

CURRICULUM VITA (Updated 1/23/22)

CHANGES SINCE LAST TFR HIGHLIGHTED

Carol Sansone

Address and Telephone: University of Utah
Department of Psychology
380 South 1530 East, Room 502
Salt Lake City, Utah 84112-0251

E-mail: carol.sansone@psych.utah.edu

Education: B.S., University of Tulsa, 1979 (with honors)
M.A., Columbia University, 1981
M.Phil., Columbia University, 1982
Ph.D., Columbia University, 1984 (Social Psychology)

Academic Positions:

Department of Psychology, University of Utah
Department Chair, 2012-2015
Department Chair (interim), 2011-2015
Professor, 2000-present
Social Psychology Program Chair, 1996-2000; 2016-present
Associate Professor, 1991-2000
Assistant Professor, 1985-1991
Postdoctoral Fellow, 1984-1985
College of Business, Florida Gulf Coast University
Visiting Professor, 2000-2001

Honors and Awards:

University Honors Scholarship, University of Tulsa, 1975-1979
NSF Undergraduate Research Fellow, 1978
Faculty Fellow, Columbia University, 1979-1984
Dean's Research and Development Award, University of Utah, 1991
Linda K. Amos Award for Distinguished Service to Women at the University of Utah, 2005
University of Utah Faculty Fellow, Fall, 2007
Finalist, College of Social and Behavioral Sciences Superior Research Award, 2009
Fellow, Society for Experimental Social Psychology, 1989
Fellow, Society for Social and Personality Psychology, 2001
Fellow, American Psychological Association, 2003
Fellow, Association for Psychological Science, 2007

Memberships in Professional Organizations

American Psychological Association (Div. 8), 1985-present
Society for Experimental Social Psychology, 1989-present
Society for Personality and Social Psychology, 1990-present
American Educational Research Association, 1998-present
Association for Psychological Science, 1998-present

European Association for Research in Learning and Instruction, 2009-present
 Society for the Study of Motivation, 2009-present

Awarded Grants

- 1985-present NIH Biomedical Grant (\$5300)
 Title: **Intrinsic involvement and task-extrinsic variables as determinants of intrinsic motivation: Implications for motivation in health settings.**
 (Role: PI)
- Summer, 1986 Dean's Summer Research Stipend Award (\$4000)
 Title: **Intrinsic involvement and task-extrinsic variables as determinants of intrinsic interest.**
 (Role: PI)
- 1988-1990 University of Utah Research Committee Faculty Grant (\$4360)
 Title: **The influence of performance contingent rewards on intrinsic motivation.**
 (Role: PI)
- 1988-1989 Spencer Foundation (Small Grants Program) (\$7500)
 Title: **A contextual approach to the process of intrinsic motivation.**
 (Role: PI)
- 1989-1993 National Institute of Child Development and National Institute on Aging (\$252,066)
 Title: **Context and the planning process across the life span.**
 (Role: PI; Cynthia Berg, co-PI)
- 2008-2013 National Science Foundation (DRL-0735264) (\$499,370)
 Title: **Increasing Student Motivation Without Compromising Student Performance in Online Classes**
 (Role: PI; Joseph L. Zachary and William B. Thompson, co-PIs)

Submitted External Grants

- 10/2008 National Institutes of Health
 Title: **Institutional and Individual Factors Associated with Successful Women Scientists**
 (Role: co-director of aim 3 "*Individual-level factors affecting women and men's success in academic science careers*"; Carrie Byington, Susan Olson, and Nick Wollinger, PIs) [unfunded]
- 01/2011 National Institutes of Health (R21AG040978-01) [UNFUNDED]
 Title: **Self-Regulatory Failures: Combining Multiple Perspectives**
 (Role: PI; Jonathan Butner and Bert Uchino, co-PIs)
- May, 2015 Spencer Foundation
 Title: **Partnering University Online Initiatives and Research on Self-Regulation to**

Create Optimal Learning and Motivation (Total proposed project funding: \$400,000)
(Role: PI; Jonathan Butner, Joseph L. Zachary and Jon Thomas, co-PIs) [Unfunded]

Dec., 2015 National Science Foundation

Title: **Designing a Computing Curriculum** (Total proposed project funding: \$1,999,987)
(Role: Key Personnel for Project Team; PI, Ross Whitaker; co-PIs, Erik Brunvand and David Johnson) [Unfunded]

Sept., 2017 National Science Foundation

Title: **Organizational change to optimize women's leadership in STEM at the University of Utah** (Total proposed project funding: \$999,861)
(Role: co-PI; PI, Diane Pataki; Brenda Bowen, Miriah Meyer, Ruth Watkins, co-PIs; Jacqueline Chen, Anna Gannet Haller, Key Personnel) [Unfunded]

July, 2019 Spencer Foundation

Title: **Clarifying Attributions to Address Undergraduates' Motivational Struggles: Interest, Identity, Self-Regulation, and Performance** (Total proposed project funding: \$50,000)
(Role: PI; K. Ann Renninger and Dustin Thoman, co-PIs) [Unfunded]

Sept., 2020 AERA Education Research Service Project Initiative

Title: **Online Evaluation Project 2020: Comparing Undergraduates' Motivational Challenges Across Fully Online, Video-conferencing and Hybrid Implementations of Online Learning during the Covid19 Pandemic** (Total proposed project funding: \$5000)
(Role: PI) [Unfunded]

June 2021 Spencer Foundation

Title: **"Getting back to normal": Tracking the potential longer-term impact of the COVID-19 pandemic on college students' explanations for and responses to motivation problems** (Total proposed project funding: \$50,000)
(Role: PI; Dustin Thoman, co-PI) [Unfunded]

Aug 2021 National Science Foundation

Title: **EPIC Interest in Science: Enhancing Student STEM Interest and Motivation through Research on Digitized Museum Collections** (Total proposed project funding: \$1,498,997)
(Role: co-PI; PI, Kirsten Butcher; Madlyn Larson, Monika Lohani, co-PIs.) [UNDER REVIEW]

Journal Editorships

2004-2005 Associate Editor, Personality and Social Psychology Bulletin

Editorial Boards

1992 - 1994 Personality and Social Psychology Bulletin
 1994 – 2002 Journal of Experimental Social Psychology
 1994 – 2002 Basic and Applied Social Psychology
 2001 - 2005 Journal of Personality and Social Psychology: Attitudes and Social Cognition
 2006 - 2008 Personality and Social Psychology Bulletin
 2003 – 2008 Motivation and Emotion
 2006 – 2010 Learning and Instruction (journal of the European Association for Research in Learning and Instruction (EARLI))

Grant Panels

2000 National Science Foundation, Information Technology Workforce Initiative
 2009 National Science Foundation, Research on Gender in Science and Engineering Program
 2009–2010 National Science Foundation, Social Psychology Advisory Panel
 2010 National Science Foundation, Faculty Early Career program (CAREER)
 2015 National Science Foundation, I-Test panel
 2020 National Science Foundation, DRL panel

Ad hoc reviewing

Journals:

Journal of Personality and Social Psychology (all 3 sections); *Personality and Social Psychology Bulletin*; *Journal of Experimental Social Psychology*; *Psychological Science*; *Personality and Social Psychology Review*; *Psychological Bulletin*; *Motivation and Emotion*; *Journal of Applied Social Psychology*; *Social Cognition*; *Journal of Research in Personality*; *International Journal for Behavioral Development*; *European Journal of Social Psychology*; *American Psychologist*; *Journal of Consulting and Clinical Psychology*; *Journal of Personality*; *Learning and Instruction*; *Journal of Applied Developmental Psychology*; *Learning and Individual Differences*; *Basic and Applied Social Psychology*; *American Educational Research Journal: Teaching, Learning, and Human Development*

Grant agencies: National Science Foundation; Several international agencies

National Committees

Society for Experimental Social Psychology Dissertation Award Committee, 2002
 Program Committee, Society for the Study of Motivation annual meeting, 2010
 Society for Personality and Social Psychology (SPSP) Task Force on Publication and Research Practices, 2013
 Society for Personality and Social Psychology Publication Committee, 2013-2016 (**Chair**, 2015-2016)

Other professional experiences:

Fellow, NSF-Sponsored Advanced Training Institute in Social Psychology (ATISP) on Web Based Research, California State University, Fullerton, 2001.

Invited participant, Children's Curiosity & Intrinsic Motivation working session, sponsored by NSF Science of Learning Center catalyst grant awarded to Ruth Small, Syracuse University, 2004.

Invited to be part of research team for “Engaged Learning in Online Communities”, an NSF Science of Learning Center catalyst grant awarded to Swarthmore College, August, 2005.

Invited participant in the “Motivation in Context” workshop, sponsored by the University of Zurich and taking place in Monte Verita, Switzerland, March, 2007.

Invited participant, 11th Annual Sydney Symposium of Social Psychology on “The Psychology of Self-Regulation,” sponsored by the University of New South Wales, Sydney, Australia, March, 2008.

Invited participant, AERA Conference on “Interest, the Self, and K-16 Mathematics and Science Learning”, Swarthmore College, May, 2012.

Edited works:

1. Books:

Sansone, C., & Harackiewicz, J.M (Eds.). (2000). *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. San Diego, CA: Academic Press.

Sansone, C., Morf, C.C., & Panter, A.T. (Eds.) (2004). *The Sage Handbook of Methods in Social Psychology*. Thousand Oaks, CA: Sage.

2. Special Issues of Journals

:

Sansone, C. (Ed.). (1999). “Intrinsic motivation, performance, and creativity: New perspectives on old questions.” *Journal of Experimental Social Psychology*.

Published articles, chapters and peer-reviewed comments: [STUDENTS' NAMES IN BOLD]

Jones, W. H., Sansone, C., and Helm, B. (1983). Loneliness and interpersonal judgments. *Personality and Social Psychology Bulletin*, 9, 437-441.

Harackiewicz, J. M., Manderlink, G., & Sansone, C. (1984). Rewarding pinball wizardry: The effects of evaluation and cue value on intrinsic interest. *Journal of Personality and Social Psychology*, 47, 287-300.

Harackiewicz, J. M., Sansone, C., & Manderlink, G. (1985). Competence, achievement orientation, and intrinsic motivation: A process analysis. *Journal of Personality and Social Psychology*, 48, 493-508.

Sansone, C. (1986). A question of competence: The effects of competence and task feedback on intrinsic interest. *Journal of Personality and Social Psychology*, 51, 918-931.

Harackiewicz, J. M., Sansone, C., Blair, L. W., Epstein, J.A., & Manderlink, G. (1987). Attributional processes in behavior change and maintenance: Smoking cessation and continued

abstinence. *Journal of Consulting and Clinical Psychology*, 55, 372-378.

Harackiewicz, J. M., Blair, L. W., Sansone, C., Epstein, J.A., & Stuchell, R.N. (1988). Nicotine gum and self-help manuals in smoking cessation: An evaluation in a medical context. *Addictive Behaviors*, 13, 319-330.

Rhodewalt, F., Strube, M. J., Hill, C. A., & Sansone, C. (1988). Strategic self-attribution and Type behavior. *Journal of Research in Personality*, 22, 60-74.

Sansone, C. (1989). Competence feedback, task feedback, and intrinsic interest: An examination of process and context. *Journal of Experimental Social Psychology*, 25, 343-361.

Sansone, C., **Sachau, D. A.**, & **Weir, C.** (1989). Effects of instruction on intrinsic interest: The importance of context. *Journal of Personality and Social Psychology*, 57, 819-829.

Harackiewicz, J. M., & Sansone, C. (1991). Goals and intrinsic motivation: You can get there from here. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in Motivation and Achievement (vol. 7): Goals and self-regulatory processes* (pp. 21-49). Greenwich, CT: JAI Press.

Rhodewalt, F., Sansone, C., Hill, C. A., Chemers, M. M., & Wysocki, J. (1991). Stress and distress as a function of Jenkins Activity Survey-defined Type A behavior and control over the work environment. *Basic and Applied Social Psychology*, 12, 211-226.

Sanbonmatsu, D. M., Kardes, F. R., & Sansone, C. (1991). Remembering less and inferring more: Effects of time of judgment on inferences about unknown attributes. *Journal of Personality and Social Psychology*, 61, 546-554.

Harackiewicz, J. M., Manderlink, G., & Sansone, C. (1992). Competence processes and achievement motivation: Implications for intrinsic motivation. In A. K. Boggiano & T. S. Pittman (Eds.), *Achievement and motivation: A social developmental perspective*. Cambridge Press.

Sansone, C., & **Morgan, C.** (1992). Intrinsic motivation and education: Competence in context. *Motivation and Emotion*, 16, 249-270. [Invited for special issue on intrinsic motivation]

Sansone, C., **Weir, C.**, **Harpster, L.**, & **Morgan, C.** (1992). Once a boring task always a boring task?: Interest as a self-regulatory mechanism. *Journal of Personality and Social Psychology*, 63, 379-390.

Sansone, C., & Berg, C. A. (1993). Adapting to the environment across the life span: Different process or different inputs? *International Journal of Behavioral Development*, 16, 379-390.

Sansone, C., & Harackiewicz, J.M. (1996). I don't feel like it: The function of interest in self-regulation. In L. Martin & A. Tesser (eds.), *Striving and feeling: The interaction of goals and affect*. Hillsdale, NJ: Erlbaum.

Strough, J., Berg, C., & Sansone, C. (1996). Goals for solving everyday problems across

the life span: Age and gender differences in the salience of interpersonal concerns. *Developmental Psychology*, 32, 1106-1115.

Berg, C.A., **Strough, J.**, **Calderone, K.**, **Meegan, S.P.**, & Sansone, C. (1997). Planning to prevent everyday problems from occurring. In S.L. Friedman & E.K. Scholnick (Eds.), *Why, how, and when do we plan? The developmental psychology of planning* (pp. 209-236). Mahwah, NJ: Erlbaum.

Berg, C.A., **Strough, J.**, **Calderone, K.S.**, Sansone, C., & **Weir, C.** (1998). The role of problem definition in understanding age and context effects on strategies for solving everyday problems. *Psychology and Aging*, 13, 29-44.

Sansone, C., & Harackiewicz, J.M. (1998). "Reality" is complicated. *American Psychologist*, 53, 673-674.

Sansone, C., Wiebe, D.J., & **Morgan, C.L.** (1999). Self-regulating motivation: The moderating role of hardiness and conscientiousness. *Journal of Personality*, 67, 701-733.

Isaac, J.D., Sansone, C., & **Smith, J.** (1999). Other people as a source of interest in an activity. *Journal of Experimental Social Psychology*, 35, 239-265.

Sansone, C. (1999). Introductory comments. *Journal of Experimental Social Psychology*, 35, 205-208.

Harackiewicz, J.M., & Sansone, C. (2000). Rewarding competence: The importance of goals in the study of intrinsic motivation. In C. Sansone and J.M. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. San Diego, CA: Academic Press.

Sansone, C., & Harackiewicz, J.M. (2000). Controversies and new directions: Is it déjà vu all over again? In C. Sansone and J.M. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. San Diego, CA: Academic Press.

Sansone, C., & Harackiewicz, J.M. (2000). Looking beyond rewards: The problem and promise of intrinsic motivation. In C. Sansone and J.M. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. San Diego, CA: Academic Press.

Sansone, C., & **Smith, J.** (2000). Interest and self-regulation: The relation between having to and wanting to. In C. Sansone and J.M. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance* (pp. 341-372). San Diego, CA: Academic Press.

Sansone, C., & **Smith, J.L.** (2000). The "how" of goal pursuit: Interest and self-regulation. *Psychological Inquiry*, 306-309.

Smith, J.L., **Morgan, C.L.**, & Sansone, C., (2001). Getting (inter) personal: The role of other people in the self-regulation of interest. In F. Columbus (Ed.), *Advances in Psychology*

Research. New York: Nova Science.

Morgan, C.L., Isaac, J., & Sansone, C. (2001). The role of interest in understanding the career choices of female and male college students. *Sex Roles, 44*, 295-320.

Sansone, C., Rodriguez, W., Nakatani, K., Wynekoop, J., Boggs, R., & Fornaciari, C.J. (2002). Best practices for motivating students in e-courses. *AASA (American Association of School Administrators) Professor*. [Invited for special issue on online learning.], *25*, 36-42.

Renninger, K. A., Sansone, C., & **Smith, J. L.**, (2004). Love of learning. In C. Peterson & M. E. P. Seligman (Eds.) *Character strengths and virtues: A classification and handbook*. New York: Oxford University Press.

Sansone, C., Morf, C. C., & Panter, A.T. (2004). The research process: Of big pictures, little details, and the social psychological road in between. In C. Sansone, C.C. Morf and A.T. Panter (Eds.), *The Sage Handbook of Methods in Social Psychology*. Thousand Oaks, CA: Sage.

Werner, C. M., **Byerly, S.**, & Sansone, C. (2004). Changing intentions to use toxic household products through guided group discussion. In B. Martens & A. Keul (Eds.), Special Issue 18th IAPS Conference. Evaluating for Innovation: Social Design of Sustainable Places [Special Issue]. *Revista psihologie aplicata, 6(3-4)*, (Journal of Applied Psychology), 147-156. Editura Universitatii de Vest: Vienne.

Sansone, C., & **Thoman, D.B.** (2005). Does what I feel affect what I learn?: Current answers and new questions. *Learning and Instruction* (special issue on "Feelings and Emotions in the Learning Process.")

Sansone, C., & **Thoman, D.B.** (2005). Interest as the missing motivator in self-regulation. *European Psychologist, 10*, 175-186.

Sansone, C., & **Thoman, D.B.** (2006). Maintaining activity engagement: Individual differences in the process of self-regulating motivation. *Journal of Personality, 74*, 1697-1720.

Thoman, D.B., Sansone, C., & Pasupathi, M. (2007). Talking about interest: Exploring the role of social interaction for regulating motivation and the interest experience. *Journal of Happiness Studies, 8*, 335-370. (special issue)

Smith, J.L., Sansone, C., & White, P.H. (2007). The Stereotyped Task Engagement Process: The role of interest and achievement motivation. *Journal of Educational Psychology, 99*, 99-114.

Werner, C.M., Sansone, C., & Brown, B.B. (2008). Guided group discussion and attitude change: The roles of normative and informational influence. *Journal of Environmental Psychology, 28*, 27-41.

Morgan, C.L., & Sansone, C. (2009). Intrinsic motivation. *Encyclopedia of Counseling Psychology*. Sage.

Sansone, C. (2009). What's interest got to do with it?: Potential trade-offs in the self-regulation of motivation. In J. Forgas, R. Baumeister, and D. Tice (Eds.). *Psychology of self-regulation: Cognitive, affective, and motivational processes* (pp. 35-51). New York: Psychology Press.

Sansone, C., **Thoman, D.B., & Smith, J.L.** (2010). Interest and self-regulation: Understanding individual variability in choices, efforts and persistence over time. In R. Hoyle (Ed.) *Handbook of Personality and Self-Regulation* (pp. 191-217). Wiley-Blackwell.

Fraughton, T., Sansone, C., Butner, J., Zachary, J. (2011). Interest and performance when learning online: Providing utility value information can be important for both novice and experienced students. *International Journal of Cyber Behavior, Psychology and Learning, 1(2)*, 1-15.

Sansone, C.; **Fraughton, T.**; Zachary, J.; Butner, J.; **Heiner, C.** (2011). Self-regulation of motivation when learning online: The importance of who, why and how. *Educational Technology Research and Development, 59 (2)*, 199-212. (special issue on Motivation and New Media)

Sansone, C., **Smith, J.L., Thoman, D., & MacNamara, A.** (2012). Regulating goals-defined and experience-defined motivation when learning online: Motivation and performance tradeoffs. *The Internet and Higher Education, 15 (3)*, 141-149. (special issue on Emotion in Online Learning Environments)

Thoman, D., Sansone, C., **Fraughton, T.,** & Pasupathi, M. (2012). How students socially evaluate interest: Peer responsiveness influences evaluation and maintenance of interest. *Contemporary Educational Psychology, 37 (4)*, 254-265.

Funder, D.C., Levine, J.M., Mackie, D.M., Morf, C.C., Sansone, C., Vazire, S., & West, S.G. (2014). Improving the dependability of research in personality and social psychology. *Personality and Social Psychology Review, 18 (1)*, 3-12. (doi: 10.1177/1088868313507536)

Sansone, C., **Thoman, D., & Fraughton, T.** (2015). The relation between interest and self-regulation in mathematics and science. In Renninger, K.A., Nieswandt, M., & Hidi, S. *Interest in K-16 Mathematics and Science Learning* (pp. 111-132). American Educational Research Association.

Thoman, D. B., & Sansone, C. (2016). Gender bias triggers diverging science interests between women and men: The role of activity interest appraisals. *Motivation and Emotion, 1-14*. DOI: [10.1007/s11031-016-9550-1](https://doi.org/10.1007/s11031-016-9550-1)

Thoman, D.B., & Sansone, C., & Geerling, D. (2017). The dynamic nature of interest: Embedding interest within self-regulation. In P. A. O'Keefe & J. M. Harackiewicz (Eds.), *The Science of Interest: Exploring Its Functions, Forms, and Formation* (pp. 27-47). Springer. DOI: [10.1007/978-3-319-55509-6](https://doi.org/10.1007/978-3-319-55509-6)

Sansone, C., **Geerling, D.,** Thoman, D.B., & Smith, J.L. (2019). Self-regulation of motivation: A renewable resource for learning. In K. A. Renninger & S. Hidi (Eds.) *Cambridge*

Handbook on Motivation and Learning (pp. 87-110). Cambridge University Press.
<https://psycnet.apa.org/doi/10.1017/9781316823279>

Geerling, D., Butner, J., Fraughton, T., Sinclair, S., Zachary, J., & Sansone, C. (2019). The dynamic association between interest and confusion: The potential for moderation by utility value and gender. *Journal of Experimental Education, 88*(3), 407-430. DOI: 10.1080/00220973.2018.1561403

Thoman, D.B., Lee, G.A., Zambrano, J., Geerling, D.M., Smith, J.L., & Sansone, C. (2019). Social influences of interest: Conceptualizing group differences in education through a self-regulation of motivation model. *Group Processes and Intergroup Relations, 22*(3), 330-355. <https://doi.org/10.1177%2F1368430219838337>

Thoman, D.B., Sansone, C., Robinson, J. & Helm, J.L. (2020). Implicit theories of interest regulation. *Motivation Science, 6*(4), 321-334. <https://psycnet.apa.org/doi/10.1037/mot0000160>

Sansone, C., & Tang, Y. (2021). Intrinsic and extrinsic motivation and Self-Determination Theory. *Motivation Science, 7*(2), 113–114. <https://doi.org/10.1037/mot0000234>

Papers submitted or in preparation:

Tang, Y. & Sansone, C. (under review). Weighing interest relative to performance in hiring decisions: Important but free.

Norman, J., Geerling, D., Thoman, D.B., Deroma, D., & Sansone, C. (in preparation). Interpreting motivational roadblocks: Attributions to interest-value as a function of gender and domain

Sansone, C., Fraughton, T., Butner, J., & Zachary, J & Thoman, D. (in preparation). Staying motivated: The role of exploratory engagement and interest.

Technical Reports:

Report on Volunteer Experiences and Motivations at the Utah Aids Foundation. March, 1997. [Submitted to Utah Aids Foundation by Sansone, Reed, and 11 undergraduate students]

Report on Volunteer Experiences and Motivations at Guadalupe Schools. June, 1998. [Submitted to Guadalupe Schools by Sansone, Meegan, and 16 undergraduate students]

Food Insecurity in the Salt Lake Valley: Food Stamp related attitudes and behaviors. May, 2003. [Submitted to Crossroads Urban Center by Sansone, Thoman, and 8 undergraduates]

Invited talks:

Competence, incompetence, and intrinsic motivation: The role of context. Presented at the annual Social Psychology Winter Conference, Park City, UT, January, 1989.

What's in the eye of the beholder?: Developmental changes in how experiences are perceived. Presented to the Department of Psychology, University of Chicago, Chicago, IL, April 26, 1990.

Competence and intrinsic motivation. Presented to the Department of Recreation and Leisure, University of Utah, March, 1991.

Self-regulating interest. Presented to the Psychology Department, University of St. Thomas, St. Paul, Minnesota.

Once a boring task, always a boring task? Presented to the Developmental Area, Department of Psychology, University of Utah, February, 1992.

I don't feel like it: The function of interest in self-regulation. Presented to the Department of Psychology, University of Maryland, College Park, Maryland, Fall, 1993.

I don't feel like it: The function of interest in self-regulation. Presented to the Social Psychology Area, University of Virginia, Charlottesville, Virginia, Spring, 1994.

I don't feel like it. Presented at the Goals and Affect Invited Conference, Athens, GA, January, 1994.

I don't feel like it. Presented at the annual Social Psychology Winter Conference, Park City, UT, January, 1994.

Invited Discussant, in M. Covington (chair), Sustainability of education interventions. Symposium presented at the American Educational Research Association meeting, New Orleans, April, 1994.

Self-regulating motivation. Presented to the Social Psychology Area, University of Wisconsin-Madison, February, 1997.

Chair (with Judith Harackiewicz), Invited Symposium, The effects of rewards on motivation and creativity: The debate continues. Meeting of the Society for Experimental Social Psychology, Toronto, Canada, 1997.

New wine in middle-aged bottles: Reward effects are complex [with J. Harackiewicz as first author]. In C. Sansone & J. Harackiewicz (chairs), The effects of rewards on motivation and creativity: The debate continues. Invited symposium presented at the Meeting of the Society for Experimental Social Psychology, Toronto, Canada, 1997.

Intrinsic motivation and education. In A. Krapp (Chair), What Do You Do with Students Who Do Not Have Intrinsic Motivation and/or Interest for School-Based Learning? Invited symposium presented at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 1998.

Interest and self-regulation: The relation between having to and wanting to. [with J. Smith as coauthor]. In J. Harackiewicz & C. Sansone (chairs), Intrinsic and Extrinsic Motivation: Independent

or Interconnected? Invited symposium presented at the Meeting of the Society for Experimental Social Psychology, Atlanta, Georgia, 2000.

Invited Discussant, in R. Butler (chair), Motivation, Meaning and Evaluation: The Role of Feedback in Shaping Achievement Strivings, Learning and Continuing Motivation. Symposium presented at the American Educational Research Association meeting, Seattle, April, 2001.

“Science is boring but Pokemon™ is cool”: The importance of interest in motivation. Invited for National Association of Gifted Children conference, Salt Lake City, UT, November, 2004.

Curiosity and sustained engagement. Conference on Digital Empowerment: Engaging Learning in the 21st Century, Syracuse, NY, April, 2005.

Interest and Self-Regulation in Context. Invited for the international workshop on Motivation in Context. Monte Verità, Ascona, Switzerland, March, 2007.

What’s interest got to do with it?: Potential trade-offs in the self-regulation of motivation Invited for the 11th Sydney Symposium of Social Psychology on The Psychology of Self-Regulation, Sydney, Australia, March, 2008.

Studying self-regulated learning: Going online [With J. Zachary, T. Fraughton, J. Butner, C. Heiner & W. Thompson as co-authors]. Invited for J. Cromley (Chair), *Innovations in Researching STEM Teaching and Learning: Measures, Methods, and Data Analysis.* National Science Foundation REESE PI meeting, Washington, D.C., March, 2010.

Studying self-regulated motivation and learning: Going online. Educational Psychology Learning Sciences, University of Utah, November, 2010

What’s Interest Got to Do With It? Maintaining Motivation in STEM. Presented as part of invited session on “Exploring the Development of Interest”, 16th meeting of the National Academies of Science National Research Council Board on Science Education, December, 2011.

Undergraduates’ Beliefs about Interest-Value as a Cause of Motivational Problems. Presentation for invited symposium on Meta-Motivation and Meta-Reasoning for the joint meeting of SIG 8 and SIG 16 of the International Conference on Motivation, Dresden, September, 2020. POSTPONED DUE TO COVID-19

Conference presentations:

Sansone, C., Jones, W. H., & Helm, B. Interpersonal perceptions of loneliness. Presented at the 25th meeting of the Southwestern Psychological Association, San Antonio, TX, April 26-28, 1979.

Sansone, C., Manderlink, G., & Harackiewicz, J. M. Competence information and intrinsic motivation: A process approach. Presented at the 90th meeting of the American Psychological Association, Washington, D.C., August 23-27, 1982. (ERIC Document Reproduction Service No. ED

228 592)

Sansone, C., Manderlink, G., & Harackiewicz, J. M. The effects of evaluation and performance-contingent rewards on intrinsic interest. Presented at the 92nd meeting of the American Psychological Association, Toronto, Ontario, August 24-28, 1984.

Sansone, C. The relation between competence and intrinsic interest. Presented at the 93rd meeting of the American Psychological Association, Los Angeles, CA, August 23-27, 1985.

Rhodewalt, F., Wysocki, J., Sansone, C., Hill, C., & Chemers, M.M. Control in the work environment: Type A behavior and illness. Presented at the 93rd meeting of the American Psychological Association, Los Angeles, CA, August 23-27, 1985.

Epstein, J. A., Harackiewicz, J. M., Sansone, C., Blair, L. W., & Manderlink, G. Attributions for success and failure in smoking cessation. Presented at the 94th meeting of the American Psychological Association, Washington, D.C., August, 1986.(ERIC Document Reproduction Service No. ED 288 138)

Harackiewicz, J. M., Blair, L. W., Sansone, C., Epstein, J. A., & Stuchell, R. N. Nicotine gum and self-help manuals in smoking cessation. Presented at the 94th meeting of the American Psychological Association, Washington, D.C., August, 1986.

Sachau, D., McDonough, T., & Sansone, C. Predicting athletic motivation and training. Presented at the 95th meeting of the American Psychological Association, New York, NY, August, 1987.

Epstein, J. A., Blair, L. W., Harackiewicz, J. M., & Sansone, C. Attributions for long-term maintenance of smoking cessation or relapse. Presented at the 95th meeting of the American Psychological Association, New York, NY, August, 1987.(ERIC Document Reproduction Service No. ED 288 139)

Harackiewicz, J. M., & Sansone, C. Competence assessment and intrinsic motivation. Presented at the annual meeting of the Society for Experimental Social Psychology, Charlottesville, VA, October, 1987.

Blair, L. W., Epstein, J. A., Sansone, C., Stuchell, R. N., & Harackiewicz, J.M. Nicotine gum and self-help manuals in smoking cessation. Presented at the annual meeting of the American Thoracic Society, May, 1988.

Voisard, B., Weir, C., & Sansone, C. Contextual directions for intrinsic motivation models: A first step. Presented at the 97th meeting of the American Psychological Association, New Orleans, LA, August, 1989.

Sansone, C. Through the eyes of the beholder: Context and process in intrinsic motivation. In J. M. Harackiewicz (chair), New directions in intrinsic motivation. Symposium conducted at the annual meeting of the Society for Experimental Social Psychology, Santa Monica, CA, October,

1989.

Harpster, L., Morgan, C., & Sansone, C. Making uninteresting tasks more interesting: The peoples' choice? Presented at the 98th meeting of the American Psychological Association, Boston, MA, August, 1990.

Sansone, C., Berg, C.A., Weir, C., Calderone, K., Harpster, L., & Morgan, C. Assessing normative contexts across the lifespan. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April, 1991.

Berg, C.A., & Sansone, C. To plan or not to plan?: Individual and contextual factors involved in planning to prevent everyday problems from recurring. In C. Sansone (chair), New directions in the development of planning: Cognitive, social, and motivational Components. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April, 1991.

Sansone, C., Berg, C., & Weir, C. What are we adapting to?: Perceived environments across the life span. In C. Berg (chair), Competence in context: Social-developmental lifespan perspectives on everyday competence. Symposium conducted at the 99th annual meeting of the American Psychological Association, San Francisco, CA, August, 1991.

Sansone, C., Wiebe, D., Morgan, C., Palmer, S., & Rich, M. Making aversive tasks better: An individual differences approach. Paper presented at the 100th annual meeting of the American Psychological Association, Washington, D.C., August, 1992.

Lavelle, J., & Sansone, C. Is interesting work a luxury or a necessity? Interest as a self-regulatory strategy. Paper presented at the annual Academy of Management Conference, Cincinnati, OH, 1996.

Sansone, C., Morgan, C., & Isaac, J. The role of interest and gender in math and science career plans. Paper presented at the annual meeting of the Midwestern Psychological Association, May, 1996.

Sansone, C., Isaac, J., & Morgan, C. Interpersonal goals and male and female college students' interest in achievement activities. In J. Harackiewicz & R. Butler (chairs), Goals, optimal motivation, and adaptive learning: New perspectives. Symposium presented at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 1998.

Isaac, J., & Sansone, C. Presented at the joint meeting of Western Psychological Association and Rocky Mountain Psychological Association, Albuquerque, NM, April, 1998.

Werner, C.M., Sansone, C., & Makela, E. Intrinsic motivation and green consumers. In S. Breckmann (Chair), Citizen-Consumers and the Environment. Symposium presented at the 24th International Congress of Applied Psychology, San Francisco, CA, August, 1998.

Isaac, J., Werner, C., Sansone, C., Kesner, L., Hyunh, H.S., Adams, D., & Haggard, L. Informational brochures and attitude change: Differentially effective messages. Paper presented at

the annual meeting of the American Psychological Association, Boston, MA, August, 1999.

Smith, J.L., & Sansone, C. Reasons for self-regulating interest: Does it matter? Paper presented at the annual meeting of the American Psychological Association, Boston, MA, August, 1999.

Livsey, S., Werner, C.M., Sansone, C., McVaugh, N. & Smith, J.L. (2000, June). Encouraging nature friendly gardening: Strategies that combine persuasion and behavioral self-regulation. Paper presented at the 8th International Symposium on Society and Resource Management. Bellingham, WA.

Werner, C.M., Sansone, C., Livsey, S., McVaugh, N. & Smith, J.L. (2000, June). Changing environmental behaviors: Inspiration from persuasion and behavioral self-regulation research. Paper presentation at the 8th International Symposium on Society and Resource Management. Bellingham, WA

Smith, J.L., & Sansone, C. (2001, February). Making the online link to other people: Motivational consequences. Paper presented at the 2nd annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Sansone, C., Smith, J.L., & Thoman, D. (2003, August). Regulating interest and motivation In an online versus an on-campus class. In Sanna Järvelä (Chair), Interest and motivation for computer-based learning. Symposium presented at the 10th Biennial Meeting of the European Association for Research in Learning and Instruction, Padova, Italy.

Thoman, D.B. & Sansone, C. (2004, May). How perceived discriminatory feedback decreases interest and motivation. Poster presented at the annual meeting of the American Psychological Society, Chicago, IL.

Sansone, C. (2006, January). Implications of Discriminatory Feedback for Activity Interest and Choice. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Palm Spring, CA.

Thoman, D. B. & Sansone, C. (2007, January). The social nature of ‘intrinsic’ motivation: How talking with others affects interest development. In Jessi L. Smith (chair), What’s My (Intrinsic) Motivation? The Social Psychology of Interest. Symposium presented at the annual meeting of the Society for Personality and Social Psychology, Knoxville, TN.

Fraughton, T.B., Thoman, D.B., Karino, W., & Sansone, C. (2009, February). Listener responsiveness, interpersonal orientation and activity interest in an online context. Presented at the annual meeting of the Society for Personality and Social Psychology, Tampa, FL.

Sansone, C., Fraughton, T.B., Thoman, D.B., Zachary, J., Thompson, W.B. (2009, May). Characteristic differences in self-control predict potential trade-offs between regulating interest and performance. Presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Fraughton, T.B., Sansone, C., Thoman, D.B., Butner, J., Zachary, J., & Thompson, W. (2010, January). Differences in task engagement as a function of self-control: Why those higher in self control might be better at regulating potential trade-offs between interest and performance. Presented at the annual meeting of the Society for Personality and Social Psychology, Las Vegas, NV.

Thoman, D.B., Sansone, C., Pasupathi, M., & Arizaga, J. (2010, January). How conversation partners affect the development of students' interest and motivation. Presented at the annual meeting of the Society for Personality and Social Psychology, Las Vegas, NV.

Sansone, C., Zachary, J.L., Fraughton, T.B., Heiner, C., & Butner, J. (2010, May). Initial orientations, interest and online learning: What students do is as important as why. In K. Ann Renninger (chair), *Studying Motivation and Learning Online: Prospects and Challenges*. Symposium at the annual meeting of the American Educational Research Association, Denver, CO.

Sansone, C., Fraughton, T.B., Zachary, J.L., Heiner, C., & Butner, J. (2010, May). Interest, engagement and learning over time: Making it personal. In K. Ann Renninger (chair), *Interest, Engagement, and Learning: Implications for STEM*. Symposium at the annual meeting of the American Educational Research Association, Denver, CO.

Fraughton, T., Sansone, C., Butner, J. & Zachary, J. (2011, January). Fully engaged: Creating an interesting experience for those with low efficacy. Presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Sansone, C., Butner, J., Fraughton, T.B., & Zachary, J.L. (2011, April) Self-regulatory Trade-offs When Learning Online: Interested Engagement Can Hurt AND Help. In P. O'Keefe & I. Plante (chairs), *Developments in Interest Theory and Research*. Symposium to be presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Sansone, C., Butner, J., Zachary, J., Fraughton, T., & Ripley, S. (2011, September). Regulating the interest experience over time: The role of utility value, on-task, and off-task behaviors. In B. Spinath (chair), *What Explains the Development of Interest and Intrinsic Motivation for Learning?* Symposium presented at the biannual meeting of the European Association for Research in Learning and Instruction, Exeter, UK.

Sansone, C., Fraughton, T., Butner, J., Zachary, J. & Sinclair, S. (2011, September). Self-regulating Learning: The Relationships of Utility Value, Competence Value and Lesson Value to Interest and Learning. In K.A. Renninger (chair), *Competence, Value, Achievement, and Interest: How Are They Related in Academic Motivation?* Symposium at the biannual meeting of the European Association for Research in Learning and Instruction, Exeter, UK.

Fraughton, T., Sansone, C., Butner, J., & Zachary, J. (January, 2012). Interest And Performance When Learning Online: Providing Utility Value Information Can Be Important For Both Novice And Experienced Students. Presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Kent, R., Fraughton, T., Sinclair, S., & Sansone, C. (January, 2012). Engagement When Learning Online: Information About Utility Value Can Aid Students With Learning Goals. Presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Sansone, C. (April, 2012). The reciprocal relationship between value, interest, and learning over time. In K.A. Renninge (Chair), Interest Development and Its Relation to Academic Motivation. Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Sansone, C., Sinclair, S., Fraughton, T., Butner, J., & Zachary, J. (2013, August). Self-regulating Interest and Learning Over Time: Adding Performance Concerns. In D. Lewalter & K.A. Renninger (chairs), Processes and Outcomes in Interest Research: A Panel. Symposium at the biannual meeting of the European Association for Research in Learning and Instruction, Munich, Germany.

Butner, J., & Sansone, C. (2014, January). Self-regulating Motivation and Performance Over Time. Presented at the Fred Rhodewalt Social Psychology Winter Conference, Park City, UT.

Sinclair, S., Butner, J., Sansone, C. & Zachary, J. (2014, February). How Do Students Manage Interest While Working Online through Temporal Patterns of Off-Task Behavior? Presented at the annual meeting of the Society for Personality and Social Psychology, Austin, TX.

Sansone, C., Sinclair, S., Fraughton, T.A., Butner, J., & Zachary, J. (2014, April). Distinguishing Interest, Engagement and Achievement: An Online Learning Approach. In S. Hidi (chair), Current approaches to Interest Measurement. Structured poster session at the annual meeting of the *American Educational Research Association*, Philadelphia, PA.

Thoman, D.B., & Sansone, C. (2015, April). Undergraduates' implicit theories of interest regulation. In C. Sansone (chair), On Creating and Maintaining the Experience of Interest. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Sansone, C. (Chair). (2016, January) So You Want to Publish, Not Perish? Ask the Editors. Panel presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Sansone, C., Sinclair, S., Fraughton, T., Zachary, J., & Butner, J. (April, 2016). Adding value to motivate engagement: The role of individual interest. In K. Ann Renninger (Chair), The Roles of Value and Interest in Promoting Learning. Annual Meeting of the American Educational Research Association, Washington, D.C.

Sansone, C. & Butner, J. (May, 2016). Regulating motivation over time: How does interest matter? In D.B. Miele & A.A. Scholer (Chairs), Exploring Psychological Flexibility across Multiple Domains. Annual meeting of the Association for Psychological Science, Chicago, IL.

Sansone, C. & Fraughton, T. (September, 2017). Providing opportunities for exploratory

engagement when learning online: Good for interest (but constrained by utility value). In L Fryer & N. Dohn (Chairs), Stimulating and Sustaining Interest: The profits and pitfalls of technology in education. Symposium presented at the biannual meeting of the European Association for Research in Learning and Instruction, Tampere, Finland.

Sansone, C., Geerling, D., Thoman, D.B., & Lee, G. (April, 2018). Interpreting motivational roadblocks: Attributions to interest as a function of gender and domain. In D.B. Miele (Chair), *New Directions in Motivation Regulation: The role of students' metamotivational beliefs.* Symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Sansone, C., Geerling, D., Smith, J.L. & Thoman, D.B. (April, 2019). Self-Regulation of Motivation: A Renewable Resource for Learning. In K.A. Renninger (chair), *Synergies in Studies of Motivation and Learning: An Interactive Workshop.* Presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.

Geerling, D., Sansone, C., Thoman, D. & DeRoma, D. (April, 2020). Theories About the Role of Interest in Motivational Problems Differ by Social Identity and Domain. In C. Sansone (Chair), *Exploring Processes That Underlie College Students' Motivational Challenges.* To be presented at the Annual Meeting of the American Educational Research Association, Orlando, FL. **CANCELLED DUE TO COVID**

Norman, J., Thoman, D., Geerling, D. & Sansone, C. (April, 2021). How Implicit Theories of Interest Regulation Shape College Major Recommendations Following Motivational Roadblocks. In D.B. Miele (Chair), *Expanding the Role of Metamotivational Knowledge in Academic Self-Regulation.* Presented at the Annual Meeting of the American Educational Research Association, **VIRTUAL MEETING.**

Teaching Experience

Department of Psychology, University of Utah

Introduction to Social Psychology (undergraduate-ONLINE)

Personality Theories (undergraduate)

Senior Thesis (undergraduate)

Service Learning Research Project in Social Psychology (undergraduate)

Doing Social Psychology: Real Methods for Real Research (undergraduate)

Seminar on Human Motivation (graduate)

Advanced Social Psychology (graduate)

Seminar on Motivation and the Self (graduate)

Teaching Practicum (graduate)

Seminar on Interpersonal Processes (graduate)

Seminar on Social Cognition and Self-Regulation (graduate)

Seminar on Motivation and Diversity (graduate)

Research Method in Social Psychology (graduate)

M.A. Theses chair or co-chair:

COMPLETED: Daniel Sachau, Brenda Voisard, Charlene Weir, Lora Harpster, Carolyn Morgan, Jaime Isaac, Jessi L. Smith, Dustin B. Thoman, Sari Byerly, Tamra Birch Fraughton, Sungchoon Sinclair, **Danielle Geerling**, **Yun Tang**

Ph.D. Theses chair or co-chair:

COMPLETED: Daniel Sachau, Charlene Weir, Carolyn Morgan, Jessi L. Smith, Dustin B. Thoman, Tamra Fraughton; **Sungchoon Sinclair**; **Danielle Geerling** CURRENT: Elissa Lauber (has been on leave), **Yun Tang**.

University of Utah Psychology Department Committees

Undergraduate Research Participation Committee:

1985-1986, 1986-1990 (Chair)

Undergraduate Committee 1986-1987; 2020-2021

Graduate Committee

1987-1992

1992-1993 (Graduate Director)

Fall, 1996

Search Committees

Social Psychology 1987-1989; Cognitive Neuroscience 1990-1991

Developmental Psychology 1998-1999; Social-Health Psychology 1999-2000 (Chair)

Departmental liaison for Bennion Center 1988-1992

Personnel Committee

1994-1995

Spring, 1996

1997-1999

2001-2003

2010-2011 (Chair)

Executive Committee 1999-2000, 2017-2018, 2018-2019, 2019-2020, 2021-2022

Marriott Library liaison 1994-1997

Social Psychology Program Chair 1996-2000; 2016-present

Professional Issues and Ethics Committee 2002-2003, 2008-2011; 2016-2017

Diversity Committee 2008-2010

University of Utah University Committees

Hiatt Scholarship Committee (Spring, 1993, 1997)

College of Social and Behavioral Sciences RPT committee 2001-2002

University of Utah IRB, 2003 – 2007

University of Utah Seed Grant Committee 2005-2007

Selection Committee, Linda K. Amos Award for Distinguished Service to Women at the University of Utah, 2010; 2011

Selection Committee, Graduate Research Fellowships, 2010

Search Committee, Dean of College of Health, 2013-2014

Community Service

Presentation to AP Psychology Teachers, Jordan School District, February, 1999.

After-school tutoring program, Catholic Hispanic Social Services, Ft. Myers, FL, Spring, 2001
Presentation on fostering motivation to Literacy Action Center, Salt Lake City, June, 2003
Board of Directors, Ten Thousand Villages (2010-2012)

Other

Mentored 4 students in Summer Research Opportunities Program (offering research opportunities to undergraduate students from underrepresented backgrounds) (2006-2009)

Mentored 2 Honor's students (2012-2015)

Mentored UROP and Honor's student (2016-2018)

Co-Mentored UROP and Honor's student (2017-2018)