

# ERIC N. SMITH

ensmith@utexas.edu; 206.919.8579

## EDUCATION & ACADEMIA

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- Research Associate, University of Texas at Austin** April 2023 – August 2025  
Texas Behavioral Science and Policy Institute & Office of STEM Education Excellence
- Postdoctoral Fellow, University of Texas at Austin** July 2020 – April 2023  
Texas Behavioral Science and Policy Institute  
Primary Investigator: David Yeager
- Ph.D. in Psychology, Stanford University** June 2020  
Primary Advisor: Greg Walton  
Dissertation Committee: Greg Walton, Carol Dweck, Alia Crum, & Claude Steele
- B.A. in Psychology & Biology, Northwestern University** June 2012  
Magna Cum Laude; Departmental Honors in Psychology  
Thesis Advisor: William Revelle

## PUBLICATIONS

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- Smith, E.N.**, Helwig, J., Huk, J., Hendren, K., & Gordon, V. (2025). Initial evidence that peer instruction is less effective for physics students with lower quantitative preparation in a highly heterogeneous class. *American Journal of Physics*, *93*(7), 541–550.
- Bernuy Z. A., Ye R., Sibia, N., Nalluri R., Williams J. J., Petersen A., **Smith, E.N.**, Simion B., & Liut M. (2024). Student interaction with instructor emails in introductory and upper-year computing courses. In *SIGCSE 2024: Proceedings of the 55th ACM Technical Symposium on Computer Science Education*.
- Crum, A., Santoro, E., Handley-Minor, I., **Smith, E.N.**, Evans, K., Moraveji, N., Achor, S., & Salovey, P. (2023). Evaluation of the “rethink stress” mindset intervention: A metacognitive approach to changing mindsets. *Journal of Experimental Psychology: General*, *152*(9), 2603-2622..
- Walton, G.M., et al. [37 authors including **Smith, E.N.**] (2023). Where and with whom does a brief social-belonging intervention promote progress in college? *Science*, *380*, 499-505.
- Smith, E.N.**, Yeager, D.S., Dweck, C.S., & Walton, G.M. (2022). An organizing framework for teaching practices that can “expand” the self and address social identity concerns. *Educational Psychology Review* *34*, 2197–2219.
- Meyer, K., Page, L.C., **Smith, E.N.**, Walsh, B.T., Fifield, C.L., & Evans, M. (2022). Let’s chat: chatbot nudging for improved course performance. (EdWorkingPaper: 22-564). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/es6b-sm82>
- Smith, E.N.\***, Rozek, C.S.\*, Manke, K.J., Dweck, C.S., & Walton, G.M. (2021). Teacher- versus researcher-provided affirmation effects on students’ task engagement and positive perceptions of teachers. *Journal of Social Issues*, *77*(3), 751-768. \*Co-authored
- Crum, A., Handley-Minor, I., & **Smith, E.N.** (2020). Stress mindset interventions. In G. M. Walton & A. Crum (Eds.), *Handbook of wise interventions: How social-psychological insights can help solve problems*, Guilford Press: New York.

**Smith, E.N.**, Santoro, E., Moraveji, N., Susi, M., & Crum, A. (2020). Integrating wearables in stress management interventions: Promising evidence from a randomized trial. *International Journal of Stress Management*, 27(2), 172-182.

**Smith, E.N.**, Young, M.D., & Crum, A. (2020). Stress, mindsets, and success in Navy SEALs special warfare training. *Frontiers in Psychology*, 10(2962).

**Smith, E.N.**, Romero, C., Donovan, B., Paunesku, D., Herter, R., Cohen, G., Dweck, C., & Gross, J. (2018). Emotion theories and adolescent well-being: Results of an online intervention. *Emotion*, 18(6), 781-788.

Hawkins, R.X.D.\*, **Smith, E.N.\***, ... & Frank, M.C. (2018). Improving the replicability of psychological science through pedagogy. *Advances in Methods and Practices in Psychological Science*, 1(1), 7-18. \*Co-authored

Paunesku, D., Walton, G.M., Romero, C., **Smith, E.N.**, Yeager, D., & Dweck, C. (2015). Mindset interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(1), 33-52.

## AWARDS AND FELLOWSHIPS

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**National Science Foundation** October 2022 – September 2025  
*Principal Investigator* Austin, TX  
Awarded \$1,298,725 for proposal: *Developing a scalable measure of inclusive STEM teaching practices for diverse institutions*. NSF award #2201928.

**National Science Foundation** April 2022 – March 2025  
*Co-Investigator* Austin, TX  
Awarded \$548,102 for proposal: *Understanding how bacteria sense mechanics upon attaching to surfaces* under PI Vernita Gordan. Responsible for creating training program to improve peer culture and group discussion in undergraduate Physics courses. NSF award #2150878.

**Spencer Foundation Large Research Grant** 2019 Finalist (Not Awarded)  
*Postdoctoral Researcher* Stanford, CA  
Led submission of \$499,337 proposal: *Messages of broad care: Testing the robustness of a light-touch intervention in college STEM contexts*.

**Institute for Research in the Social Sciences** September 2019 – June 2020  
*Dissertation Fellow* Stanford, CA  
Awarded \$10,000 for proposal: *Broadening the scope: Messages of broad care drive academic investment*.

**Norman H. Anderson Research Fund** June 2019  
*Graduate Awardee* Stanford, CA  
Awarded \$1,959 for proposal: *Values affirmation interventions as cues of instructor care*.

**National Science Foundation** September 2016 – August 2019  
*Graduate Research Fellow* Stanford, CA  
Awarded \$138,000 for proposal: *How do students' beliefs about dependability affect self-control?*

## SELECTED PROFESSIONAL SERVICE

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- CNS Office of STEM Education Excellence (STEMx)** April 2023 – August 2025  
*Student Engagement Fellow* Austin, TX  
Managed internal grant mechanism for instructional innovations; Developed communities of practice
- TxBSPI Post-baccalaurate Fellowship** January 2021 – August 2023  
*Fellowship Coordinator* Austin, TX  
Led two-year fellowship to provide training in social science research for admission into PhD programs
- STEM Inclusive Practices Fellowship** January 2021 – September 2022  
*Training Instructor* Austin, TX  
Provided supplemental instructional training for undergraduate learning assistants in Chemistry
- Stanford Psychology Graduate Committee** September 2018 – June 2020  
*Committee Member* Stanford, CA  
Created individual development plan templates to structure discussions between students and advisors
- Stanford Psychology Diversity Committee** September 2019 – December 2019  
*Committee Member* Stanford, CA  
Organized 3rd annual Paths to PhD workshop for underrepresented students pursuing psychology
- Stanford Psychology Department** November 2018 – September 2019  
*Graduate Statistics Consultant* Stanford, CA  
Supported researchers through statistical challenges, including mixed effect modeling and pre-registration
- Psychological Interventions in Educational Settings** September 2015 – June 2019  
*President / Board Member* Stanford, CA  
Secured funding for a lecture series and workshops with experts in psychological interventions
- Adhoc Reviewer** November 2016 – present  
ACM Transactions on Computing Education  
Educational Psychology Review  
Emotion  
Group Processes & Intergroup Relations  
International Journal of Psychology  
Journal of Experimental Psychology: General  
Journal of Experimental Social Psychology  
Journal of Medical Internet Research \*Co-Reviewed  
Sage Open  
Teaching and Teaching Education  
Time-Sharing Experiments for the Social Sciences (TESS) \*Proposal Review  
What Works Clearinghouse (IES) \*Report Reviews (Social Belonging & Growth Mindset)