

Hae Yeon Lee

Curriculum Vitae

Yale-NUS College
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ACADEMIC POSITIONS

Jan 2021 - present	Assistant Professor of Psychology, Yale-NUS College, Singapore
2019 – 2020	Postdoctoral Scholar , Department of Psychology, Stanford University, USA Advisors: Gregory Walton, Ph.D. and Carol Dweck, Ph.D.

EDUCATION

2019	Ph.D. in Developmental Psychology , The University of Texas at Austin, USA Advisor: David Yeager, Ph.D. Dissertation: <i>Social Media, Sensitivity to Status Threats, and Mental Health During Adolescence</i>
2015	M.A. in Psychology , The University of Texas at Austin, USA
2008	B.A. in Psychology with <i>summa cum laude</i> , Seoul National University, South Korea
2006	International Exchange Student Program, The University of Melbourne, Australia

RESEARCH INTERESTS

Adolescent development; Social-cognitive development of mindsets and belief systems; Effects of social status in psychobiological stress, mental and physical health, and educational outcomes during adolescence and emerging adulthood; Designing and evaluating psychological intervention programs for youth.

FELLOWSHIPS & AWARDS

2019	Jacobs Foundation Young Scholars
2019	Student Travel Award, Society for Research in Child Development (SRCD)
2018	Dissertation Writing Fellowship, The Office of Graduate Studies, UT-Austin
2018	Dissertation Funding Award, Society for Research in Child Development (SRCD) Student and Early Career Council (SECC), one of ten awardees
2018	Holtzman Award for Leadership and Service in Developmental Psychology, UT-Austin
2018, 2019	Holtzman Award for Best Student Paper in Developmental Psychology, UT-Austin
2016 – 2018	Lobliner Student Travel Award, UT-Austin
2015 – 2019	Professional Development Travel Award, UT-Austin
2015 – 2018	Holtzman Student Travel Award, UT-Austin
2015	Summer Research Award Fellowship, UT-Austin

2015	Student Travel Award, Society for Personality and Social Psychology (SPSP)
2013	Research Excellence Award, UT-Austin
2008	Summa cum laude, Seoul National University
2006	Global Frontier Research Proposal Finalist Award, Job Korea Inc.
2005	Habitat for Humanity Global Village Program Student Travel Grant
2004 – 2008	The Bang Il-Young Foundation Advanced Undergraduate Fellowship
2003	First-Year Undergraduate Fellowship, Seoul National University

GRANTS FUNDING

2020	Co-Investigator, “ <i>Ensuring learning continuity and reducing inequality during a global pandemic: A multi-site parent-focused intervention trial</i> ” Jacobs Foundation COVID-19 Education Challenge (99,000 Swiss Franc)
2019	Co-Investigator, “ <i>Parent’s mindsets and teenage stress coping</i> ” Population Research Center Seed Grant, University of Texas at Austin (\$13,000)
2018	Principal Investigator, “ <i>Status, social media, and mental health in adolescence</i> ” Dissertation Funding Award, Society for Research in Child Development (SRCD) Student and Early Career Council (\$2,000), one of ten awardees
2016 – 2020	Co-author and Lead Graduate Trainee, “ <i>Estimating and understanding effects of teaching teens that people can change</i> ” The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) R01 grant awarded to David Yeager (PI) and Jeremy Jamieson, Robert Josephs, Christopher Beevers, & Harry Reis (Co-Is)

PUBLICATIONS

Google Scholar total citations = 982, h-index = 7, i10-index = 7, as of January 5, 2021

Journal Articles

1. O’Keefe, P., **Lee, H. Y.**, & Chen, P. (in press). Changing students’ beliefs about learning can unveil their potential. *Policy Insights from the Behavioral and Brain Sciences*.
2. Grapsas, E., Denissen, J. J. A., **Lee, H. Y.**, Bos, P. A., & Brummelman, E. (in press). Climbing up or falling down: Narcissism predicts physiological sensitivity to social status in children and their parents. *Developmental Science*. [Doi: 10.1111/desc.13062](https://doi.org/10.1111/desc.13062).
3. Chafkin, J., Yeager, D. S., O’Brien, J., **Lee, H. Y.**, McAfee, C., Josephs, R. A. (in press). Gonadal and adrenal hormones interact with pubertal maturation to predict depressive symptoms in a group of high school females. *Development and Psychopathology*.
4. ten Brink, M., **Lee, H. Y.**, Manber, R., Gross, J., & Yeager, D. S. (in press). Stress, sleep, and coping self-efficacy in adolescents. *Journal of Youth and Adolescence*. [Doi: 10.1007/s10964-020-01337-4](https://doi.org/10.1007/s10964-020-01337-4).
5. Seo, E., **Lee, H. Y.**, Jamieson, J. P., Reis, H. T., Josephs, R. A., Beevers, C. G., & Yeager, D. S. (in press). Trait attributions and stress appraisals explain why an entity theory of personality predicts greater internalizing symptoms during adolescence. *Development and Psychopathology*.

6. Kaufman, K. M. L., **Lee, H. Y.**, Benner, A. D., & Yeager, D. S. (2020). How school contexts shape the relations among adolescents' beliefs, peer victimization, and depressive symptoms. *Journal of Research on Adolescence*, *30*(3), 769-782. [Doi: 10.1111/jora.12558](https://doi.org/10.1111/jora.12558).
7. **Lee, H. Y.**, Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., O'Brien, J., & Yeager, D. S. (2020). Getting fewer "likes" than others on social media elicits emotional distress among victimized adolescents. *Child Development*, *91*(6), 2141-2159. [Doi: 10.1111/cdev.13422](https://doi.org/10.1111/cdev.13422).
8. **Lee, H. Y.**, & Yeager, D. S. (2019). Adolescents with an entity theory of personality are more vigilant to social status and use relational aggression to maintain social status. *Social Development*, *29*(1), 273-289. [Doi: 10.1111/sode.12393](https://doi.org/10.1111/sode.12393)
9. **Lee, H. Y.**, Jamieson, J. P., Miu, A. S., Josephs, R. A., & Yeager, D. S. (2019). An entity theory of intelligence predicts higher cortisol levels when high school grades are declining. *Child Development*, *90*(6), e849-e867. [Doi: 10.1111/cdev.13116](https://doi.org/10.1111/cdev.13116)
10. Dainer-Best, J., **Lee, H. Y.**, Shumake, J., Yeager, D. S., & Beevers, C. G. (2018). Determining optimal parameters of the Self Referent Encoding Task: A large-scale examination of self-referent cognition and depression. *Psychological Assessment*, *30*(11), 1527-1540. [Doi: 10.1037/pas0000602](https://doi.org/10.1037/pas0000602)
11. Jamieson, J. P., Hangen, E. J., **Lee, H. Y.**, & Yeager, D. S. (2017). Author reply: Arousal reappraisal as an affect regulation strategy. *Emotion Review*, *10*(1), 74-76. [Doi: 10.1177/1754073917724878](https://doi.org/10.1177/1754073917724878)
12. Jamieson, J. P., Hangen, E. J., **Lee, H. Y.**, & Yeager, D. S. (2017). Capitalizing on appraisal processes to improve social stress responses. *Emotion Review*, *10*(1), 30-39. [Doi: 10.1177/1754073917693085](https://doi.org/10.1177/1754073917693085)
13. Yeager, D. S., **Lee, H. Y.**, & Jamieson, J. P. (2016). How to improve adolescent stress responses: Insights from an integration of implicit theories and biopsychosocial model. *Psychological Science*, *27*(8), 1078-1091. [Doi: 10.1177/0956797616649604](https://doi.org/10.1177/0956797616649604)
14. Yeager, D.S., Romero, C., Paunesku, D., Hulleman, C., Schneider, B., Hinojosa, C., **Lee, H. Y.**, O'Brien, J., Flint, K., Roberts, A., Trott, J., Walton, G., & Dweck, C. (2016). Designing social-psychological interventions for full-scale implementation: The case of growth mindset during the transition to high school. *Journal of Educational Psychology*, *108*(3), 374-391. [Doi:10.1037/edu0000098](https://doi.org/10.1037/edu0000098)
15. Yeager, D.S., Fong, C.J., **Lee, H. Y.**, & Espelage, D. (2015). Declines in efficacy of anti-bullying programs among older adolescents: A developmental theory and a three-level meta-analysis. *Journal of Applied Developmental Psychology*, *37*, 36-51. [Doi: 10.1016/j.appdev.2014.11.005](https://doi.org/10.1016/j.appdev.2014.11.005)
 * This paper received the 2015 APA Division 7 (Developmental Psychology) Early Career Outstanding Paper Award.

Journal Articles In Preparation

Lee, H. Y., Brady, S. T., Ospina, J., Hirschi, Q., Yeager, D. S., & Walton, G. M. (in prep) Social-belonging intervention reduced university health center visits during college years among disadvantaged minority students.

Lee, H. Y., Brummelman, E., Yeager, D. S., & Dweck, C. S. (in prep) Promoting stress resilience in adolescence: The role of parents' implicit theories of personality as a psychological context.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., Reis, H. T., Beevers, C. G., Dobias, M., ... & Yeager, D. S. (in prep). An incremental theory of personality promotes stress resilience in adolescence: Evidence from a pre-registered

replication study. Planned analyses pre-registered at <https://osf.io/d2ua7/>

Lee, H. Y., Jamieson, J. P., Josephs, R. A., Beevers, C. G., Reis, H. T., & Yeager, D. S. (in prep). Adolescents' implicit theories of personality shape their responses to social media stressors.

Lee, H. Y., & Yeager, D. S. (in prep). Understanding adolescents' sensitivity to social status: Toward an integrative developmental model.

Lee, H. Y.[†], Weissman, D.[†], Jamieson, J. P., & Elliot, A. J. (in prep). Daily perceived competitiveness and affective experiences in high school. Planned analyses pre-registered at <https://osf.io/dcvma/>

Hooper, S., **Lee, H. Y.**, Crosnoe, R., & Yeager, D. S. (under revision). The cognitive costs of feeling popular in high school.

Book Chapters & Op-Ed Articles

1. Yeager, D. S., & **Lee, H. Y.** (2020). The incremental theory of personality intervention. In G. M. Walton, & A. J. Crum (Eds.), *Handbook of wise interventions: How social-psychological insights can help solve problems*. Guilford Press: New York, NY.
2. **Lee, H. Y.**, & Yeager, D. S. (Nov 2018). Reducing the toxic stress of starting high school. *Future Ed*. <https://www.future-ed.org/reducing-the-toxic-stress-of-starting-high-school/>
3. Yeager, D. S., **Lee, H. Y.** (Aug 2018). The start of high school doesn't have to be stressful. *The Conversation*. <https://theconversation.com/the-start-of-high-school-doesnt-have-to-be-stressful-101294>
4. Yeager, D. S., **Lee, H. Y.**, & Dahl, R. E. (2017). Competence and motivation in adolescence. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of competence and motivation (2nd Edition): Theory and application*. Guilford Press: New York, NY.

MEDIA COVERAGE

- "Too few social media 'likes' can amp up teen depression" (September 2020) *Futurity*.
- "The psychological effects of not getting enough validation on social media" (September 2020) *GoodDay Austin, Fox 7 News*.
- "Getting fewer 'likes' on social media elicits emotional distress among adolescents (September 2020) *Ethical Editor*.
- "Lack of 'likes' leads to emotional distress among teens, UT researchers say" (September 2020) *NewsWest9: Education*.
- "Getting fewer 'likes' on social media can make teens anxious and depressed (September 2020) *University of Rochester Newscenter*.
- "Getting fewer 'likes' on social media elicits emotional distress among adolescents" (September 2020) *The University of Texas at Austin College of Liberal Arts News*.
- "The teen brain: How schools can help students manage emotions and make better decisions" (October 2018) *Education Week*.
- "How your outlook can affect exam performance" (August 2018) *The Sydney Morning Herald*.
- "The top 10 insights from the science of a meaningful life in 2016" (December 2016) *Greater Good Science Center*.
- "Could a growth mindset help teens cope with stress?" (October 2016) *KQED News*.
- "Teaching teens to cope with social stress" (September 2016) *The New York Times*.

- “Can a change in mindset help teens de-stress?” (August 2016) *Greater Good Science Center*.
- “Study shows teaching teens about social, personality changes helps cope with stress” (July 2016) *Daily Texan*.
- “Lessons on personalities help teens cope with social stressors” (June 2016) *The University of Texas at Austin College of Liberal Arts News*.

CONFERENCE PRESENTATIONS

Chaired Group Symposia

Lee, H. Y. (April 2017). *The new science of adolescent behavioral change: Psychological and hormonal methods for leveraging social motivation*. Group paper symposium at the 2017 SRCD biennial meeting, Austin, TX.

Paper Symposium Talks

Lee, H. Y., Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., O'brien, J. M., & Yeager, D. S. (March 2019). *Insufficient likes on social media elicit negative self-referent cognitions and emotions during adolescence*. Paper presented at the 2019 SRCD biennial meeting, Baltimore, MD.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., & Yeager, D. S. (April 2018). *Insufficient likes on social media elicit distress associated with depressive symptoms in adolescence*. Paper presented at the 17th SRA biennial meeting, Minneapolis, MN.

Hooper, S., **Lee, H. Y.**, Crosnoe, R. & Yeager, D. S. (April 2018). *The cognitive cost of high school popularity*. Paper presented on behalf of the first author at the 17th SRA biennial meeting, Minneapolis, MN.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., & Yeager, D. S. (May 2017). *Worldview referendum: Correspondence between an adolescent's worldview and a winning campaign's worldview predicted testosterone responses to the 2016 election*. Paper presented at the 29th APS annual meeting, Boston, MA.

Lee, H. Y., Jamieson, J. P., Beevers, C. G., Josephs, R. A., Reis, H. T. & Yeager, D. S. (April 2017). *No “likes?” That's okay: Buffering adolescents from social media rejection by changing implicit theories of personality*. Paper presented at the 2017 SRCD biennial meeting, Austin, TX.

Lee, H. Y., & Yeager, D. S. (July 2016). *Adolescents' sensitivity to social hierarchy comes from beliefs and predicts testosterone and relational aggression*. Paper presented at the 22nd ISRA world meeting, Sydney, Australia.

Lee, H. Y., & Yeager, D. S. (May 2016). *Who pursues status most vigorously in high school? Implicit theories of personality underlie individual differences in status goal pursuit*. Paper presented at the 28th APS annual meeting, Chicago, IL.

Lee, H. Y., Yeager, D. S. & Jamieson, J. P. (March 2016). *Changing a simple belief alters adolescents' physiological responses to social stress*. Paper presented at the 16th SRA biennial meeting, Baltimore, MD.

Yeager, D. S., **Lee, H. Y.**, & Jamieson, J. P. (January 2016). *What can be done about social stress during adolescence? Effects of an incremental theory of personality intervention on naturalistic responses to daily stressors*. Paper presented on behalf of the first author at the 17th SPSP annual meeting, San Diego, CA.

Lee, H. Y., & Yeager, D. S. (March 2015). *Dynamic relation between social and academic competence during adolescent transitions*. Paper presented at the 2015 SRCD biennial meeting, Philadelphia, PA.

Poster Presentations

* denotes undergraduate student mentees

Lee, H. Y., Dobias, M., Jamieson, J. P., Beevers, C. G., Josephs, R. A., Reis, H. T., & Yeager, D. S. (March 2019). *A large-scale replication of a growth mindset of personality intervention to improve adolescents' daily stress appraisals*. Poster presented at the 2019 SRCD biennial meeting, Baltimore, MD.

Lee, H. Y., Dobias, M., Jamieson, J. P., Beevers, C. G., Josephs, R. A., Reis, H. T., & Yeager, D. S. (October 2018). *A randomized field trial of an incremental theory of personality intervention improves adolescents' daily stress appraisals*. Poster presented at the 2018 SRCD special topic meeting on Character Development, Philadelphia, PA.

*Egger, D., **Lee, H. Y.,** & Yeager, D. S. (May 2017). *Negative interpretation bias's effects on stress and depression in adolescents*. Poster presented at the 29th APS annual meeting, Boston, MA.

Lee, H. Y., Miu, A. S., Jamieson, J. P., & Yeager, D. S. (April 2017). *Beliefs about intelligence shape adolescents' acute and chronic HPA-axis responses to academic difficulty*. Poster presented at the 2017 SRCD biennial meeting, Austin, TX.

Lee, H. Y., Bigler, R. S., & Yeager, D. S. (March 2016). *Too heavy to be popular?: Adolescents' lay theories about weight and social status shape weight control behavior*. Poster presented at the 16th SRA biennial meeting, Baltimore, MD.

Lee, H. Y., Bigler, R. S., & Yeager, D. S. (January 2016). *The "thin=popular" cognitive bias is motivated by social status goals and predicts weight control behavior*. Poster and data blitz presented at the 17th SPSP annual meeting, San Diego, CA.

*Broaddus, S. M., **Lee, H. Y.,** Bigler, R., & Yeager, D. S. (October 2015). *Bearing the weight: Weight concerns hinder cognitive functioning among adolescents and college students*. Poster presented at 9th SSHD biennial meeting, Austin, TX.

Lee, H. Y., Yeager, D. S., & Hooper, S. (March 2015). *The social cognitive roots of peer exclusion in high school: Dynamics in social goals, cognitive styles and hormonal reactivity*. Poster presented at the 2015 SRCD biennial meeting, Philadelphia, PA.

Lee, H. Y., Yeager, D. S., & Hooper, S. (February 2015). *The social cognitive roots of relational bullying in high school: Correlational and experimental evidence from a longitudinal study*. Poster presented at the 16th SPSP annual meeting, Long Beach, CA.

Lee, H. Y., Hooper, S., & Yeager, D. S. (March 2014). *Guess who?: Adolescents' sensitivity to social status and information seeking behavior in a novel social cognition game*. Poster presented at the 15th SRA biennial meeting, Austin, TX.

Lee, H. Y., Hooper, S., & Yeager, D. S. (March 2014). *A tendency to quickly sort the social world in terms of social status predicts high school bullying*. Poster presented at the 15th SRA biennial meeting, Austin, TX.

*Simmons, C., Hooper, S., **Lee, H. Y.,** & Yeager, D. S. (March 2014). *Sensitivity to hierarchy as a social motivator for facial recognition, moderated by perceived social status*. Poster presented at the 15th SRA biennial meeting, Austin, TX.

INVITED TALKS

“An incremental theory of personality promotes stress resilience in adolescence: Evidence from a pre-registered replication study.” (March 2020) Stanford Psychophysiology Laboratory lab meetings, Stanford University, USA.

“Struggling with status in adolescence: Targeting mindsets to promote stress resilience.” (February 2020) Department of Psychology, The University of Hong Kong, Hong Kong.

“Struggling with status in adolescence: Targeting mindsets to promote stress resilience.” (January 2020) Department of Psychology, Division of Social Sciences, Yale-NUS College, Singapore.

“Struggling with status in adolescence: Targeting mindsets to promote stress resilience.” (December 2019) Department of Psychology, Queen’s University, Canada.

“Social media, sensitivity to status threats, and mental health during adolescence.” (June 2019) Research Institute of Child Development and Education, The University of Amsterdam, The Netherlands.

TEACHING EXPERIENCE

Teaching Interests

Adolescent Development
Intro to Developmental Psychology
Social Emotional Development
Psychological Interventions

Course Instructor

2021

Division of Social Sciences, Yale-NUS College
Adolescent Development

Guest Instructor

2016, 2018

Department of Psychology, University of Texas at Austin
Adolescent Development

2018

Intro to Developmental Psychology

Teaching Assistant

2014

Department of Psychology, University of Texas at Austin
Infant Development

MENTORING AND SUPERVISION EXPERIENCE

Undergraduate Honors Thesis Mentor

2020-21

Yashmit Lepcha (Class of 2021, Psychology), Yale-NUS College
 Belinda Yan Shu (Class of 2021, Psychology), Yale-NUS College

2017

Saniya Hirani (Class of 2017, Health and Society), UT-Austin

2015

Dominique Egger (Class of 2015, Psychology), UT-Austin

Undergraduate Research Internship Mentor

2019

Catherine Gonzalez, Bridging Disciplines Program Mentee, UT-Austin

2015

Shelby Broaddus, IE Pre-Graduate School Internship Mentee, UT-Austin

2013

Cortney Simmons, SURE Program Summer Internship Mentee, UT-Austin

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science (APS)
 Society for Research in Child Development (SRCD)
 Society for Research on Adolescence (SRA)
 Society for Personality and Social Psychology (SPSP)

REVIEW EXPERIENCE

Ad-hoc Journal Review

<i>Child Development</i>	<i>Journal of Personality and Social Psychology</i>
<i>Journal of Experimental Social Psychology</i>	<i>Emotion</i>
<i>Social Development</i>	<i>Journal of Early Adolescence</i>
<i>Motivation Science</i>	<i>Contemporary Educational Psychology</i>
<i>Learning and Individual Differences</i>	<i>International Journal of Bullying Prevention</i>

Conference Abstracts Review

The Society for Research on Adolescence (SRA)
The Society for Research on Educational Effectiveness (SREE)

Grant & Research Proposals Review

Time-Sharing Experiments for the Social Sciences (TESS)
The Hong Kong Institute of Education Grant Proposals

ADVANCED ANALYTIC SKILLS

Structural equation modeling (SEM) and multilevel mixed-effects modeling (HML) with intensive event sampling data (i.e., daily diary) and multi-site, multi-wave longitudinal school field study data. Proficient in using *R*, *MPlus*, *HLM*, *Inquisit*, *LIWC*, *Qualtrics*, *MindWare*.

REFERENCES

David S. Yeager, Ph.D., Associate Professor of Psychology
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 University of Rochester
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