions RFA. March, 2014

Sloan Research Network on Aging & Work, Founding Member

Reviewer, Programme Officer Vidi Social Sciences, The Netherlands Organisation for Scientific Research (NWO); 2015

Reviewer, Sloan Foundation Grant Program, 2015

SIOP at APS conference planning committee, 2015

SIOP Scientific Advisory Committee (SAC), 2015

SIOP at APS committee chair in training, 2016

SIOP at APS committee chair, 2017 - 2019
SIOP Early Career Contribution Award: Science. Review panel (2016 – 2017)
Reviewer: NIH: Risk, prevention, and health behavior small business panel. June, 2018.
Conference organizer for the Scientia Small Conference, Work in the 21st Century, Automation, Workers, and Society. February 13-14, 2020. https://scientia.rice.edu/scientia-small-conference-2020.
Review Panel: NIH: Small business: Psycho/neuropathology lifespan development, STEM education panel. July, 2020.
Review Panel for the US Army Research Institute Foundational Science Research in Behavioral and Social Science Unit. October – December, 2020.

Professional Societies

Adult Development and Aging (APA, Division 20)
American Psychological Association
Applied Experimental and Engineering (APA, Division 21)
Association for Psychological Science (Fellow)
Association for Research in Personality
International Society for the Study of Individual Differences
Society for Industrial and Organizational Psychology (APA, Division 14; Fellow)

Courses

Graduate Foundations of Industrial and Organizational Psychology
Graduate Personnel Selection
Graduate Seminar in Special Topics: Applied Psychology and Aging
Graduate Seminar in Special Topics: Training
Graduate Seminar in Special Topics: Skill Acquisition
Undergraduate Industrial and Organizational Psychology
Undergraduate Personality Theory and Research
Undergraduate Research Methods
Undergraduate Psychological Testing

Major University Positions and Departmental Service

Member, ad hoc faculty grievance committee (2021 – present)
Director, Masters of Social Policy Evaluation (2019 – present)
Faculty Affiliate, Texas Policy Lab (2018 – present)
Chair, Faculty Advisory Board, Doerr Institute for New Leaders, Rice University (2019 – 2022)
Residential College Magister, McMurtry College (2015 – 2020)
Senior Fellow: Rice Academy of Fellows, 2018 - 2021
Committee Member, Faculty Senate Grievance Committee, Rice University (2020)
Committee Member, Faculty Awards Committee, Rice University (2018, 2019).
Committee Member, Faculty Advisory Committee, Social Science Research Institute (2017-2019)
Faculty Advisory Board, Doerr Institute for New Leaders, Rice University (2017-2019).
Search Committee Member, Magister Selection for Brown College (2017)
Search Committee Member, Department of Psychology, Assistant Professor of I/O (2017)

Search Committee Member, Department of Psychology, Associate Professor of Cognitive and Affective Neuroscience (2017).
Committee Member, Provost ad hoc committee on credit threshold approvals (2017).
Rice University DeLange Conference steering committee, Human, Machines, and the Future of Work (December, 2015 – December 2016)
Area head – Industrial and Organizational Psychology, Rice University (2004 – 2008; 2014 – 2016)
Colloquium committee psychology department (2004 – 2016)
Provost ad-hoc committee on the Student Survey of Sexual Assault (2014) and the Student Climate Survey (2015)
Provost search committee (2014)
Faculty senate ad hoc committee on Ombudperson (2014 – 2015)
Faculty senate ad hoc committee on e-learning (2012 – 2013)
Rice University Committee on Examinations and Standing (2013 – 2015; 2020)
Rice University Admissions Committee (2005 – 2010).
Baker College Associate (2004 – 2015).
Divisional Advisor for Social Sciences, Baker College (2005 – 2015).

Community Outreach

Work, well-being, and the future of work. Session of the course, The Future of Work, as part of the Glasscock School of Continuing Studies, Rice University. April, 2018.
Assessing the effectiveness of a mindful arts program in Houston Independent School District. In collaboration with the Hope Project (Hope Stone Inc., http://hopestoneinc.org/).

Presentations

Kim, M. H., & Beier, M. E. (2020, June). Perceived work environment, job characteristics, job-related mental health: How they change and interact across the working lifespan in a 19-Year longitudinal study. Poster presented at the annual conference of the Society for Industrial and Organizational Psychology (SIOP), Virtual Conference.
Beier, M. E., Gilberto, J. M., & Davenport, M. K. (2019, July). Personality, health, wealth, and subjective well-being: Testing an integrative model with retired and working older adults. Poster presented at the 2019 Conference of the International Society for the Study of Individual Differences. Florence, Italy.
O'Bryan, L., Cao, J., Torres, W. J., Sabharwal, A., & Beier, M. E. (2019, May). Objective measurement of individual-level communication behaviors underlying interactions within diverse teams. Poster presented at the 31st Annual Convention Association for Psychological Science. Washington, D. C.
Torres, W. J., Gilberto, J. M., Beier, M. E., Cockerham, M., & Motowidlo, S. J. (2019, May). Work experience as a moderator of the relationship between prosocial knowledge and job performance. Poster presented at the 31st Annual Convention Association for Psychological Science. Washington, D. C.
Kim, M. H. J., Hanks, A. R., & Beier, M. E. (2019, April). How vocational interest influences career trajectories in an eleven-year longitudinal study. Paper presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.
Ghandour, L., Beier, M. E., Kim, M. H. J. (2019, April). Image theory as a model of vocational fit. Paper presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.

Torres, W. J., Cao, J., Zajac, S. A., Paoletti, J., Reyes, D. L., Beier, M. E., Sabharwal, A., & Salas, E. (2019, April). Objective measurement of conversational interactions in design teams. Poster presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.

Bradford, B. C., & Beier, M. E. (2019 April). Two-year psychological and STEM outcomes of a university STEM summer bridge program. Poster presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.

Kim, M. H. J., Hanks, A. R., & Beier, M. E. (2019, April). The role of perceived values in STEM activities in improving STEM retention of URM students and women. Paper presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.

Shaw, A., & Beier, M. E. (2019, April). Effects of time and material constraints on creativity. Poster presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.

Shaw, A., & Beier, M. E. (2019, April). Development and validation of a videogame-based task for creativity. Poster presented at the 34th Annual Conference of the Society for Industrial and Organizational Psychology. Washington, DC.

Torres, W. J., Beier, M. E., Fisher, G. G., & Wallace, L. E. (2018, May). Cognitive ability and demands fit on mental and learning work ability of older adults. Poster presented at the 30th Annual Convention of the Association for Psychological Science. San Francisco, CA.

Gilberto, J. M., & Beier, M. E. (2018, May). Post-retirement subjective well-being and retirement satisfaction: A gendered experience. Poster presented at the 30th Annual Convention of the Association for Psychological Science. San Francisco, CA.

Bradford, B. C., Oswald, F. L., & Beier, M. E. (2018, May). A meta-analysis of STEM summer academic bridge programs. Poster presented at the 30th Annual Convention of the Association for Psychological Science. San Francisco, CA.

Kim, M. H., & Beier, M. E. (2018, May). The effect of authentic project-based learning on attitudes and career aspirations in STEM. Poster presented at the 30th Annual Convention of the Association for Psychological Science. San Francisco, CA.

Beier, M. E. (2018, April). SIOP Select: Active aging at work: Implications for science and practice. Paper presented at the 33rd Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL.

Bradford, B. C., & Beier, M. E. (2018, April). High school experiences predict first-year college STEM outcomes. Poster presented at the 33rd Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL.

Beier, M. E., Torres, W. J., Fisher, G. G., & Wallace, L. E. (2017, November). Age and job fit: The effect of demand-ability fit on perceptions of work ability and retirement expectations. Poster presented at the 4th Age in the Workplace Small Group Meeting, Lüneburg, Germany.

Beier, M. E. (2017, November). Knowledge is the older worker advantage, but what is knowledge? Poster presented at the 4th Age in the Workplace Small Group Meeting, Lüneburg, Germany.

Beier, M. E., Kanfer, R., & LoPilato, A. (2017, June). The role of work-related personality traits in the decision to retire. Paper presented at the 5th Biennial Conference of the Association for Research in Personality. Sacramento, CA.

Torres, W. J., & Beier, M. E. (2017, May). Measurement of adult intellectual development: Validity and reliability of a current events knowledge assessment. Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.

Randall, J. G., & Beier, M. E. (2017, May). Mind wandering: Theoretical and empirical establishment of a nomological network. Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.

Kim, M. H., & Beier, M. E. (2017, May). Impact of 'making' on retention in STEM fields. Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.

Torres, W. J., Beier, M. E., & Gilberto, J. M. (2017, April). Well-being and retirement expectations: The role of activity variety. Poster presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Gilberto, J. M., & Beier, M. E. (2017, April). Reducing the gender gap in STEM education using authentic projects. Paper presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Torres, W. J., & Beier, M. E. (2017, April). Determinants of autonomous learning using investment theories of adult intelligence. Poster presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Rivas, A. & Beier, M. E. (2017, January). Effect of previous knowledge and repeated testing on long-term retention of older and younger adults. Poster presented at the Dallas Aging & Cognition Conference, Dallas, TX.

Rivas, A. & Beier, M. E. (2016, May). Role of context in a testing effect paradigm. Poster presented at the 28th Annual Convention of the Association for Psychological Science, Chicago, IL.

Shields, A. N., & Beier, M. E. (2016, May). Occupational FTP predicts interest in training. Poster presented at the 28th Annual Convention of the Association for Psychological Science, Chicago, IL.

Gilberto, J. M., & Beier, M. E. (2016, April). Subjective well-being in retirement: How personality moderates retirement satisfaction. Poster presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

Young, C. K., & Beier, M. E. (2016, April). Training and the workforce: Theoretical implications as workers age. Paper presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

Crook, A. E., & Beier, M. E. (2016, April). Assessing relations among prosocial knowledge, coping, and OCBs using SJTs. Paper presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

Torres, W. J., & Beier, M. E. (2016, April). Self-efficacy, self-concept, and persistence in STEM. Paper presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

Randall, J. G., Beier, M. E., & Villado, A. J. (2016, April). Working memory and mind wandering in task performance. Paper presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

Bishnoi, S., Léataud, V., Saterbak, A., Torres, J., Beier, M., Eich, L., Gilbertson, M., & Richards-Kortum, R. (2016, March). Sustaining excellence in research educational programs: Authentic research experiences throughout the curriculum. Poster presented at the Freshman Research Initiative (FRI) Biennial Conference, Austin, TX.

Gilberto, J. M., & Beier, M. E. (2015, May). Effectiveness of active learning teaching strategies as indicated by course syllabi. Poster presented at the 27th Annual Convention of the Association for Psychological Science, New York, NY.

Ghandour, L., & Beier, M. E. (2015, May). Image theory as a model of vocational fit. Poster presented at the 27th Annual Convention of the Association for Psychological Science, New York, NY.

Torres, W. J., Beier, M. E., & Ackerman, P. L. (2015, May). An exploration of trait complexes' influence on adult intellectual development. Poster presented at the 27th Annual Convention of the Association for Psychological Science, New York, NY.

Beier, M. E. (2015, April). Aging and work issues: Research, best practices, and the future. Panel discussion at the 30th Annual Conference of the Society for Industrial and Organizational Psychology, Philadelphia, PA.

Beier, M. E., Rixner, S., Warren, J., & Young, C. K. (2015, April). Massive open online course usage: Performance, attrition, and attitude change. Paper presented at the 30th Annual Conference of the Society for Industrial and Organizational Psychology, Philadelphia, PA.

Young, C. K., & Beier, M. E., (2015, April). Integrating technology and training: New developments and frontiers (Young and Beier Chairs). Symposium presented at the 30th Annual Conference of the Society for Industrial and Organizational psychology, Philadelphia, PA.

Davenport, M. E., & Beier, M. E. (2015, March). Retirement and subjective wellbeing: An investigation of the moderating effect of personality. Poster presented at the American Society on Aging, Aging in American Conference in Chicago, IL.

Randall, J. G., & Beier, M. E. (2014, May). Mind wandering and mindfulness: Self-regulation at work (Randall & Beier Chairs). Symposium presented at the 29th Annual Conference of the Society for Industrial and Organizational Psychology, Honolulu, HI.
Voted one of 15 most-favorite sessions form the SIOP 2014 post-conference survey.

Randall, J. G., & Beier, M. E. (2014, May). Examining task difficulty and mind wandering within resource allocation theory. Paper presented at the 29th Annual Conference of the Society for Industrial and Organizational Psychology, Honolulu, HI.

Young, C. K., Ghandour, L., & Beier, M. E. (2014, May). The development of a measure of career orientation. Poster presented at the 29th Annual Conference of the Society for Industrial and Organizational Psychology, Honolulu, HI.

Beier, M. E. (2014, May). Motivation for training and development: Considerations for an aging workforce. Paper presented at the 29th Annual Conference of the Society for Industrial and Organizational Psychology, Honolulu, HI.

Beier, M. E. (2013, April). Combatting turnover through giving employees what they want. Panel discussion at the 28th Annual Conference of the Society for Industrial and Organizational Psychology, Houston, TX.

Beier, M. E. (2012, April). Session Discussant. Teaching older learners new tricks: Adapting training for older learners. Symposium presented at the 27th Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

Martin, M., Beier, M. E., & Motowidlo, S. J. (2012, April). Situational judgment tests: Relationships with emotional intelligence, interests, and personality. Interactive poster session presented at the 27th Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

Beier, M. E. (2011, May). Personalized training: Age, personality, and ability considerations. Paper presented at the Jacobs Center for Lifelong Learning Conference on Personalized Aging, Jacobs University, Bremen, Germany.

Beier, M. E. (2011, April). Ability, personality, and motivational influences on aging and work. Symposium presented at the 26th Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Beier, M. E., Wang, S., Hanks, A. R., & Crook, A. E. (2011, April). Designing training for different types of learners: Age matters. Paper presented at the 26th Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Hanks, A. R., & Beier, M. E. (2011, April). The evaluation and effects of workplace shock experiences. Poster presented at the 26th Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Crook, A. E, Beier, M. E., Cox, C. B., Kell, H. J., & Hanks, A. R. (2011, April). A single-response situational judgment test: Validity and relationship with personality. Interactive poster presented at the 26th Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Cox, C. B. & Beier, M. E. (2011, January). Supervisors' actual and relative ages predict performance evaluations via attributions for poor performance. Poster session presented at the 12th Annual Conference for the Society of Personality and Social Psychology, San Antonio, TX.

Cox, C. B., & Beier, M. E. (2010, August). Too old to train or punish: Exploring the effects of age on causal attributions. Paper presented at the 70th Academy of Management Annual Meeting, Montreal, Canada.

Wang, S., & Beier, M. E. (2010, May). Who chokes under pressure? Poster presented at the 22nd Annual Convention of the Association for Psychological Science, Boston, MA.

Beier, M. E., & Beal, D. J. (2010, April). The importance of job characteristics in the relation between age and job performance. Paper presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Fink, A., Guzzo, R., Adler, S., Gillespie, J. Z., Konczak, L., Olson, T., Beier, M. E., & Dickson, M. (2010, April). Educating I/O psychologists for consulting and business: A skills-based perspective. Paper presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Beier, M. E., & Rittmayer, A. D. (2009, November). Predictors of commitment and success of STEM majors. Paper and poster presented at the ADVANCE research symposium at Rice University, Houston, TX.

Crook, A. E., Kell, H. J., & Beier, M. E. (2009, May). Helping behavior among students: Who chooses to help and who receives help? Poster presented at the 21st Annual Convention of the Association for Psychological Science, San Francisco, CA.

Wang, S., Beier, M. E., & Watkins, M. J. (2009, May). Demonstrating semantic priming without using primes. Poster presented at the 21st Annual Convention of the Association for Psychological Science, San Francisco, CA.

Crook, A. E., Kell, H. J., Cox, C. B., & Beier, M. E. (2009, April). SJTs used as training content: Validation with a field sample. Poster presented at the 24th Annual Conference of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Motowidlo, S. J., & Beier, M. E. (2009, April). Implicit trait policies, job experience, and the scoring of SJTs. Paper presented at the 24th Annual Conference of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Beier, M. E., Crook, A. E., & Campbell, M. (2008, December). Ability and non-ability determinants of knowledge structure development. Paper presented at the Ninth Annual Conference of the International Society of Intelligence Researchers, Atlanta, GA.

Cox, C. B., & Beier, M. E. (2008, August). Framing training to increase interest: Effects of efficacy and goal orientation. Paper presented at the 68th Academy of Management Annual Meeting, Anaheim, CA.

Cox, C. B., Kell, H. J., & Beier, M. E. (2008, May). Predicting success in teaching math: The role of knowledge, pedagogy, and classroom environment. Poster presented at the 20th Annual Convention of the Association for Psychological Science, Chicago, IL.

Crook, A. E., Miller, L. M., & Beier, M. E. (2008, May). Learner control over path structure in e-learning environments: Learning and attitudinal outcomes. Poster presented at the 20th Annual Convention of the Association for Psychological Science, Chicago, IL.

Rittmayer, A. D., & Beier, M. E. (2008, May). Commitment and success in science, technology, engineering, and mathematics: Exploring gender, self-efficacy, and experiences as predictors. Poster presented at the 20th Annual Convention of the Association for Psychological Science, Chicago, IL.

Beier, M. E. (2008, April). Frontier Series Learning, Training, and Development in Organizations. Panel presented at the 23rd Annual Conference of the Society for Industrial and Organizational Psychology, San Francisco, CA.

Cox, C. B., & Beier, M. E. (2008, February). Why Do They Do It: Perceived Rewards of Training Predict Interest in Training and Development. Poster presented at the 16th Annual Mid-Winter Conference of the Society of Consulting Psychology, Austin, TX.

Barron, L. G., Motowidlo, S. J., Beier, M. E., Kantrowitz, T., Holladay, C. L., & Engells, T. E. (2007, April). SME trait effectiveness disagreement in situational judgment test scoring. Poster presented at the 22nd Annual Conference of the Society for Industrial and Organizational Psychology, New York, NY.

Beier, M. E., & Campbell, M. (2007, April). Age and Learning in Technology Training. Paper presented at the 22nd Annual Conference of the Society for Industrial and Organizational Psychology, New York, NY.

Madera, J., Turner, S. L., Hardigree, A., & Beier, M. E. (2006, May). Effects of training utility perceptions and organizational support on transfer. Poster presented at the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

Campbell, M., & Beier, M. E. (2006, May). Examining knowledge structure development and predictors of performance. Poster presented at the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

King, E. B., Beier, M. E., Matusik, S. E., George, J. M., & Hebl, M. (2006, May). Influence of volitional arrangements and personality on attitudes and performance. Poster presented at the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

Hardigree, A., Beier, M. E., & Beal, D. J. (2006, May). Meta-analysis of age/job performance relation: Is job complexity a moderator? Interactive poster presented at the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

Beier, M. E., & Ackerman, P. L. (2006, May). Age, prior knowledge, and personality in learning. Interactive poster presented at the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

Beier, M. E., & Ackerman, P. L. (2005, April). Age, prior knowledge, ability, and learning: Implications for training design. Poster presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Ackerman, P. L., & Beier, M. E. (2004, November). Convergent and discriminant characteristics of working memory and intelligence. Paper presented at the 45th Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Ackerman, P. L., Beier, M. E., & Boyle, M. O. (2003, July). Working memory within a nomological network of cognitive and perceptual speed abilities. In P. C. Kyllonen's (Chair), *New*

developments concerning the relations between working memory and intelligence. Symposium conducted at the 11th Biennial Meeting of the International Society for the Study of Individual Differences, Graz, Austria.

Beier, M. E., Boyle, M. O., & Ackerman, P. L. (2003, July). New taxonomies and assessment developments for perceptual speed abilities. In O. Willhelm's (Chair), *Mental speed: Scoring, structure, and validity.* Symposium conducted at the 11th Biennial Meeting of the International Society for the Study of Individual Differences, Graz, Austria.

Beier, M. E. (2003, May). Working memory in context: Disconfirming the working memory as g theory. In P. L. Ackerman's (Chair), *Working memory and intelligence: Controversy or consensus?* Symposium conducted at the 15th Annual Convention of the American Psychological Society, Atlanta, GA.

Beier, M. E., Perdue, M. B., & Ackerman, P. L. (2002, June). Working memory is highly related to perceptual speed and general intelligence. Poster presented at the 14th Annual Convention of the American Psychological Society, New Orleans, LA.

Beier, M. E., & Ackerman, P. L. (2002, April). Age, gender, and health knowledge: Investment, experience, and trait determinants of knowledge. Poster presented at the Ninth Biennial Cognitive Aging Conference, Atlanta, GA.

Ackerman, P. L., Beier, M. E., Bowen, K. R., & Kanfer, R. (2001, July). Determinants of individual differences and gender differences in knowledge. Poster presented at the 10th Biennial Meeting of the International Society for the Study of Individual Differences, Edinburgh, Scotland.

Beier, M. E., Bowen, K. R., & Ackerman, P. L. (2001, April). Gender differences in ability and self-estimates of ability. Poster presented at the 16th Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

Beier, M. E., & Ackerman, P. L. (2001, April). Reexamining cloze and completion methods. Roundtable session presented at the 82nd Annual Meeting of the American Educational Research Association, Seattle, WA.

Ackerman, P. L., Beier, M. E., & Kanfer, R. (2000, July). Personality, self-concept, motivational traits, and adult intellect. Paper presented at the 10th European Conference on Personality, Cracow, Poland.

Bowen, K. R., Beier, M. E., & Ackerman, P. L. (2000, June). Gender differences in knowledge: Picking up where ability testing leaves off. Poster presented at the 12th Annual Convention of the American Psychological Society, Miami, FL.

Beier, M. E., Bowen, K. R., & Ackerman P. L. (2000, June). Determinants of self-reported knowledge and actual knowledge. Poster presented at the 12th Annual Convention of the American Psychological Society, Miami, FL.

Beier, M. E., & Ackerman, P. L. (2000, April). Cognitive ability determinants of current-events knowledge in adults. Poster presented at the Eighth Biennial Cognitive Aging Conference, Atlanta, GA.

Mentorship Activities

Dissertation Committees Chaired

Bradford, Brittany C. *Examining STEM formative experiences and college STEM outcomes from a social cognitive career theory perspective.* Defended June, 2020. Dr. Bradford is a post-doctoral researchers at OpenStax.

Kim, Michelle H-J. *Changes in perceived work environment and job-related mental health across the working lifespan in a 19-year longitudinal study*. Defended May, 2020. Dr. Kim is a research scientist at the Army Research Institute.

Torres, W. Jackeline. *A Lifespan Perspective on Proactive Socioemotional Behaviors and Work Attitudes and Performance.* Defended February, 2020. Dr. Torres is a research scientist at the Army Research Institute.

Alda Rivas. *Can repeated retrieval reduce the associative deficit in older adults?* Defended March, 2018. Dr. Rivas is an Interdisciplinary Research Psychologist at the U.S. Census Bureau.

Amy Shaw. *How time and material constraints affect creativity in Minecraft.* Defended December, 2017. Dr. Shaw is an Assistant Professor, Department of Psychology, University of Macau, China.

Carmen K. Young. *Age and training: A meta-analysis examining training design features*. Defended December, 2016. Dr. Young is a People Research Scientist at Twitter.

Louma Ghandour. *Stability of college students' fit with their academic major and the relationship between academic fit and occupational fit.* Defended December, 2012. Dr. Ghandour is the director of the Office of Faculty Development at Rice University.

Amy E. Crook. *Training soft skills: The added value of behavior modeling and the role of personality.* Defended April, 2012. Dr. Crook is an Assistant Professor of Management at the Massey Graduate School of Business at Belmont University.

Shu Wang. *Individual differences in adaptation to changes.* Defended December, 2011. Dr. Wang is a Consultant at Mobley Group Pacific.

Ashley Rittmayer Hanks. *Employee withdrawal and turnover: The effects of workplace events.* Defended November, 2010. Director, Talent Management, Caliper.

Max McDaniel. *Dual process models of personality: Implications for predicting behavior.* Defended August, 2009. Dr. McDaniel is currently a consultant with Verison Wireless.

Cody Cox. *The role of age in causal attributions for poor performance: Target and rater effects.* Defended September, 2009. Dr. Cox is currently an Assistant Professor, Saint Mary's University, San Antonio, TX.

Anna Hardigree. *Work generativity from a life cycle, career stage model, and gender-role perspective: An examination of individual differences and moderating factors that influence work generativity in Managers*. Defended July, 2008. Dr. Hardigree is currently a program analyst for the Air Force.

Madeline Campbell. *Error management training from a resource allocation perspective: An investigation of individual differences and the training components that contribute to transfer.* Defended April, 2007. Dr. Campbell (Carter) is currently a Research Associate, School of Medicine and Health, Durham University, UK

Dissertation Committees

Rebecca Smith. *Computer science education at scale: Providing personalized and interactive learning experiences within large introductory courses.* Defended November, 2019. (Computer Science Student)

Josh Reagan. *The philosophy of logic and its epistemic significance.* Defended August, 2018. (Philosophy Student)

Terry Tang. *Data-driven tools for introductory computer science education.* Defended August, 2018. (Rice Computer Science student; currently employed at Facebook)

Kamalika Ghosh. *Trait and experiential antecedents of medical students' prosocial knowledge and their contribution to clinical performance.* Defended May, 2017.

Christina N. Lacerenza. *Dynamic leader emergence in self-managed teams.* Defended April, 2017.

Stephanie Zajac. *Diversity in teams: A grounded theory approach.* Defended April, 2017.

Debshila Basu Mallick. *An investigation of audiovisual speech perception as measured by the McGurk effect*. Defended, May, 2016.

Victor J. Ellingsen (Georgia Tech.). *Informal reasoning with and without the Internet*. In progress.

Jason G. Randall. *Mind wandering and self-directed learning: Testing the efficacy of a self-regulation intervention to reduce mind wandering and enhance online training performance.* Defended July, 2015.

Christina U. Zimmer. *Virtual teams: A qualitative and quantitative review of best practices.* Defended July, 2015.

Jisoo Ock. *Why do raters pursue different goals?: The role of rater personality and accountability context.* Defended September, 2014.

Samuel T. McAbee. *Personality, interpersonal skills, and students' job search behaviors.* Defended August, 2014.

Seydahmet Ercan. *Antecedents of expatriates' organizational citizenship behavior: Expatriate adjustment and job attitudes as mediators and cultural similarity as the moderator*. Defended April, 2014.

Katherine O'Brien. *Just saying "no": An examination of gender differences in the ability to decline requests in the workplace.* Defended March, 2014.

Natalie Wolfson, Colorado State University. *Shedding light on grey areas: Examining the effect of technology-based collaboration on the learning outcomes of older and younger adults.* Defended December, 2013.

Michelle P. Martin. *Personality, emotional intelligence, and job performance: Exploring the role of knowledge as a mediator*. Defended August, 2013.

Enrica Ruggs. *The influence of employee inkings on consumer behavior: Booed, eschewed, and tattooed*. Defended March, 2013.

Larry Martinez. *Confronting bias: How targets and allies can reduce prejudice in the workplace*. Defended May, 2012.

Sara Haber Holcomb. The neurological components of metacognitive monitoring: *Predictive accuracy and encoding success in younger and older adults.* Defended January, 2012.

Ashley N. D. Meyer. *The positive and negative effects of testing in lifelong learning: How age mediates the effect of testing.* Defended April, 2011.

Harrison J. Kell. *Predicting technical and professional performance among medical students: Personality, cognitive ability, and the mediating role of knowledge.* Defended April, 2011.

Vanessa Loh. *An investigation of error management, individual differences, and negative feedback in dynamic task training*. Defended June, 2010.

Pablo Cruz. *Emotion Perception and Reactions to Tests: Affective Influences on Test Performance.* Defended January, 2010.

Juan Madera. *Reactions to stigmas in the employment interview: An eye tracking investigation*. Defended April, 2008.

Bobby D. Naemi. *Affect-cognition reliance: Measurement and validation of a "new" construct.* Defended October, 2008.

Stacey Turner. *The Effect of Cross-Cultural Training on Adjustment and Job Performance: Examining the Role of Supervisor Skill-Building and Individual Differences.* Defended November, 2007.

Sarah Peterson Everett. *The usability of electronic voting machines and how votes can be changed without detection.* Defended May, 2007.

Master's Thesis Committees Chaired

Meghan K. Davenport. *Examining the mechanisms underlying age differences in the effectiveness of error management training.* In progress.
Brittany C. Bradford. *Biodata measure development of Rice Undergraduates' STEM formative experiences to predict STEM identity and self-efficacy.* Defended November, 2018.
Michelle H. Kim. *Vocational interest predicting work-related outcomes in a 10-year longitudinal study.* Defended November, 2018.
Jaqueline M. Gilberto. O*ld dogs and new tricks: How ageism leads to lower expectations and training performance for older adults.* Defended April, 2018.
W. Jackeline Torres. *Examining determinants of learner behavior, performance, and attrition in a humanities-focused Massive Open Online Course (MOOC)*. Defended November, 2016.
Carmen K. Young. *The effects of structure and metacognitive prompts on adaptive transfer.* Defended February, 2015.
Amy Crook. *Training in dyads: Cost-effective or costly for later performance?* Defended April, 2008. Winner of the Ken Laughery Award for Outstanding Master's Thesis, 2008.
Max McDaniel. *An investigation of the validity of implicit measures of personality.* Defended April, 2007.
Anna Hardigree. *Meta-analysis of the age and job performance relation: Is job complexity a moderator?* Defended April, 2006.

Master's Thesis Committees

Felix Wu. *Zooming in on writing skills: An examination of psychological processes and individual differences in virtual classrooms.* In progress.
Amanda Woods. *What does it take to lead change? A qualitative approach to identifying change leader functions and competencies.* Defended April, 2019.
Denise Reyes. *You get what you're not afraid to ask for: The role of gender-based rejection sensitivity on gender differences in negotiation initiation.* Defended April, 2018.
Yingxue Tian. *The domain-specificity of serial order short-term memory.* Defended March, 2018.
Abby Corrington. *I think, therefore I am: A multicultural examination of the effects and mechanisms of power posing in a negotiation setting.* Defended March, 2018.
Julie Dinh. *Cultural competency in healthcare providers: A qualitative investigation.* Defended March, 2018.
Carlos A. Moreno. *Promoting first-generation Latino success through parental pro-educational interventions*. Defended, December 2016.
Kamalika Ghosh. *Personality traits, prosocial knowledge, charismatic leadership behavior, and clinical performance of Indian medical students.* Defended January, 2016.
Christine L. Nittrouer. Lacking a voice: Bias against women as academic speakers at top universities. Defended December, 2015.
Victoria Mattingly (Colorado State University). *Counteracting student resistance to spaced learning using the theory of planned behavior.* Defended April, 2015.
Amy (Ting Xiao) Shaw. *Reasoning fast and slow: Investigating cognitive abilities, speed and effects of personality traits.* Defended April, 2015.
Alda Rivas. *Do older adults benefit from effortful retrieval during testing?* Defended April, 2015.

Debshila Basu Mallick. *Audiovisual phonetic identification training improves multisensory speech perception and increases fMRI response in the superior temporal sulcus (STS).* Defended March, 2014.

Christina L. Upchruch. *Adaptive performance: The role of knowledge structure flexibility*. Defended April, 2013.

Jason Randall. *Retest performance on the Wonderlic Personnel Test: An examination of race and sex differences and redemptive versus non-redemptive samples*. Defended November, 2012.

Seydahmet Ercan. *Assessing adverse impact: An alternative to the four-fifths rule*. Defended April, 2012.

Jisoo Ock. *Practical impact of predictor reliability for personnel selection decisions*. Defended April, 2012.

Katherine Bachman. *The influence of work-family balance based realistic job previews on job decisions in academia.* Defended January 2011.

Michelle Martin. *The generalizability of knowledge as measured by a single-response situational judgment test across domains.* Defended January, 2011.

Larry Martinez. *Childhood cancer survivors: Workplace experiences.* Defended July, 2010.

Amber Raley. *Can't get it out of my head: The role of gender in the relations between rummative styles, negative affect, and stress behaviors.* Defended May, 2009.

Harrison J. Kell. *Social desirability and situational judgment tests: The role of implicit trait policies.* Defended May, 2008.

Bobby Naemi. *Measuring and predicting extreme response style: a latent class approach.* Defended April, 2006.

Minmin Yang. *Perception of randomness: Bias, learning, and transfer.* Defended January, 2006.

Undergraduate Honors Theses Supervised

Ruilin (Jerry) Wu. Team member personality and teamwork experience in problem-solving. Defended May, 2020.

Jennifer Lee. Adolescent's evaluation of self-efficacy and career goals. Defended May, 2020.

Elisabeth Kalomeris. *Age and motivation in charitable giving: The positivity effect and decision-making in older adults.* Defended May, 2018.

Luis Rodriguez. *Value affirmation intervention effects on pre-medical undergraduate students professional identity.* Defended May, 2017 as part of RUSP. Mr. Rodriguez works at MD Anderson in Houston, TX.

Maggie Edmunds. *Alleviating academic stereotype threat for student-athletes.* Defended May, 2016. Ms. Edmunds works at PricewaterhouseCoopers in Chicago, IL.

Lizzie Garcia. *Belief in change: Our understanding of how the world works predicts our social interest and impacts our wellbeing.* Defended May, 2016. Ms. Garcia is in the Psy.D. Program in Clinical Psychology at Xavier University

Meghan Davenport. *Retirement and subjective well-being. Rice University Psychology Honor's Project.* Defended May, 2015. Ms. Davenport is a graduate student in the I/O program at Rice University.

Allison Shields. *The effect of age on training motivation: A proposal for a training framing study.* Rice University Psychology Honor's Project. Defended May, 2015. Ms. Shields is a graduate student in Clinical Psychology at Northwestern University.

Ashley Membere. *Self-efficacy, not defensive pessimism, is related to exam performance*. Rice University Scholars Program (RUSP) thesis completed April, 2013. Ashley has a Ph.D. in I/O psychology from George Mason University.

Jiwen Li. *Future time perspective on social interactions within and outside the workplace*. Rice University Scholars Program (RUSP) thesis and Psychology Department Honor's thesis defended April, 2013. Ms. Li is in medical school.

Alisa Yu. *Investigating cultural differences in Asian international and American students.* Rice University Scholars Program (RUSP) thesis and Psychology Department Honor's thesis defended April, 2012. Ms. Yu is enrolled in the Organizational Behavior Program at Stanford University.

Bonny Chang. *The criterion validity of the borderline personality features scale for children in an adolescent inpatient setting.* Defended May, 2009. Dr. Chang graduated from Texas A&M University in Counseling Psychology.

Natalie Wolfson. *The effects of humor on performance in training.* Defended May, 2007. Dr. Wolfson obtained her Ph.D. in I/O Psychology from Colorado State University.