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## Curriculum Vitae

**GEOFFREY L. COHEN**

Graduate School of Education; Department of Psychology  
Stanford University  
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**Current Positions**

James G. March Professor of Organizational Studies in Education and Business, Graduate School of Education, Stanford University, 2009-present.

Professor of Psychology, Department of Psychology, Stanford University, 2009-present.

Professor of Organizational Behavior (by courtesy), Graduate School of Business, Stanford University, 2009-present

**Academic History**

Associate Professor, Psychology, University of Colorado, Boulder, CO, 2006-2009.

Associate Professor, Psychology, Yale University, New Haven, CT, 2005-2006.

Affiliated Appointment, Institute for Social and Policy Studies, Yale University, 2003-2006.

Assistant Professor, Psychology, Yale University, New Haven, CT, 1999-2005.

Postdoctoral Fellow, University of Washington, Seattle, WA, 1998-1999.

Ph.D. in Psychology, Stanford University, Stanford, CA, 1998.

B.A. in Psychology, Cornell University, Ithaca, NY, May, 1992.  
*Magna Cum Laude* in Psychology with *Distinction in all Subjects*.

Visiting Student, University of Sussex, Brighton, England, 1991.  
Concentration in social problems and social policy.

**Fellowships, Honors, and Awards**

Robert Cialdini Award (2016) recognizing the publication that best explicates social psychological phenomena principally through the use of field research, for paper, "Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide" (senior author)

Facebook Academic Program, Unrestricted Gift to recognize scholarly research (2016).

Robert Cialdini Award (2015), for paper, “Deflecting the trajectory and changing the narrative: How self-affirmation affects academic performance and motivation under identity threat” (senior author)

Excellence in Ethics Best Paper Award, 2013, for paper, “Threats to group identity trigger social deviance” (Belmi, P., Cortes, R., & Cohen, G. L.)

Fellow, Society for Personality and Social Psychology, 2012

Honorable Mention, Hidden Bias Research Prize, Level Playing Field Institute, for the paper *Recursive Processes in Self-Affirmation: Intervening to Close the Minority Achievement Gap*, 2011.

Exceptional Graduate Mentorship Award (2004), Graduate School of Arts and Sciences, Yale University.

Junior Faculty Fellowship (2002-2003), Yale University.

Best Student Publication Award (1999), Society for Personality and Social Psychology.

Honorable Mention (1999), Gordon Allport Intergroup Relations Prize for best paper on intergroup relations, Society for the Psychological Study of Social Issues.

National Research Service Award (National Institute of Mental Health) Pre-Doctoral Fellowship (1996-1997), “Feedback, Motivation, and Performance.”

Dissertation Fellowship Award (1996-1997), Sawyer-Mellon Foundation for Comparative Approaches to Cultural Studies, Stanford University.

Graduate Fellowship (1993-1996), National Science Foundation.

Phi Beta Kappa (1992), Cornell University.

## **Grant Support**

### Pending:

National Science Foundation

*Reducing Attrition in STEM Doctoral Education: A Longitudinal Investigation using Momentary Assessment and Social Psychological Intervention*

Scored: Highly competitive

Co-PI (with PI J. Cook and co-PI V. Purdie-Vaughns)

Total funds: \$1,300,158

### Funded:

Graduate School of Education Incentive Fund, 2015, 2016

*Building a Psychologically Wise School*

Total funds: ~\$200,000

Raikes Foundation, 2014-2017

*Promoting Mindsets about the Purpose of Schoolwork and Assessing Academic Perseverance: Experiments in Urban District Middle Schools*

Co-I (with PI D. Yeager and co-PIs A. Duckworth, S. D’Mello, M. Henderson)

Total funds: \$691,953

National Science Foundation: Research on Education and Learning (NSF-REAL), 2014-2017

*Reducing Racial and Gender Achievement Gaps in STEM: Use of Natural Language Processing to Understand Why Affirmation Interventions Improve Performance*

Co-PI (with PI V. Purdie-Vaughns and co-PI’s Jonathan Cook, Muresan, S.)

Total funds: \$1,007,993

Institute for Data Sciences in Engineering (ROADS), 2014-2016

*Reducing Racial and Gender Achievement Gaps in STEM: Use of Natural Language Processing to Understand Why Affirmation Interventions Improve Performance*

Co-PI (with PI V. Purdie-Vaughns and co-PI’s J. Cook, S. Muresan.)

Total funds: \$200,000

Lumina Foundation and ideas 42, 2014-2016

*Nudging for Success: Breaking Behavioral Barriers Through the Financial Aid System*

PI (with Omid Fotuhi, Ph.D., Post-Doctoral Researcher)

Total Funds (direct): \$130,000

Robin Hood Foundation, 2014

*Scalable Technology Solutions to Help Students Graduate*

PI (with Omid Fotuhi, Ph.D., Post-Doctoral Researcher)

Total Funds (direct): \$40,000

Institute for Research in the Social Sciences, 2013-2014

*Seed Grant, Mood Map Technology*

PI (with Omid Fothui, Ph.D., Post-Doctoral Researcher)

Total Funds (direct): \$10,000

HopeLab, 2013-2014

*Research Grant on Innovative Interventions: Mood Map and Text-Based Affirmations*

PI (with Omid Fothui, Ph.D., Post-Doctoral Researcher)

Total Funds (direct): \$29,650

National Science Foundation, 2012-2014

*Linking Neurophysiology, Health and Academic Performance in STEM: Development of a Longitudinal Framework among African American Males (Supplemental Grant)*

Co-PI (with Co-PIs Valerie Purdie Vaughns and Jonathan Cook, Ph.D.s)

Total Funds (direct): \$111,250

National Science Foundation, 2012-2014

*Linking Neurophysiology, Health and Academic Performance in STEM: Development of a Longitudinal Framework among African American Males*

Co-PI (with Co-PIs Valerie Purdie Vaughns and Jonathan Cook, Ph.D.s)

Total Funds (direct): \$111,250

Institute of Education Sciences, Department of Education, 2012-2015

*Improving Academic Achievement by Teaching a Growth Mindset about Emotion Regulation*

Co-PI (with PI James Gross and Co-PI Carole Dweck, Ph.D.s)

Total funds (direct): \$399,871

National Science Foundation, 2011-2014

*Reducing the Racial Achievement Gap and Increasing Engagement in STEM: A Neurobiological Framework and Social-Psychological Intervention*

Co-PI (with Co-PIs Valerie Purdie Vaughns and Jonathan Cook, Ph.D.s)

Total Funds (direct): \$617,278

Raikes Foundation, 2011-2015

*Narrowing the Achievement Gap*

Co-PI (with PI Carol Dweck and Co-PI Greg Walton, Ph.D.s)

Total Funds (direct): \$1,337,282

Spencer Foundation, 2010-2011

*Helping Students Reach their Academic Potential: A Social Psychological Intervention Approach*

Co-PI (with PI Valerie Purdie-Vaughns, Ph.D., Columbia University)

Total Funds: \$40,000 (direct)

Bill and Melinda Gates Foundation, 2010

*Academic Tenacity*

Co-Investigator (Principal Investigator: Carol Dweck, Ph.D.; Co-Investigator: Gregory Walton, Ph.D.)

Total Funds: \$90,030 (direct)

National Science Foundation, 2009-2012

*Understanding and Reducing the Gender Gap in Math and Science: Social, Cognitive, and Neural Mechanisms in Identity Threat*

Co-PI (with Co-PIs Tiffany Ito, Akira Miyake, and Noah Finkelstein, Ph.D.'s)

Total Funds: \$668,838 (direct)

National Institutes of Health, 2009-2011

*Evaluating a Program to Reduce the Effect of Stereotyping on Hypertension Care*

Co-Investigator (Principal Investigators: Edward Havranek, MD, MS, and John Steiner, MD, MPH; Co-Investigator: Irene Blair, Ph.D.)

Total Funds: \$274,319 (direct)

National Institutes of Health, 2009-2014

*Understanding Peer Influence of Adolescent Health Risk Behaviors (R01)*

Co-PI (with Co-PI: Mitchell Prinstein, Ph.D.), Total Funds (direct): \$1,497,799

National Science Foundation, 2007-2011

*A Self-Affirmation Intervention Approach*

Principal Investigator, Total Funds (direct): \$565,858

National Science Foundation, 2009-2011

*Testing the Effects of the first African American President on the affirmation process, 2009-2011*

Co-PI (with PI Valerie Purdie-Vaughns)

Total Funds (direct): \$125,813

National Science Foundation, 2009-2010

*Examining the Long-Term Effects of a Self-Affirmation Intervention on High School Performance and Academic Identity*

PI (with Co-PI Valerie Purdie-Vaughns)  
Total Funds (direct): \$105,958

Russell Sage Foundation, 2008-2010  
*Identity, Threat, and Achievement Gaps*  
Principal Investigator, Total Funds (direct): \$138,990

Spencer Foundation, 2007-2009  
*Reducing the Racial Achievement Gap: A Social-Psychological Intervention*  
Principal Investigator, Total Funds (direct): \$375,963

William T. Grant Foundation, 2007  
*Supplemental Grant*  
Principal Investigator, Total Funds (direct): \$13,699

National Science Foundation, 2006-2007  
*The Cultural Cognition of Risk: Psychological and Social Mechanisms*  
Co-PI (Principal Investigator: Professor Dan M. Kahan), Total Funds (direct) \$204,079

William T. Grant Foundation, 2005-2007  
*Addressing the Academic Performance Gap Between Minority and White Students*  
Principal Investigator, Total Funds (direct): \$249,338

Nellie Mae Education Foundation, 2003-2006  
*Threats to Social Identity and the Academic Achievement of Minority Students*  
Principal Investigator, Total Funds (direct): \$304,163

Duke Seed Grant, 2005  
*Examining Mediators and Moderators of Adolescent Peer Contagion With an Experimental Paradigm*  
Co-Investigator (Principal Investigator: Mitchell Prinstein, Ph.D.), Total Funds (direct): \$10,000

Institute for Social and Policy Studies, Yale University, 2003-2004  
*Group Identity and Intellectual Achievement*  
Principal Investigator, Total Funds (direct): \$74,754

Nellie Mae Education Foundation, 2002-2003  
*Threats to Social Identity and the Academic Achievement of Minority Students: Initial Grant*  
Principal Investigator, Total Funds (direct): \$11,915

Nellie Mae Education Foundation, 2001-2002  
*Planning Grant*  
Principal Investigator, Total Funds (direct): \$15,585

Society for the Psychological Study of Social Issues, 2000-2002  
*Adolescent Deviance in a Social Context: A Transactional Model of Peer Influence*  
Co-PI (with Co-PI: Mitchell Prinstein, Ph.D.), Total Funds (direct): \$2,000

Social Science Faculty Research Award, Yale University, 2000-2002

*Mentoring Dilemmas: Providing Feedback Across Racial and Gender Lines*

Principal Investigator, Total Funds (direct): \$5,000

Social Science Faculty Research Award, Yale University, 2000-2002

*Adolescent Deviance in a Social Context: A Transactional Model of Peer Influence*

Co-PI (with Co-PI Mitchell Prinstein, Ph.D.), Total Funds (direct): \$5,000

Stanford Center for Conflict and Negotiation, 1996

*Reducing Loss Aversion by Affirming the Self*

Total Funds: \$500

### **Papers (“\*” indicates senior investigator)**

Salles, A., Mueller, C. M., & Cohen, G. L.\* (in press). A values affirmation intervention to improve female residents’ surgical performance. *Journal of Graduate Medical Education*.

Powers, J. T., Cook, J. E., Purdie-Vaughns, V., Garcia, J., Apfel, N., Cohen, G. L.\* (in press). Changing environments by changing individuals: The emergent effects of psychological intervention. *Psychological Science*.

Yeager, D. S., Purdie-Vaughns, V., Hooper, S. Y., & Cohen, G. L.\* (in press). Declining Institutional Trust During Adolescence: Consequence of Stigma and Procedural Injustice, Cause of Behavioral Disengagement. *Child Development*.

Cohen, G. L., & Garcia, J. (in press). No researcher is an island. In E. Borgida and R. Zweigenhaft (Eds.), *Collaboration in Psychological Science*.

Carter, P., Cohen, G., Coleman, D., Meledez de Santa Ana, T., Oakes, J., Petrilli, M., Phillips, M., Putnam, R. D., Steele, C., Toner, P. (2016). Increasing equality of opportunity in and out of school, Grades K-12. In *Closing the Opportunity Gap*, a project of the Saguaro Seminar. Report prepared as part of working group organized by Professor Robert Putnam. Available at <http://theopportunitygap.com/wp-content/uploads/2016/04/april25.pdf>

Yeager, D.S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D, Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, G. L., & Dweck, C. S. (in press). Is it possible to improve the college transition in advance? Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences*.

Salles, A., Mueller, C. M., & Cohen, G. L.\* (2016). Exploring the relationship between stereotype perceptions and residents’ well-being. *Journal of the American College of Surgeons*, 222, 52-58.

Brady, S. T., Reeves, S L., Garcia, J., Purdie-Vaughns, V., Cook, J., Taborsky-Barba, S., Tomasetti, S., Davis, E., & Cohen, G. L.\* (2016). The psychology of the affirmed learner: Spontaneous self-affirmation in the face of stress. *Journal of Educational Psychology*, 108, 353-373.

Fotuhi, O., & Cohen, G. L.\* (2016). Self-affirmation and the reduction of addictive behavior. In C. E. Kopetz, & C W. Lejuez (Eds.). *Addictions: A Social Psychological Perspective* (pp. 237-256).

- Choukas-Bradley, S., Giletta, M., Cohen, G. L., & Prinstein, M. J. (2015). Peer influence, peer status, and prosocial behavior: An experimental investigation of peer socialization of adolescents' intentions to volunteer. *Journal of Youth and Adolescence, 44*, 2197-2210.
- Riddle, T., Bhagavatula, S., Guo, W., Muresan, S., Cohen, G., Cook, J., & Purdie-Vaughns, V. (2015). Mining a written values affirmation intervention to identify the unique linguistic features of stigmatized groups. *Proceedings of the 8th International Conference on Educational Data Mining*. Madrid, Spain. (acceptance rate: 36%)
- Cohen, G. L., & Garcia, J. (2015). Educational theory, practice, and policy and the wisdom of social psychology. *Policy Insights from the Behavioral and Brain Sciences, 1*, 13-20.
- Belmi, P., Barragan, R., Neale, M. A., & Cohen, G. L.\* (2015). Threats to social identity can trigger social deviance, 41, 467-484.
- Binning, K. R., Brick, C., Cohen, G. L.\*, & Sherman, D. K. (2015). Going along versus getting it right: The role of self-integrity in political conformity. *Journal of Experimental Social Psychology, 56*, 73-88.
- Silverman, A., & Cohen, G. L.\* (2014). Fostering positive narratives: Social-psychological interventions to maximize motivation in the classroom and beyond. In S. Karabenick & T. Urda (eds.), *Motivational Interventions*, Volume 18 (pp. 177-212).
- Cohen, G. L., & Sherman, D. K. (2014). The psychology of change: Self-affirmation and social psychological intervention. *Annual Review of Psychology, 65*, 333-371.
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Pebley, P., Master, A., Williams, M. E., Cohen, G. L.\* (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General, 143*, 804-824.
- Silverman, A., & Cohen, G. L.\* (2014). Stereotypes as stumbling blocks: How coping with stereotype threat affects life outcomes for people with physical disabilities. *Personality and Social Psychology Bulletin, 40*, 1330-1340.
- Dweck, C., Walton, G., & Cohen, G. (2014). Academic tenacity: Mindsets and skills that promote long-term learning. A white paper prepared for the Bill and Melinda Gates Foundation. Retrieval at [https://web.stanford.edu/~gwalton/home/Welcome\\_files/DweckWaltonCohen\\_2014.pdf](https://web.stanford.edu/~gwalton/home/Welcome_files/DweckWaltonCohen_2014.pdf)
- Teunissen, H. A., Spijkerman, R., Cohn, G. L., Prinstein, M. J., Engels, R. C., & Scholte, R. H. (2014). An experimental study on the effects of peer drinking norms on adolescents' drinker prototypes. *Addictive Behaviors, 39*, 85-93.
- Helms, S. W., Choukas-Bradley, S., Widman, L., Giletta, M., Cohen, G. L., & Prinstein, M. J. (2014). Adolescents misperceive and are influenced by high-status peers' health risk, deviant, and adaptive behavior. *Developmental Psychology, 50*(12), 2697-2714. doi:10.1037/a0038178
- Choukas-Bradley, S., Giletta, M., Widman, L., Cohen, G. L., & Prinstein, M. J. (2014). Experimentally measured susceptibility to peer influence and adolescent sexual behavior trajectories: A preliminary study. *Developmental Psychology, 50*(9), 2221-2227. doi:10.1037/a0037300

Rancourt, D., Choukas-Bradley, S., Cohen, G. L., & Prinstein, M. J. (2014). An experimental examination of peers' influence on adolescent girls' intent to engage in maladaptive weight-related behaviors. *International Journal of Eating Disorders*, *47*, 437-447.

Kizilcec, R. F., Schneider, E., Cohen, G. L., & McFarland, D. A. (2014). Encouraging forum participation in online courses with collectivist, individualist, and neutral motivational framings. *eLearning Papers*, *37*, 13-22. ISSN: 1887-1542.

Salles, A., Cohen, G.L.\*, & Mueller, C.M. (2014). The relationship between grit and resident well-being. *American Journal of Surgery*, *207*, 251-254.

Teunissen, H. A., Spijkerman, R., Cohn, G. L., Prinstein, M. J., Engels, R. C., & Scholte, R. H. (2014). An experimental study on the effects of peer drinking norms on adolescents' drinker prototypes. *Addictive Behaviors*, *39*, 85-93.

Sherman, D. K., Hartson, K. A., Binning, K. R., Purdie-Vaughns, V., Garcia, J., Taborsky-Barba, S., Tomassetti, S., Nussbaum, A. D., & Cohen, G. L.\* (2013). Deflecting the trajectory and changing the narrative: How self-affirmation affects academic performance and motivation under identity threat. *Journal of Personality and Social Psychology*, *104*, 591-618.

Silverman, A., Logel, C., & Cohen, G. L.\* (2013). Self-affirmation as a deliberate coping strategy. *Journal of Experimental Social Psychology*, *49*, 93-98.

Cohen, G. L., & Garcia, J. (May 2013). Social-psychological interventions: Solving the scaling-up problem. *Scientific American* (on-line). Retrievable at <http://www.scientificamerican.com/article.cfm?id=stereotype-interventions-expel-from-classrooms-across-country>

Shnabel, N., Purdie-Vaughns, V., Cook, J. E., Garcia, J., & Cohen, G. L.\* (2013). Demystifying values-affirmation interventions: Writing about social belonging is a key to buffering against identity threat. *Personality and Social Psychology Bulletin*, *39*, 663-676.

Yeager, D., Walton, G., & Cohen, G. L. (February 2013). Addressing achievement gaps with psychological interventions. *Kappan*.

Garcia, J., & Cohen, G. L. (2013). Social psychology and educational intervention. In E. Shafir (Ed.), *The behavioral foundations of policy* (pp. 329-350). Princeton, NJ: Princeton University Press.

Havranek, E., Hanratty, R., Channing, T., Dickinson, L., Steiner, J., Cohen, G., & Blair, I. (2012). The effect of values affirmation on race-discordant patient-provider communication. *Archives of Internal Medicine*, *172*, 1662-1667.

Salles, A., Cohen, G. L., & Mueller, C. (2012). The cutting edge: Values affirmations improve residents' on-the-job performance. *Journal of the American College of Surgeons*, *215*, p. S113.

Teunissen, H., Spijkerman, Prinstein, M., Cohen, G. L., Engels, R., & Scholte, R. (2012). Adolescents' conformity to their peers' pro-alcohol and anti-alcohol norms: The power of popularity. *Alcoholism: Clinical and Experimental Research*, *36*, 1257-1267.



- Cohen, G. L. (2012). Identity, ideology, and bias. J. Hanson (Ed.), *Ideology, psychology, and law* (pp. 385-403). Oxford University Press.
- Cohen, G. L., Purdie-Vaughns, V., & Garcia, J. (2012). An identity threat perspective on intervention. In M. Inzlicht and T. Schmader (Eds.), *Stereotype threat: Theory, Process, and Application*, 280-296.
- Cook, J. E., Purdie-Vaughns, V., Garcia, J., & Cohen, G. L.\* (*senior investigator*) (2012). Chronic threat and contingent belonging: Protective benefits of values affirmation on identity development. *Journal of Personality and Social Psychology*, 102, 479-496.
- Logel, C., Cohen, G.L.\* (2012). The role of the self in physical health: Testing the effect of a values affirmation intervention on weight loss. *Psychological Science*, 23, 53-55.
- Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology*, 102, 513-532.
- Cohen, G. L. (2011). Social psychology and social change [book review of *Redirect: The surprising new science of psychological change* by T. D. Wilson]. *Science*, 334, 178-179.
- Manke, K. J., & Cohen, G. L. (2011). More than inspiration: Role models convey multiple and multifaceted messages. *Psychological Inquiry*, 22, 275-279.
- Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331, 1447-1451.
- Purdie-Vaughns, V., Sumner, R., & Cohen, G. L. (2011). Sasha and Malia: Re-envisioning African-American youth. In G. S. Parks and M. W. Hughey (Eds.), *The Obamas and a (post) racial America* (pp. 166-186). Oxford University Press.
- Prinstein, M.J., Brechwald, W.A., & Cohen G.L. (2011). Susceptibility to peer influence: Using a performance-based measure to identify adolescent males at heightened risk for deviant peer socialization. *Developmental Psychology*, 47, 1167-1172.
- Walton, G., & Cohen, G. (2011). Sharing motivation. In D. Dunning (Ed.), *The handbook of social motivation* (pp. 79-101). New York: Psychology Press.
- Binning, K. R., Sherman, D. K., Cohen, G. L., & Heitland, K. (2010). Seeing the other side: Reducing political partisanship via self-affirmation in the 2008 presidential election. *Analyses of Social Issues and Public Policy*, 10, 171-181.
- Kahan, D. M., Braman, D., Cohen, G. L., Gastil, J., & Slovic, P. (2010). Who fears the HPV vaccine, who doesn't, and why? An experimental study of the mechanisms of cultural cognition. *Law and Human Behavior*, 34, 501-516.
- Miyake, A., Kost-Smith, L., Finkelstein, N. D., Pollock, S. J., Cohen, G. L., & Ito, T. A. (2010). Reducing the gender achievement gap in college science: A classroom study of values affirmation. *Science*, 330, 1234-1237
- Sherman, D. K., & Cohen, G. L. (2010). Self-affirmation theory. In R. L. Jackson (Ed.). *Encyclopedia of identity* (pp. 669-672). Thousand Oakes: Sage Publications.

- Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science, 324*, 400-403.
- Thomaes, S., Bushman, B. J., Orobio de Castro, B., Cohen, G. L., Denissen, J. J. (2009). Reducing narcissistic aggression by buttressing self-esteem: An experimental field study. *Psychological Science, 20*, 1536-1542.
- Sherman, D. K., Cohen, G. L., Nelson, L. D., Nussbaum, A. D., Bunyan, D. P., & Garcia, J. (2009). Affirmed yet unaware: The role of awareness in the process of self-affirmation. *Journal of Personality and Social Psychology, 97*, 745-764.
- Purdie-Vaughns, V., Cohen, G. L., Garcia, J., Sumner, R., Cook, J. C., & Apfel, N. H. (2009). Improving minority academic performance: How a values-affirmation intervention works. *Teachers College Record*, September 23.
- Aronson, J., Cohen, G., & McColskey, W. (2009). Reducing stereotype threat in classrooms: A review of social-psychological intervention studies on improving the achievement of Black students. U.S. Department of Education, Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Program, Regional Educational Laboratory at SERVE Center UNC, Greensboro, No. 076 (July).
- Cohen, G. L. (2008). Providing supportive feedback. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school*. New York: The New Press.
- Cohen, G. L., & Garcia, J. (2008). Identity, belonging, and achievement: A model, interventions, implications. *Current Directions in Psychological Science, 17*, 365-369.
- Kahan, D. M., Braman, D., Slovic, P., Gastil, J., & Cohen, G. (2008). Cultural cognition of nanotechnology risks and benefits. *Nature Nanotechnology, 4*, 87-90.
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2007). A self-affirmation intervention to reduce the racial achievement gap. In E. Aronson & J. Aronson (Eds.), *Readings about the social animal*, 10th edition. New York: Worth Freeman.
- Cohen, G. L., & Sherman, D. K. (2007). Self-affirmation theory. In R. Baumeister and K. Vohs (Eds.), *Encyclopedia of social psychology* (pp. 787-789). Thousand Oakes: Sage.
- Cohen, G. L., Sherman, D. K., Bastardi, A., Hsu, L., McGoey, M., & Ross, L. (2007). Bridging the partisan divide: Self-affirmation reduces ideological closed-mindedness and inflexibility in negotiation. *Journal of Personality and Social Psychology, 93*, 415-430.
- Uhlmann, E., & Cohen, G. L. (2007). "I think it, therefore it's true": Effects of self-perceived objectivity on hiring discrimination. *Organizational Behavior and Human Decision Processes, 104*, 207-223.
- Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology, 92*, 82-96.
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science, 313*, 1307-1310.

- Cohen, G. L., & Prinstein, M. J. (2006). Peer contagion of aggression and health-risk behavior among adolescent males: An experimental investigation of effects on public conduct and private attitudes. *Child Development, 77*, 967-983.
- Sherman, D. K., & Cohen, G. L. (2006). The psychology of self-defense: Self-affirmation theory. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 38, pp. 183-242). San Diego, CA: Academic Press.
- Cohen, G. L. & Garcia, J. (2005). "I am us": Negative stereotypes as collective threats. *Journal of Personality and Social Psychology, 89*, 566-582.
- Cohen, G. L., & Sherman, D. K. (2005). Stereotype threat and the social and scientific contexts of the race achievement gap [response]. *American Psychologist, 60*, 270-271.
- Uhlmann, E., & Cohen, G. L. (2005). Constructed criteria: Redefining merit to justify discrimination. *Psychological Science, 16*, 474-480.
- Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology, 85*, 808-822.
- Walton, G. M., & Cohen, G. L. (2003). Stereotype lift. *Journal of Experimental Social Psychology, 39*, 456-467.
- Prinstein, M. J., Meade, C. S., & Cohen, G. L. (2003). Adolescent sexual behavior, peer popularity, and perceptions of best friends' sexual behavior. *Journal of Pediatric Psychology, 28*, 243-249.
- Cohen, G. L., & Steele, C. M. (2002). A barrier of mistrust: How negative stereotypes affect cross-race mentoring. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 303-328). San Diego: Academic Press.
- Sherman, D. K., & Cohen, G. L. (2002). Accepting threatening information: Self-affirmation and the reduction of defensive biases. *Current Directions in Psychological Science, 11*, 119-123.
- Cohen, G. L., Aronson, J., & Steele, C. M. (2000). When beliefs yield to evidence: Reducing biased evaluation by affirming the self. *Personality and Social Psychology Bulletin, 26*, 1151-1164.
- Aronson, J., Cohen, G. L., & Nail, P. R. (1999). Self-affirmation theory: An update and appraisal. In E. Harmon Jones, & J. Mills (Eds.), *Cognitive dissonance theory: Progress on a pivotal theory in social psychology*. Washington, DC: American Psychological Association Books.
- Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin, 25*, 1302-1318.
- Dunning, D., & Cohen, G. L. (1992). Egocentric definitions of traits and abilities in social judgment. *Journal of Personality and Social Psychology, 63*, 341-355.

## Op-Eds

Cohen, G. L., & Goldrick-Rab, S. (2015). What psychology tells us about student achievement—and how it is ignored. *Washington Post*. Retrieval at <http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/04/19/what-psychology-tells-us-about-student-achievement-and-how-it-is-ignored/>

### Invited Talks, Colloquia, and Addresses

April 2016	World Bank, Governance for Growth with Equity in Latin America
April 2016	Yale University, Keynote Speaker, Valuing Diversity in Teaching and Learning, Spring Teaching Forum
April 2016	University of Virginia, Keynote Speaker, L. Starling Reid Undergraduate Conference
February 2016	Learning and the Brain Conference, Shaping Student Mindsets, San Francisco, CA
January 2016	Happiness and Well-Being Pre-Conference, Society for Social and Personality Psychology, San Diego, CA
November 2015	National Cancer Institute, Maryland
October 2015	Voices Envisioned Lecture Series, Educational Equity and Diversity Program, Oakwood, CA
October 2015	Princeton University, Inequality Science Lecture Series
September 2015	Behavioural Exchange Conference, Behavioral Insights Team, London, England
June 2015	London School of Business, Forum on Women in Leadership, London, England
May 2015	Napa Valley School District, presentation to administrators
April 2015	Kendon Smith Lecture Series, Department of Psychology, University of North Carolina, Greensboro
April 2015	Child X Conference, Stanford University
March 2015	Seminar in Teaching and Learning in Higher Education, Stanford University
March 2015	Palo Alto School District, Level the Playing Field Presentation and Panel Discussion
March 2015	Palo Alto School District, presentation to middle school teachers and staff
February 2015	Pomona College, presentation to college administrators, professors, and staff
January 2015	San Francisco Unified School District Profession Development Seminar
January 2015	Stanford Digital Learning Forum, presentation
December 2014	Stanford Center for Opportunity Policy in Education (SCOPE), Stanford University
October 2014	Columbia University, Department of Psychology, Colloquium
October 2014	Classes Without Quizzes, Stanford University Alumni weekend event
October 2014	Federal Reserve, National Summit on Diversity in the Economics Profession
June 2014	Jedi Public Health Conference, University of Michigan
May 2014	American Psychological Society (APS), San Francisco, CA
May 2014	Summit on Women & IT: Practices and Ideas to Revolutionize Computing, National Center for Women and Information Technology
April 2014	Hillsborough Community College, Tampa, FL
April 2014	American Educational Research Association (AERA), Philadelphia, PA
February 2014	Claremont Symposium on Applied Social Psychology, Los Angeles, CA
February 2014	Self and Identity Preconference, Society for Social and Personality Psychology, Austin, TX
February 2014	Panel on Identity, Motivation, and Stereotype Threat: How Do They Matter for Learning, Workshop on Poverty, Inequality, and Education, Stanford Graduate School of Education
June 2013	Anderson Graduate School of Management, UCLA, Los Angeles, CA
March 2013	Department of Psychology, University of Minnesota
March 2013	Woodrow Wilson School of Public Policy, Princeton University, Presentation to the Joint Degree Program in Social Policy
January 2013	Wright Institute, Berkeley University
October 2012	American Society for Engineering Education, Engineering Education Colloquium, Stanford
June 2012	National Research Council, National Institute on Aging, presentations at expert

- meeting on *Motivation and Aging: Toward the Next Generation of Behavioral Intervention*
- May 2012 Cubberly lecture (co-presenter), Stanford University
- May 2012 Stanford School of Education, San Francisco Donor Meeting
- April 2012 Stonehill College, Faculty Address
- March 2012 The Science of Getting People to do Good, Graduate School of Business, Stanford University, CA
- February 2012 Wright Institute, Berkeley University
- June 2011 Stanford Summer College Program
- May 2011 Level Playing Field Institute, San Francisco, CA
- March 2011 Capuchino High School, San Bruno, CA
- March 2011 Institute for Personality and Social Research colloquium series, Berkeley, CA
- February 2011 SERVE Center, University of North Carolina, Greensboro; Addressing the Achievement Gap: Building Bridges from Social Psychology Research to Educational Practices, Greensboro, NC
- November 2010 Cornell University Psychology Department Colloquium, Ithaca, NY
- November 2010 Palo Alto Middle Schools, Palo Alto, CA
- October 2010 High Tech High Charter School, San Diego, CA
- June 2010 Developmental Psychology, Stanford University
- March 2010 Presentation at NSF REESE PI meeting, Social and Organizational Factors in STEM Motivation and Achievement, 2010, Washington D.C.
- March 2010 Stanford Graduate School of Business, Stanford, CA
- January and February 2009 Talks to Stanford Principal Fellows, Stanford School of Education, Stanford University, Stanford, CA
- December 2009 SERVE Center, University of North Carolina, Greensboro; Addressing the Achievement Gap: Building Bridges from Social Psychology Research to Educational Practices, Columbia, SC
- October 2009 Institute for Research on Education Policy and Practice, Stanford University, Stanford, CA
- October 2009 Stanford Psychology Department Colloquium, Stanford, CA
- July 2009 United States Air Force Academy, Colorado Springs, CO
- June 2009 Boulder Valley School District, Boulder, CO
- May 2009 Association for Psychological Science (APS), San Francisco, CA. Invited Symposium Member, Psychology as a Hub Science II: Navigating Early Career Interdisciplinary Collaboration
- May 2009 Discrimination and Health Workshop, Visiting Scholars Program, Pittsburgh Mind-Body Center, University of Pittsburgh and Carnegie Mellon University, Pittsburgh, PA
- March 2009 Stanford School of Education, Stanford, CA
- November 2008 Steinhardt School of Culture, Education, and Human Development. New York University, New York, NY
- March 2008 Harvard Law School, Boston, MA, Law and Mind Sciences Conference: “Ideology, Psychology, and Law”
- May 2007 Windsor School District, Windsor, CT
- April 2007 Boulder Valley School District, Boulder, CO
- October 2007 Behavioral Foundations of Policy Conference. Woodrow Wilson School of Public and International Affairs, Princeton University, Princeton, NJ
- October 2007 Presidential Symposium for the annual meeting of the Society of Experimental Social Psychology (SESP), Chicago, IL
- October 2006 American National Election Studies (ANES) Conference, Duke University, Durham, North Carolina

October 2006 Room at the Top: High Achievement for Students of Color, Boston, MA  
 February 2006 Department of Psychology, University of Colorado, Boulder  
 January 2006 Department of Psychology, University of Toronto  
 May 2005 Faculty Diversity Seminar, Vassar College  
 April 2005 Current Work in Abilities and Expertise Seminar,  
 Psychology of Abilities, Competencies, and Expertise, Yale University  
 April 2005 Current Work in Psychology, Cognitive Science, and Public Policy,  
 Yale University  
 April 2005 Woodrow Wilson School of Public and International Affairs,  
 Psychology for Policy Analysis and Implementation Seminar,  
 Princeton University  
 March 2005 Department of Psychology, Social Psychology Speaker Series,  
 University of Massachusetts, Amherst  
 December 2004 Department of Psychology, Social Psychology Speaker Series,  
 Columbia University  
 October 2004 Race, Culture, Identity, and Achievement Seminar Series,  
 Wheelock College  
 October 2004 Hamilton College  
 October 2004 Union College  
 September 2004 Common Ground Colloquium Series, Connecticut College  
 September 2004 Conversations on Race Speaker Series, Wesleyan University  
 May 2004 Department of Psychology, Social Psychology Speaker Series,  
 SUNY Stony Brook  
 May 2004 Consortium on High Achievement and Success,  
 Mount Holyoke College  
 January 2004 Consortium on High Achievement and Success  
 New York City  
 November 2003 Department of Psychology, Industrial-Organizational Brown Bag,  
 University of Connecticut  
 October 2003 All-University Curriculum Program, University of Hartford  
 September 2003 Where are the Women Geoscientist Professors Conference,  
 Washington, D. C.  
 June 2003 Minority Student Achievement Network Annual Conference,  
 Amherst College  
 February 2003 Department of Psychology, University of Virginia  
 November 2002 Department of Psychology, Swarthmore College  
 October 2002 Science Faculty Seminar Series, Wesleyan University  
 September 2002 Office for Institutional Diversity, Middlebury College  
 April 2002 Gender Matters Seminar, Yale University  
 February 2002 Intervention Lab Speaker Series,  
 Department of Psychology, Yale University  
 December 2001 Social Psychology Speaker Series,  
 Department of Psychology, Princeton University  
 June 2001 American Association of Attorneys, Calgary, Canada  
 May 2001 Panel for Institutional Diversity, Trinity College  
 April 2001 Social Psychology Speaker Series,  
 Department of Psychology, University of Massachusetts, Amherst  
 February 2001 Institutional Diversity Meeting, Wesleyan University  
 January 2001 The Consortium for High Achievement and Success, Trinity College  
 January 2001 Northeastern Coalition for Diversity, Mount Holyoke College

December 2000	Department of Psychology, The New School for Social Research
November 2000	Social Psychology Speaker Series, Department of Psychology, Harvard University
October 2000	Social Psychology Speaker Series, Department of Psychology, University of Connecticut
March 2000	Social Psychology Speaker Series, Department of Psychology, Dartmouth College
March 2000	Panel for Institutional Diversity, Trinity College
November 1999	Graduate Education Committee, Yale University
September 1997	National Association for College Admission Counseling, San Francisco
September 1997	School of Education, Stanford University
August 1997	Equity and Diversity Leadership Program, Los Angeles

**Conference Presentations since 2015** (\* indicates senior investigator)

**2016**

Talks (primary speaker)

Cohen, G. L., Purdie-Vaughns, V., Yeager, D., & Hooper, S. (2016). The trust gap: A racial divide in the experience of adolescence. Talk at Society for Personality and Social Psychology, San Diego, CA.

Cohen, G. L. (2016). The science of solutions: Lessons from field experimentation in institutions. Society for Personality and Social Psychology, San Diego, CA.

Talks (research collaborator)

Riddle, T., Muresan, S., Cohen, G., Cook, J., & Purdie-Vaughns, V. The effects of linguistic uncertainty in self-affirmations. Society for Personality and Social Psychology, San Diego, CA.

Turetsky, K., Cook, J., & Cohen, G. L., Purdie-Vaughns, V. Values affirmation buffers academic social networks against erosion under threat. Society for Personality and Social Psychology, San Diego, CA.

Manke, K., Brady, S., Park, S., & Cohen, G. L.\* Affirmation on the go: Affirmation via text message enhances well-being in times of stress. Society for Personality and Social Psychology, San Diego, CA.

Brady, S., Gomez, E., Fotuhi, O., Cohen, G. \*, & Walton, G. Sending a clear message about whether you belong: A psychological intervention to lessen the stigma of being placed on academic probation. Society for Personality and Social Psychology, San Diego, CA.

Posters (student-led)

Kenthirarajah, T., Walton, G., Cohen, G. L., Blair, I., & Judd, C. The first-name bias in criminal sentencing of African Americans. Society for Personality and Social Psychology, San Diego, CA.

Bong, M., Brady, S., Cohen, G. L.\* The affirmed self: Long-term effects of a brief online affirmation on one's sense of self. Society for Personality and Social Psychology, San Diego, CA.

Jarvis, S., Brady, S., Cullen, L., Cain, S., Cohen, G. L.\*, Walton, G. Taking the message with you: Benefits of a social-belonging intervention persist through subsequent transitions. Society for Personality and Social Psychology, San Diego, CA.

Schwalbe, M., & Cohen, G. L.\* Poverty as a threat to adaptive adequacy: Self-affirmation and cognitive function. Society for Personality and Social Psychology, San Diego, CA.

Powers, J., & Cohen, G. L.\* Seizing opportunity vs. going through the motions: The importance of autonomy in learning strategies. Society for Personality and Social Psychology, San Diego, CA.

Hirschi, Q., Reeves, S., Cohen, G., & Yeager, D. Believing that an institution helps you pursue prosocial goals increases trust: Evidence from a longitudinal experiment in an urban middle school. Society for Personality and Social Psychology, San Diego, CA.

Binning, K., Cook, J., Purdie-Vaughns, V., Garcia, J., Apfel, N., Sherman, D., & Cohen, G. L. Values affirmation as a tool for boosting academic performance during critical transitions. Society for Personality and Social Psychology, San Diego, CA.

## **2015**

### Talks (research collaborator)

Powers, J. T., Yeager, D. S., & Cohen, G. L.\* (2015). Societal vs. statistical significance: Which matters more in the eyes of scientists? Society of Personality and Social Psychology, Long Beach, CA.

Kenthirarajah, D., Walton, G., & Cohen, G.\* (2015). *Names bias in implicit judgments and criminal sentencing of African Americans*. Society for Personality and Social Psychology, Long Beach, CA.

Cook, J. E., Purdie-Vaughns, V., & Cohen, G. L. (2015). Group identity and body mass: Can affirmation interventions provide a health buffer against social identity threat? In G. Stadler (Chair), *New perspectives on field experiments: Testing social psychological theory in real world settings*. Symposium at the annual convention of the Association for Psychological Science (APS), New York, NY.

Riddle, T., Purdie-Vaughns, V., Muresan, S., Cohen, G., & Cook, J. (2015). Detecting uncertainty in self-affirmation interventions. In V. Purdie-Vaughns (Chair), *Computational methods for linguistic insights into personality and behavior*. Symposium at the annual convention of the Association for Psychological Science (APS), New York, NY.

Muresan, S., Bhagavatula, S., Riddle, T., Cohen, G., Cook, J., & Purdie-Vaughns, V. (2015). Investigating the content of values-affirmation interventions: A data driven approach to discovering topics in affirmation essays. In V. Purdie-Vaughns (Chair), *Computational methods for linguistic insights into personality and behavior*. Symposium at the annual convention of the Association for Psychological Science (APS), New York, NY.

### Posters (student-led)



Brady, S. T., Walton, G. M., & Cohen, G. L.\* (2015). Brief transition-to-college interventions boost performance and well-being during and after college. Society for Personality and Social Psychology, Long Beach, California. \*\**Graduate Student Poster Award winner*

Schwalbe, M. C., & Cohen, G. L.\* (2015). *Self-Affirmation Buffers the Effect of Anxiety on Performance in Public Speaking*. Society for Personality and Social Psychology, Long Beach, CA.

Jarvis, S. N., Brady, S. T., Cohen, G. L., & Walton, G. M. (2015). A social-belonging intervention raises minority students' achievement without blinding students to systemic problems. Society for Personality and Social Psychology, Long Beach, California.

Pasek, M. H., Purdie-Vaughns, V., Cook, J. E., Garcia, J., Sumner, R., & Cohen, G. L. (2015) Yes We Can: Rekindling the "Obama Effect" to improve students' motivation and achievement. Society for Personality and Social Psychology, Long Beach, California.

Powers, J. T., Cook, J. E., Purdie-Vaughns, V., Garcia, J., & Cohen, G. L.\* (2015). A ripple in time: Ecological effects from seventh grade intervention increase college enrollment six years later. Association for Psychological Science, New York, NY.

Kenyon, E. A., Lee, M. M., Turetsky, K., Germano, A. L., Dahl, J. L., Pasek, M. H., Cook, J. E., Cohen, G. L., Purdie-Vaughns, V. (2015) An intersectional approach: Gender, race, and the effect of theories of intelligence on students' motivation to pursue medical school. Association for Psychological Science.

Han, H., Jeong, C., Damon W., & Cohen, G. L. (2015). *Are Attainable Exemplars More Effective at Promoting Students' Moral Motivation?*. Moral Development and Moral Education SIG Paper Session Presentation at the American Educational Research Association Annual Meeting, Chicago, IL.

## Courses Taught

### At Stanford University:

*Social Psychology and Social Change* (graduate and advanced undergraduate level)

*Workshop in Psychological Interventions* (graduate and advanced undergraduate level)

*Self and stigma* (graduate and undergraduate level)

*Proseminar in Education* (MBA course)

*Social Psychology of Culture, Ethnicity, and Intervention; Research Methods in Social Psychology of Culture and Ethnicity* (undergraduate level)

### At University of Colorado, Boulder:

*Methods and Theory Proseminar* (graduate level)

*Advanced Topics in Social Psychology: Applications of Social Psychology* (undergraduate level)

*Historical and Applied Topics in Social Psychology* (graduate level)

### At Yale University:

*Social Psychology and Social Change* (graduate level)

*Applications of Social Psychology* (undergraduate level)

*Research Methods in Social Psychology* (undergraduate level)

*Research Topics in Self and Stigma* (graduate level lab seminar)

At Stanford University:

*Introductory Social Psychology* (undergraduate level)

*Introductory Psychology* (undergraduate level)

*Psychology and Social Engineering* (undergraduate level)

**Teaching Interests**

Social Psychology; Inter-Group Relations and Conflict; Applications of Social Psychology; Psychological Intervention; Education; Research Methods in Social Psychology; Psychology of Stigmatization; History of Social Psychology; Attitudes and Attitude Change; Political Psychology; Psychological Perspectives on Self and Social Identity; Motivation; Psychological Perspectives on Learning and Education; Prejudice and Discrimination; Social Influence

**Student Supervision**

Graduate students who have received their PH.D.:

1. Gregory M. Walton

*Ph.D. awarded:* May 2005, Yale University

*Dissertation title:* A Role for Social Identity Processes in Motivation

*Dissertation research awards:* Society of Experimental Social Psychology (SESP)

Dissertation Award; Spencer Foundation Exemplary Dissertation Award; American

Psychological Association (APA) Dissertation Research Award; Grossman Award for Outstanding Dissertation (Yale Psychology Department)

*Postdoctoral positions:*

-Legislative Fellow, United States Senate; sponsored by the American Psychological Association (APA), the American Psychological Foundation (APF), the American Association for the Advancement of Science (AAAS).

-Postdoctoral Fellow, Social Psychology Program, University of Waterloo, 2006-2007

-Associate Professor, Psychology Department, Stanford University, 2015-present

2. Eric Luis Uhlmann

*Ph.D. awarded:* December 2006, Yale University

*Dissertation title:* Toward an Understanding of Motivated Discrimination: The Roles of Constructed Criteria and Self-Perceived Objectivity in Hiring Decisions

*Postdoctoral positions:*

-Postdoctoral Research Fellow, Kellogg School of Management, Northwestern University

-Assistant Professor of Management and Human Resources, HEC Paris

-Associate Professor, INSEAD Singapore

3. Arielle Silverman

*Ph.D. awarded:* June 2014, University of Colorado, Boulder

*Dissertation title:* Swimming Upstream: Social-Psychological Insights on Improving Blind People's Employment Outcomes

*Postdoctoral position:* Post-Doctoral Researcher, University of Washington, Department of Rehabilitation Medicine

4. Stacy Fambro  
*Ph.D. awarded:* May 2008, Yale University  
*Dissertation title:* Identity Threat as a Trigger of Culture-of-Honor Behavior  
*Postdoctoral position:* Postdoctoral Fellow, Center for Interdisciplinary Research on AIDS, Yale University
5. Arghavan Salles  
*Ph.D. awarded:* January 2012, Stanford University  
*Dissertation title:* Performance and Health in Surgical Residency: Exploring the Roles of Gender, Stereotype Threat, and Values Affirmation  
*Postdoctoral position:* Surgical resident, Stanford University School of Medicine
6. Yula Paluy  
*Ph.D. awarded:* June 2014, Stanford University  
*Dissertation title:* The Humanizing Power of Humor: Applications to Conflict and Stigma Reduction.  
*Postdoctoral position:* Postdoctoral researcher, Resilience Project, Stanford University
7. Toni Kenthirarajah (co-advisor with Prof. Greg Walton)  
*Ph.D. awarded:* June 2015, Stanford University  
*Dissertation title:* The First-Name Bias: Ethnic-Minority First Names Evoke Social Stereotypes  
*Postdoctoral position:* Postdoctoral researcher, Resilience Project, Stanford University

Postdoctoral fellows:

1. Christine Logel  
*Post-doctoral researcher, 2009-2011.*  
Now professor at Department of Psychology, Renison University College
2. Jonathan Cook  
*Post-doctoral research, 2009-2013*  
Now professor at Department of Psychology, Penn State University,
3. Kevin Binning  
*Post-doctoral research, 2010-2013*  
Now professor at Department of Psychology, University of Pittsburgh
4. Kristin Layous  
*Post-doctoral research, 2014-2015*  
Now professor at California State University, East Bay

Current graduate students

Alice Liu; Kody Manke; Shannon Brady; Michael Schwalbe; Rene Kizilcek; Joe Powers

Current postdoctoral researchers

Parker Goyer, Omid Fotuhi

Other graduate student collaborators:

Alexandra Russel, co-advisor (2011-present); Toni Kenthirarajah, co-advisor (2011-present); Adam Hahn, co-advisor (2007-2012); Ana Nunes (2008-present); Peter Belmi (2010-present); Rodolfo Cortes (2010-present); David Yeager (2010-present); Louisa Egan (2006-2008); Nandita Murukutla (2004-2005); Wil Cunningham (2002-2003); Weihua Niu (2001-2003); Victoria Brescoll (2001-2006)

Supervision of undergraduate senior theses and research projects:

Provided mentorship to over 30 undergraduates on their senior theses, most involving empirical experiments, several recognized with departmental awards for outstanding thesis research.

**Professional Activities and Service**

Ad Hoc Reviewer—Journals:

American Psychologist; American Sociological Review; Basic and Applied Social Psychology; British Journal of Social Psychology; European Journal of Psychological Assessment; Group Dynamics: Theory, Research, and Practice; Journal of Applied Social Psychology; Journal of Experimental Social Psychology; Journal of Personality and Social Psychology; Personality and Social Psychology Bulletin; Political Psychology; Psychological Review; Psychological Science; Review of General Psychology; Science; Sex Roles; Science; Social Cognition; Social Justice Research

Panel Member—Grant Agencies

National Science Foundation

Ad Hoc Reviewer—Grant Agencies:

The Spencer Foundation

National Science Foundation, Social Psychology Program

National Science Foundation, Time-Sharing Experiments for the Social Sciences (TESS)

*Additional Service and Professional Experience:*

Closing the Opportunity Gap Initiative, K-12 Working Group, Berkeley University, 2016. Working group organized by Professor Robert Putnam, with the aim to prepare a report on non-ideological policy initiatives to increase equality of opportunity. Report to be circulated to presidential candidates. Available at <http://theopportunitygap.com/wp-content/uploads/2016/04/april25.pdf>

University Advisory Board, Faculty Appointments and Promotion, Stanford University, 2014-2015.

Search Committee, Chair, Educational Measurement and Assessment Faculty Search, 2014-2015.

School Needs Committee, Graduate School of Education, Stanford University, spring 2013-present.

Promotion committee, Graduate School of Education, Stanford University, fall 2013.

Reappointment committee, Graduate School of Education, Stanford University, fall 2012.

Member, Leland Scholars Advisory Board, spring 2013-present.

- Participant, National Research Council, National Institute on Aging, expert meeting on *Motivation and Aging: Toward the Next Generation of Behavioral Intervention*, summer 2012.
- Member, Dissertation Support Grant Committee, Stanford School of Education, 2011-2013.
- Affiliate, ideas42, 2011-present.
- Faculty mentor, Summer Research Early Identification Program (SR-EIP), summer 2011.  
Program provides underrepresented college students with opportunity to work under guidance of faculty or research mentor.
- Member, Research Education Council, Heroic Imagination Project, 2011-present.
- Committee on Educational Policy, Member, School of Education, Stanford University, 2010-2013.
- Faculty Affiliate, Center for Education Policy Analysis (CEPA)/Institute for Research on Education Policy and Practice (IREPP), Stanford University, 2010-present.
- Member, Committee on Educational Policy, Stanford School of Education, Stanford University, 2010-present.
- Affiliated Faculty, Center for Comparative Studies in Race and Ethnicity (RICSRE), Stanford University, 2010-present.
- Academic Committee, Institute for the Study of Global Antisemitism and Policy, Yale University, 2004-2012.
- Contributor, The Situationist, Project on Law and Mind Sciences, Harvard Law School, 2007-present.
- Executive Committee, Society of Experimental Social Psychology (SESP), 2006-2009.
- Distinguished Scientist Award Committee (member), Society of Experimental Social Psychology (SESP), 2009.
- Scientific Impact Award Committee (member), Society of Experimental Social Psychology (SESP), 2009.
- Human Subjects Departmental Committee, Department of Psychology, University of Colorado at Boulder, 2008-2009.
- Career Trajectory Award Committee (chair), Society of Experimental Social Psychology (SESP), 2007.
- Career Trajectory Award Committee (member), Society of Experimental Social Psychology (SESP), 2006.
- Graduate Admissions Committee, Social Psychology Area, University of Colorado, Boulder, 2006-2008.

- Cognitive Psychology Search Committee, Department of Psychology, University of Colorado Boulder, 2006-2007.
- Faculty Affiliate, Edward Zigler Center in Child Development and Social Policy, 2005-2006.
- Committee to Review Human Subject Pool, Department of Psychology, Yale University, 2004.
- Committee on Psychology, Cognitive Science, and Social Policy, Department of Psychology, Yale University, 2004.
- Departmental Steering Committee, Department of Psychology, Yale University, 2004.
- Prize Selection Committee, Society for Personality and Social Psychology (SPSP), 2003-2004.
- Social Psychology Search Committee, Department of Psychology, Yale University, 2003-2004.
- Faculty Mentor, Summer Undergraduate Research Fellowship (SURF) Program, Yale University, 2003, 2005. Program involves minority undergraduates in research in faculty mentor's lab.
- Abilities and Expertise Faculty Search Committee, Department of Psychology, Yale University, 2002-2003.
- Social Psychology Speaker Series (Coordinator), Department of Psychology, Yale University, 2001-2002.
- Graduate Student Career Services Committee, Yale University, 2001-2002.
- Subject Pool Committee (Coordinator), Department of Psychology, Yale University, 2001-2002.
- Graduate Education Mentoring Award Committee, Yale University, 2001.
- Graduate Admissions Committee, Social-Personality Psychology Area, Yale University, 2000-2005.
- Professional Development Seminar (Co-creator and co-coordinator), Department of Psychology, Yale University, 2000-2002.
- Preparing Future Faculty Conference (Coordinator), Department of Psychology, Yale University, 2000-2001. Organized 2-day APA-sponsored conference to provide graduate students with information about academic careers in psychology.
- Diversity Committee, Department of Psychology, Yale University, 2000-2001.
- Graduate Education Planning Committee, Yale University, 2000-2001.
- Society for Social and Personality Psychology Conference Committee, 2000.
- Social Cognition Lab (Organizer), Department of Psychology, University of Washington,

Spring 1999.

Program Review Committee, Western Psychological Association Convention, 1995, 1996.

Graduate Admissions Committee, Department of Psychology, Social Area, Stanford University, 1994.

Social Psychology Seminar (Co-coordinator), Department of Psychology, Stanford University, 1994-1995.

Laboratory of Professor Alice Isen (Research Assistant), Department of Psychology and Johnson School of Business, Cornell University, 1990-1992.

Laboratory of Professor David Dunning (Research Assistant), Department of Psychology, Cornell University, 1989-1992.

## **Consulting**

Regional Educational Laboratory—Southeast, University of North Carolina, Greensboro, funded by U.S. Department of Education’s Institute of Education Sciences, 2007-2011.

Boulder Valley School District, 2007.

Merrill Lynch, Office of Diversity, Program Development and Retention Strategies, 2007.

Maryland Police Academy, 1999-2000.

Thurgood Marshall Foundation, Princeton Review, 1996.

Fenwick & West Law Firm, 1995.

## **Professional Memberships**

American Psychological Society

Society of Experimental Social Psychology

Society for Personality and Social Psychology

Society for the Psychological Study of Social Issues

## **Media Coverage of Research (Sample)**

*New York Times; New Yorker; Atlantic Monthly; NPR; LA Times; BBC; Bloomberg; Boston Globe; Daily Camera; Chronicle of Higher Education; Denver Post; Education Weekly; Edutopia; Harvard Educational Review; Jim Lehrer (Online News Hour); New Haven Register; New Scientist; Registro; San Francisco Chronicle; Science; Scientific American; Nature; Slate; Time*