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**Positions**

- 2022- Professor, Department of Psychology and Michael Forman Bass University Fellow in Undergraduate Education, Stanford University
- 2022-2023 Fellow, Center for Advanced Study in Behavioral Sciences
- 2015-2022 Associate Professor, Department of Psychology and Michael Forman Bass University Fellow in Undergraduate Education, Stanford University
- 2008-2015 Assistant Professor, Department of Psychology, Stanford University
- 2006-2008 Post-Doctoral Fellow, Department of Psychology, University of Waterloo  
Post-Doctoral Advisor: Steven Spencer
- 2005-2006 Legislative Fellow, Office of Senator Hillary Rodham Clinton (D-NY), United States Senate.  
*Sponsored by the American Psychological Association, the American Psychological Foundation, and the American Association for the Advancement of Science.*

**Education**

- 2000-2005 Yale University, New Haven CT USA  
Ph.D. in Psychology, conferred May 2005  
Dissertation Advisor: Geoffrey L. Cohen
- 1996-2000 Stanford University, Stanford CA USA  
A.B. in Philosophy, conferred June 2000 with distinction and with honors in Psychology

**Research Interests**

Self and identity; stereotypes; motivation and achievement; psychological intervention; belonging

**Honors and Awards**

- 2022 Robert B. Cialdini Prize, Society for Personality and Social Psychology (for Walton, Okonofua et al., 2021, *Psych Sci*).
- 2022 Career Trajectory Award, Society for Experimental Social Psychology
- 2022 CASBS Fellow
- 2020 CASBS Fellow (declined)
- 2020 Best Publication Award, Behavioral Science and Policy Association (for Yeager et al., 2019)
- 2020 Finalist, Best Publication Award, Behavioral Science and Policy Association (for Sparkman & Walton, 2017, *Psych Sci*)
- 2019 Daniel M. Wegner Theoretical Innovation Prize, Society for Personality and Social Psychology (for Walton & Wilson, 2018, *Psych Review*)
- 2018 Society for Personality and Social Psychology, Fellow
- 2017 Robert B. Cialdini Prize, Society for Personality and Social Psychology (for Okonofua, Paunesku, & Walton, 2016, *PNAS*).
- 2015 Gordon and Dailey Pattee Faculty Fellowship, Stanford University
- 2015 Michael Forman Bass University Fellow in Undergraduate Education, Stanford University
- 2014 Consulting Fellow, Center for Advanced Study in the Behavioral Sciences
- 2013 SAGE Young Scholars Award, Foundation for Personality and Social Psychology
- 2012 Review of Research Award, American Education Research Association (for Yeager & Walton, 2011, *RER*)
- 2012 Distinguished Research Award, Division E (Human Development) of the American Education Research Association (for Yeager & Walton, 2011, *RER*)

- 2011 Rising Star, American Psychological Society  
2011 Honorable Mention, Inaugural Smashing Bias Research Prize, Level Playing Field Institute (for Walton & Spencer, 2009, *Psych Sci*)  
2010 Gordon Allport Intergroup Relations Prize, Society for the Psychological Study of Social Issues (for Walton & Spencer, 2009, *Psych Sci*)  
2009 Brown Faculty Fellow, Stanford University  
2007 National Academy of Education/Spencer Foundation Postdoctoral Fellowship  
2007 Exemplary Dissertation Award, Spencer Foundation  
2006 Dissertation Award, Society for Experimental Social Psychology  
2006 Dissertation Award Finalist, Society of the Psychological Study of Social Issues  
2005 James B. Grossman Dissertation Prize, Graduate School of Arts and Sciences, Yale University  
2004 Dissertation Research Award, Science Directorate, American Psychological Association  
2004 Best Speaker, Bouchet Conference, Yale University Graduate School  
2004 Spencer Dissertation Fellowship for Research Related to Education, Spencer Foundation  
2004 Leylan Fellowship, Graduate School of Arts and Sciences, Yale University (declined)  
2001 Graduate Research Fellowship, National Science Foundation  
2000 Sterling Prize Fellowship, Graduate School of Arts and Sciences, Yale University

## Publications

### *In Press/2025*

- Bauer, C. A., Walton, G. M., Job, V., & Stephens, N. (2025). The strengths of people in low-SES positions: An identity-reframing intervention improves low-SES students' achievement over one semester. *Social Psychological and Personality Science*, *16*(1), 45-55.
- Chen, P., Chua, K. Q., Lim, H. Y., Hoe, Y. S., Teo, Q. K., Walton, G. M., & Dweck, C. S. (2025). A strategic mindset enhances children's generation of effective strategies and delay of gratification across tasks. *Developmental Psychology*. Advance online publication. <https://doi.org/10.1037/dev0001916>
- Walton, G. M. (2025). *Ordinary Magic: The Science of How We Can Achieve Big Change With Small Acts*. Penguin Random House: New York.

### *2024*

- Bauer, C. A. & Walton, G. M. (2024). Identity-reframing interventions: How to effectively highlight individuals' background-specific strengths. *Social and Personality Psychology Compass*, e12830.
- Muragishi, G., Aguilar, L., Carr, P., Walton, G. (2024). The power of small acts of inclusion. *Harvard Business Review*, December 24.
- Muragishi, G. A., Aguilar, L., Carr, P. B., Walton, G. M. (2024). Microinclusions: Treating women as respected work partners increases a sense of fit in technology companies. *Journal of Personality and Social Psychology*, *126*(3), 431-460.

### *2023*

- Kalkstein, D. A. \*, Hook, C. J. \*, Hard, B. M., & Walton, G. M. (2023). Social norms govern what behaviors come to mind—And what do not. *Journal of Personality and Social Psychology*, *124*(6), 1203-1229.  
*\*The first two authors contributed equally to this work.*
- Kenthirarajah, D., Camp, N. P., Walton, G. M., Kay, A. C., & Cohen, G. L. (2023). Does “Jamal” receive a harsher sentence than “James”? First-name bias in the criminal sentencing of Black men. *Law and Human Behavior*, *47*, 169-181
- O’Keefe, P. A., Horberg, E. J., Dweck, C. S., & Walton G. M. (2023). A growth theory of interest intervention increases interest in math and science coursework among liberal arts undergraduates. *Journal of Educational Psychology*, *115*(6), 859-876.
- Schuster, C., Sparkman, G., Walton, G. M., Alles, A., Loschelder, D. D. (2023). Egalitarian norm messaging increases human resource professionals' salary offers to women. *Journal of Applied Psychology*, *108*, 541-552.

Thomas, C. C., Walton, G. M., Reinhart, E., & Markus, H. R. (2023). Mitigating welfare-related prejudice and partisanship among U.S. conservatives with moral reframing of a Universal Basic Income policy. *Journal of Experimental Social Psychology, 105*, 104424.

Walton, G. M., Murphy, M. C., Logel, C., Yeager, D. S., Goyer, J. P., Brady, S. T., Emerson, K. T. U., Paunesku, D., Fotuhi, O., Blodorn, A., Boucher, K. L.\*, Carter, E.\*, Gopalan, M.\*, Henderson, A.\*, Kroeper, K. M.\*, Murdock-Perriera, L. A.\*, Reeves, S. L.\*, Ablorh, T. T.\*\*, Ansari, S.\*\*, Chen, S.\*\*, Fisher, P.\*\*, Galvan, M.\*\*, Gilbertson, M. K.\*\*, Hulleman, C. S.\*\*, Le Forestier, J. M.\*\*, Lok, C.\*\*, Mathias, K.\*\*, Muragishi, G. A.\*\*, Gonzalez, M.\*\*, Ozier, E.\*\*, Smith, E. N.\*\*, Thoman, D. B.\*\*, Williams, H. E.\*\*, Wilmot, M. O.\*\*, Hartzog, C., Li, X. A., & Krol, N. (2023). Where and with whom does a brief social-belonging intervention promote progress in college? *Science, 380*, 499-505.

\*These authors contributed equally to this work. They are listed in alphabetical order by last name.

\*\*These authors contributed equally to this work. They are listed in alphabetical order by last name.

Walton, G. M. & Yeager, D. S. (2023). Wise interventions consider the person and the situation together. *Behavioral and Brain Sciences, 46*, 71-73.

## 2022

Kalkstein, D. A., De Lima, F., Brady, S. T., Rozek, C. S., Johnson, E. J., & Walton, G. M. (2022). Defaults are not a panacea: Distinguishing between default effects on choices and on outcomes. *Behavioural Public Policy, 1-16*. doi:10.1017/bpp.2022.24

Goldrick-Rabb, S., Baker-Smith, C., Bettinger, E., Walton, G., Brady, S., Gill, J., & Looker, E. (2022). Connecting community college students to non-tuition supports during the COVID-19 Pandemic. The Hope Center.

Howe, L. C., Schumann, K., & Walton, G. M. (in press). "Am I not human?": Reasserting humanness in response to group-based dehumanization. *Group Processes and Intergroup Relations, 25*, 2042-2065.

Okonofua, J. A., Harris, L. T. & Walton, G. M. (2022). Sideline bias: A situationist approach to reduce the consequences of bias in real-world contexts. *Current Directions in Psychological Science, 31(5)*, 395-404.

Okonofua, J. A., Goyer, J. P., Lindsay, C. A., Haugabrook, J., & Walton, G. M. (2022). A scaleable empathic-mindset intervention reduces group disparities in school suspensions. *Science Advances, 8*, eabj0691.

Sanchez, K. L., Kalkstein, D. A., & Walton, G. M. (2022). A threatening opportunity: The prospect of conversations about race-related experiences between Black and White friends. *Journal of Personality and Social Psychology, 122(5)*, 853-872.

Schumann, K. & Walton, G. M. (2022). Rehumanizing the self after victimization: The roles of forgiveness versus revenge. *Journal of Personality and Social Psychology, 122(3)*, 469-492.

Smith, E. N., Yeager, D. S., Dweck, C. S., & Walton, G. M. (in press). An organizing framework for teaching practices that can "expand" the self and address social identity concerns. *Educational Psychology Review, 34*, 2197-2219.

Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., Muller, C., Murray, J., Mhatre, P., Kersting, N., Hulleman, C., Kudym, M., Murphy, M., Duckworth, A., Walton, G. M., Dweck, C. S. (2022). Teacher mindsets help explain where a growth mindset intervention does and doesn't work. *Psychological Science, 33(1)*, 18-32.

## 2021

Bauer, C. A., Boemelburg, R., & Walton, G. M. (2021). Resourceful actors, not weak victims: Reframing refugees' stigmatized identity enhances long-term academic engagement. *Psychological Science, 32(12)*, 1896-1906.

Goyer, J. P., Walton, G. M., & Yeager, D. S. (2021). The role of psychological factors and institutional channels in predicting the attainment of postsecondary goals. *Developmental Psychology, 57(1)*, 73-86.

Howe, L. C., Carr, P., & Walton, G. M. (2021). Normative appeals motivate people to contribute to collective action problems more when they invite people to work together toward a common cause. *Journal of Personality and Social Psychology, 121*, 215-238.

Rege, M., Hanselman, P., Solli, I. F., Dweck, C. S., Ludvigsen, S., Bettinger, E., Crosnoe, R., Muller, C., Walton, G. M., Duckworth, A., & Yeager, D. S. (2020). How can we inspire nations of learners? An

investigation of growth mindset and challenge-seeking in two countries. *American Psychologist*, 76, 755-767.

Smith, E. N., Rozek, C. S., Manke, K. J., Dweck, C. S., & Walton, G. M. (2021). Teacher- versus researcher-provided affirmation effects on students' task engagement and positive perceptions of teachers. *Journal of Social Issues*, 77, 751-768.

Walton, G. M., Okonofua, J. A., Remington, K. S., Hurst, D., Pinedo, A., Weitz, E., Ospina, J. P., Tate, H., & Eberhardt, J. L. (2021). Lifting the bar: A relationship-orienting intervention reduces recidivism among children reentering school from juvenile detention. *Psychological Science*, 32(1), 1747-1767.

\* Recipient of the 2022 Robert B. Cialdini Prize from the Society for Personality and Social Psychology

## 2020

Brady, S. T., Cohen, G. L., Jarvis, S. N., & Walton, G. M. (2020). A brief social-belonging intervention in college improves adult outcomes for Black Americans. *Science Advances*, 6, eaay3689.

Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, T. U., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*, 6, eaba4677.

Sparkman, G., Howe, L., & Walton, G. M. (2020). How social norms are often a barrier to addressing climate change but can be part of the solution. *Behavioural Public Policy*, 1-28.  
doi:10.1017/bpp.2020.42

Sparkman, G., Weitz, E., Robinson, T. N., Malhotra, N., & Walton, G. M. (2020). Developing a scalable dynamic norm menu-based intervention to reduce meat consumption. *Sustainability*, 12, 2453.

Thomas, C. C., Otis, N. G., Abraham, J., Markus, H. R., & Walton, G. M. (2020). Toward a science of delivering aid with dignity: Experimental evidence and local forecasts from Kenya. *Proceedings of the National Academy of Sciences of the United States of America*, 117, 15546-15553.

Walton, G. M. (2020). Foreword. In A. Baldwin, B. Bunting, D. Daugherty, L. Lewis, & T. Steenbergh. *Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success*. National Resource Center for the First-Year Experience.

Walton, G. M. & Brady, S. T. (2020). "Bad" things reconsidered. In J. P. Forgas, K. Fiedler, & W. D. Crano (Eds.) *Sydney Symposium of Social Psychology: Applications of Social Psychology*, Routledge: New York.

Walton, G. M. & Brady, S. T. (2020). The social-belonging intervention. In G. M. Walton & A. J. Crum (Eds.). *Handbook of Wise Interventions: How Social Psychology Can Help People Change*. Guilford Press: New York.

Walton, G. M. & Crum, A. J. (Eds.) (2020). *Handbook of Wise Interventions: How Social Psychology Can Help People Change*. Guilford Press: New York.

Walton, G. M. & Yeager, D. S. (2020). Seed and soil: Psychological affordances in contexts help to explain where wise interventions succeed or fail. *Current Directions in Psychological Science*, 29, 219-226.

## 2019

Chang, F., Luo, M., Walton, G. M., Aguilar, L., & Bailenson, J. (2019). Stereotype threat in virtual learning environments: Effects of avatar gender and sexist behavior on women's math learning outcomes. *Cyberpsychology, Behavior, and Social Networking*, 22, 1-7.

Goyer, J. P., Cohen, G. L., Cook, J. E., Master, A., Apfel, N., Lee, W., Henderson, A. G., Reeves, S. L., Okonofua, J. A., & Walton, G. M. (2019). Targeted identity safety interventions cause lasting reductions in discipline citations among ethnic-minority boys. *Journal of Personality and Social Psychology*, 117, 229-259.

Haimovitz, K., Dweck, C. S., & Walton, G. M. (2019). Preschoolers find ways to resist temptation after learning that willpower can be energizing. *Developmental Science*, 23, e12905

Sparkman, G., & Walton, G. M. (2019). Witnessing change: Dynamic norms can remedy diverse barriers to personal change. *Journal of Experimental Social Psychology, 82*, 238-252.

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Hooper, S. Y., Carvalho, C., Hahn, R., Gopalan, M., Mhatre, P., Ferguson, R., Duckworth, A. L., & Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature, 574*, 364-369.

\* **Recipient of the 2020 Best Publication Award, Behavioral Science and Policy Association**

## 2018

Broda, M., Yun, J., Schneider, B., Yeager, D. S., Walton, G. M., & Diemer, M. (2018). Reducing inequality in academic success for incoming college students. A randomized trial of growth mindset and belonging interventions. *Journal of Research on Educational Effectiveness, 11*, 317-338.

O'Keefe, P. A., Dweck, C. S. & Walton, G. M. (2018). Implicit theories of interest: Finding your passion or developing it? *Psychological Science, 29*, 1653-1664.

O'Keefe, P. A., Dweck, C., & Walton, G. (2018). Having a growth mindset makes it easier to develop new interests. *Harvard Business Review*. September 10.

Walton, G. M & Wilson T. D. (2018). Wise interventions: Psychological remedies for social and personal problems. *Psychological Review, 125*, 617-655.

\* **Recipient of the 2019 Daniel M. Wegner Theoretical Innovation Prize, Society for Personality and Social Psychology from the Society for Personality and Social Psychology**

## 2017

Job, V. & Walton, G. M. (2017). Lay theories of self control. In C. Zedelius, B. C. N. Muller, & J. Schooler (Eds.) *The Science of Lay Theories: How Beliefs Shape Our Cognition, Behavior, and Health* (pp. 47-69). Springer.

Job, V.,\* Nikitin, J.,\* Zhang, S. X., Carr, P. B., & Walton, G. M. (2017). Social traces of generic strangers increase the value of everyday objects. *Personality and Social Psychology Bulletin, 43*, 785-792.

\*The first two authors contributed equally to this work.

Master, A.,\* Butler, L. P.,\* Walton, G. M. (2017). How the subjective relationship between the self, others, and a task drives interest. In A. O'Keefe & J. M. Harackiewicz (Eds.) *The Psychological Science of Interest* (pp. 209-226). Springer.

\*The first two authors contributed equally to this work.

Sparkman, G. & Walton, G. M. (2017). Dynamic norms promote sustainable behavior, even if it is counternormative. *Psychological Science, 28*, 1663-1674.

\* **Finalist for the 2020 Best Publication Award, Behavioral Science and Policy Association**

Walton, G. M. & Brady, S. T. (2017). The many questions of belonging. In A. Elliot, C. Dweck, & D. Yeager (Eds.) *Handbook of Competence and Motivation (2<sup>nd</sup> Edition): Theory and Application* (pp. 272-293), Guilford Press: New York.

## 2016

Bryan, C. J., Walton, G. M., & Dweck, C. S. (2016). Psychologically authentic versus inauthentic replication attempts. *Proceedings of the National Academy of Sciences of the United States of America, 113*, E6548.

Fassiotto, M., Hamel, E. O., Ku, M. Correll, S., Grewal, D., Lavori, P. Periyakoil, V. J., Reiss, A., Sandborg, C., Walton, G. Winkleby, M. & Valentine, H. (2016). Women in academic medicine: Measuring stereotype threat among junior faculty. *Journal of Women's Health, 25*, 292-298.

Okonofua, J. A. Paunesku, D., & Walton, G. M. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences of the United States of America, 113*, 5221-5226.

• **Recipient of the 2017 Robert B. Cialdini Prize from the Society for Personality and Social Psychology**

Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A vicious cycle: A social-psychological account of extreme racial disparities in school discipline. *Perspectives on Psychological Science, 11*, 381-398.

- Yeager, D., Romero, C., Hulleman, C., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, G. M., & Dweck, C. (2016). Using design thinking to make psychological interventions ready for scaling: The case of the growth mindset during the transition to high school. *Journal of Educational Psychology, 108*, 374-391.
- 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., Markus, H. R. Cohen, G. L., & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences of the United States of America, 113*, E3341-3348.
- \*The first two authors contributed equally to this work.*

### 2015

- Brummelman, E. & Walton, G. M. (2015). If you want to understand something, try to change it: Social-psychological interventions to cultivate resilience. *Behavioral and Brain Sciences, 38*, 24-25.
- Erman, S. & Walton, G. M. (2015). Stereotype threat and anti-discrimination law: Affirmative steps to promote meritocracy and racial equality. *Southern California Law Review, 88*, 307-378.
- Job, V., Walton, G. M., Bernecker, K., & Dweck, C. S. (2015). Implicit theories about willpower predict self-regulation and grades in everyday life. *Journal of Personality and Social Psychology, 108*, 637-347.
- Kenthirajah, D. & Walton, G. M. (2015). How brief social-psychological interventions can cause enduring effects. In R. Scott & S. Kosslyn (Eds.) *Emerging Trends in the Social and Behavioral Sciences*, Hoboken, NJ: John Wiley and Sons.
- Paunesku, D., Walton, G. M., Romero, C. L., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mindset interventions are a scalable treatment for academic underperformance. *Psychological Science, 26*, 784-793.
- Walton, G. M., Logel, C., Peach, J., Spencer, S., & Zanna, M. P. (2015). Two brief interventions to mitigate a “chilly climate” transform women’s experience, relationships, and achievement in engineering. *Journal of Educational Psychology, 107*, 468-485.
- Walton, G. M.\*, Murphy, M. C.\*, & Ryan, A. M.\* (2015). Stereotype threat in organizations: Implications for equity and performance In F. P. Morgeson, H. Aguinis, & S. J. Ashford (Eds.) *Annual Review of Organizational Psychology and Organizational Behavior, 2(1)*, 523-550.
- \*All three authors contributed equally to this work.*

### 2014

- Aguilar, L., Walton, G., & Wieman, C. (2014). Psychological insights for improved physics teaching. *Physics Today, 67*, 43-49.
- Brummelman, E., Thomaes, S., Walton, G. M., Poorthuis, A. M. G., Overbeek, G., Castro, B. O., Bushman, B. J. (2014). Unconditional regard buffers children’s negative self-feelings. *Pediatrics, 134*, 1119-1126.
- Bryan, C. J., Master, A., & Walton, G. M. (2014). “Helping” versus “Being a helper”: Invoking the self to increase helping in young children. *Child Development, 85*, 1836-1842.
- \*The first two authors contributed equally to this work.*
- Carr, P. B. & Walton, G. M. (2014). Cues of working together fuel intrinsic motivation. *Journal of Experimental Social Psychology, 53*, 169-184.
- Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science, 23*, 73-82.
- Yeager, D. S., Henderson, M., D’Mello, S., Paunesku, D., Walton, G. M., Spitzer, B. J., & Duckworth, A. L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology, 107*, 559-580.

### 2013

- Brannon, T. N. & Walton, G. M. (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an outgroup’s culture. *Psychological Science, 24*, 1947-1957.
- Butler, L. P. & Walton, G. M. (2013). Opportunities to collaborate increase preschoolers’ motivation for challenging tasks. *Journal of Experimental Child Psychology, 116*, 953-961.
- Finkel, E. J., Slotter, E. B., Luchies, L. B., Walton, G. M., & Gross, J. J. (2013). A brief intervention to promote conflict reappraisal preserves marital quality over time. *Psychological Science, 24*, 1595-1601.

- Job, V., Walton, G. M., Bernecker, K., & Dweck, C. S. (2013). Beliefs about willpower determine the impact of glucose on self-control. *Proceedings of the National Academy of Sciences of the United States of America*, *110*, 14837-14842.
- Master, A. & Walton, G. M. (2013). Membership in a minimal group increases motivation and learning in young children. *Child Development*, *84*, 737-751.
- Murphy, M. C. & Walton, G. M. (2013). From prejudiced people to prejudiced places: A social-contextual approach to prejudice. In C. Stangor & C. S. Crandall (Eds.) *Stereotyping and Prejudice* (pp. 181-203). New York: Psychology Press.
- Walton, G. M. (2013). The myth of intelligence: Smartness isn't like height. In D. Allen & R. Reich (Eds.) *Education, Justice, and Democracy* (pp. 155-172). Chicago, IL: The University of Chicago Press.
- Walton, G. M., Spencer, S. J., Erman, S. (2013). Affirmative meritocracy. *Social Issues and Policy Review*, *7*, 1-35.
- Yeager, D. S., Paunesku, D., Walton, G. M., & Dweck, C. S. (2013). How can we instill productive mindsets at scale? A review of the evidence and an initial R&D agenda. White paper prepared for the White House meeting on *Excellence in education: The importance of academic mindsets*. May 10, 2013.
- Yeager, D., Walton, G., & Cohen, G. L. (2013). Addressing achievement gaps with psychological interventions. *Phi Delta Kappan*, *94*, 62-65.

## 2012

- Logel, C., Walton, G. M., Peach, J., Spencer, S. J., & Zanna, M. P. (2012). Unleashing latent ability: Implications of creating stereotype-safe environments for college admissions. *Educational Psychologist*, *47*, 42-50.
- Miller, E. M., Walton, G. M., Dweck, C. S., Job, V., Trzesniewski, K. H., & McClure, S. M. (2012). Theories of willpower affect sustained learning. *PLoS One*, *7*, e38680.
- Walton, G. M. & Carr, P. B. (2012). Social belonging and the motivation and intellectual achievement of negatively stereotyped students. In M. Inzlicht & T. Schmader (Eds.) *Stereotype threat: Theory, processes, and application* (pp. 89-106). New York: Oxford University Press.
- 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.
- Walton, G. M., Paunesku, D., & Dweck, C. S. (2012). Expandable selves. In M. R. Leary & J. P. Tangney (Eds.) *Handbook of Self and Identity* (pp. 141-154). New York: The Guilford Press.

## 2011

- Akcinar, E. N., Carr, P. B., & Walton, G. M. (2011). Interactions with men and Whites matter too. *Psychological Inquiry*, *22*, 247-251
- Bryan, C. J., Walton, G. M., Rogers, T. & Dweck, C. S. (2011). Motivating voter turnout by invoking the self. *Proceedings of the National Academy of Sciences of the United States of America*, *108*, 12653-12656.
- Cwir, D., Carr, P.B., Walton, G. M., & Spencer, S. J. (2011). Your heart makes my heart move: Cues of social connectedness cause shared emotions and physiological states among strangers. *Journal of Experimental Social Psychology*. *47*, 661-664.
- Dweck, C.S., Walton, G.M., & Cohen, G. (2011). Academic tenacity. White paper prepared for the Gates Foundation. Seattle, WA.
- Purdie-Vaughns, V. & Walton, G. M. (2011). Is multiculturalism bad for African-Americans? Redefining inclusion through the lens of identity safety. In L. R. Tropp & R. Mallett (Eds.). *Beyond prejudice reduction to positive intergroup relations*. Washington, DC: American Psychological Association
- Taylor, V. J. & Walton, G. M. (2011). Stereotype threat undermines academic learning. *Personality and Social Psychology Bulletin*, *37*, 1055-1067.
- Walton, G. M. & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, *331*, 1447-1451.
- Walton, G. M. & Cohen, G. L. (2011). Sharing motivation. In D. Dunning (Ed.) *Social Motivation* (pp. 79-101). New York: Psychology Press.
- Yeager, D. S. & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, *81*, 267-301.

- \* Recipient of the 2012 Review of Research Award from the American Education Research Association
- \* Recipient of the 2012 Distinguished Research Award from Division E (Human Development) of the American Education Research Association

### 2010

Job, V., Dweck, C. S., & Walton, G. M. (2010). Ego-depletion—Is it all in your head? Implicit theories about willpower affect self-regulation. *Psychological Science*, *21*, 1686-1693.

### 2009

- Walton, G. M. & Spencer, S. J. (2009). Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychological Science*, *20*, 1132-1139.
- \* Recipient of the 2010 Gordon Allport Intergroup Relations Prize as the “best paper or article of the year on intergroup relations” from the Society for the Psychological Study of Social Issues.
  - \* Honorable Mention, Inaugural (2011) Smashing Bias Research Prize from the Level Playing Field Institute and the Mitchell Kapor Foundation.
- Logel, C., Walton, G. M., Spencer, S. J., Iserman, E. C., von Hippel, W., & Bell, A. (2009). Interacting with sexist men triggers social identity threat among female engineers. *Journal of Personality and Social Psychology*, *96*, 1089-1103.
- Walton, G. M. & Dweck, C. S. (2009). Solving social problems like a psychologist. *Perspectives on Psychological Science*, *4*, 101-102

### 2007 and earlier

- 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.
- Walton, G. M. & Banaji, M. R. (2004). Being what you say: The effect of linguistic labels on attitudes. *Social Cognition*, *22*, 193-213.
- Walton, G. M., & Cohen, G. L. (2003). Stereotype lift. *Journal of Experimental Social Psychology*, *39*, 456-467.

### Public Outreach

#### **Public Speaking (available online)**

- Social belonging: Where science meets practice. SXSW EDU, March 5, 2024.
- Psychologically “wise” interventions: How they can help us understand and solve persistent social problems. Blavatnik School of Government, Oxford University, May 13, 2022
- Accelerating public impact; Scholarship & partnership help Oakland students thrive. *Discover Stanford*, January 26, 2022
- A question of belonging, Character Lab Educator Summit, July 2017.
- Building College Student Resilience - Simple, Effective Interventions that Support Retention. Webinar with Bette Bottoms and Mary Murphy. February 28, 2014.
- Stereotype threat: A Close Encounter - See it, Feel it, Fix it. The 2012 Stanford University School of Education and Cubberley Lecture. With Claude Steele and Geoff Cohen. May 10, 2012. On iTunes U and YouTube.
- Questions of Belonging. Palo Alto University. April 19, 2012. Password: GregWalton

### Podcasts

- What new research says about fostering a ‘sense of belonging’ in classrooms. With Jeffrey R. Young, *EdSurge*, March 19, 2024
- Reducing inequality by increasing belonging with Dr. Greg Walton. *A Bit More Complicated*. May 5, 2023.
- Building the capacity for belonging. With Adrienne Lu, Jillian Kinzie, and Gregory D. Williams. *The Chronicle of Higher Education*. April 27, 2023.
- The Puck: Venture Capital & Beyond. On iTunes, Spotify, Google Podcasts, Soundcloud. August 25, 2022.
- Applying wise interventions around the world. With Kate Orkin. *The Centre for the Study of African Economies: Research Podcasts*. May 12, 2022.

The big impact of small interventions with Stanford's Greg Walton. The Knowledge Project, Ep. #64, August 2019.

### **Writing for Popular Media**

How social norms can free us from temptation. With David Kalkstein, Cayce Hook, and Bridgette Hard. *Character & Context*, April 12, 2023.

How to cut disparities in school suspension rates. With Jason Okonofua. *Psychology Today*, April 26, 2022.

When a “small” change mitigates bias, with Jason Okonofua. *Character & Context*, January 26, 2022.

The one-page letter that keeps kids out of jail. With Hattie Tate. In *The Power of Wise Interventions*, *Psychology Today*, January 10, 2022.

How the coronavirus crisis is opening the door to universal social policies. With Catherine Thomas and Dave Kalkstein. *Time*, June 17, 2020.

Why social change is contagious. With Gregg Sparkman. *Character & Context*, June 3, 2019.

Having a growth mindset makes it easier to develop new interests. With Paul O'Keefe and Carol Dweck. *Harvard Business Review*, September 10, 2018.

Willpower: It's in your head. With Carol Dweck. *The New York Times*, November 26, 2011.

### **Writing for Educators**

How to decrease suspensions: Here's what new research shows. With Jason Okonofua, *Education Week*, May 18, 2022.

Stop telling students, “You Belong!” *Education Week*, November 9, 2021

How to break the juvenile detention cycle: New research shows a way. With Jason Okonofua and Katie Remington Cunningham. *Education Week*, October 13, 2021.

Supporting students’ sense of belonging. Mindset Scholars Network, August 22, 2017.

Psychological insights for improved physics teaching. With Lauren Aguilar and Carl Weiman. *Physics Today*, May 2014.

Addressing achievement gaps with psychological interventions. With David Yeager and Geoff Cohen. *Phi Delta Kappan*, February 2013.

### **Writing for Policy and Legal Audiences**

Is believing in yourself enough? Growth mindset and social belonging interventions for postsecondary students. *NCEE Blog: What Works Clearinghouse*, January 3, 2022

How can we instill productive mindsets at scale? A review of the evidence and an initial R&D agenda. With David Yeager, Dave Paunesku, and Carol Dweck, 2013. White paper prepared for the White House meeting on Excellence in Education: The importance of academic mindsets, May 10, 2013

Academic tenacity. With Carol Dweck and Geoff Cohen, 2011. White paper prepared for the Gates Foundation.

Stereotype threat and anti-discrimination law: Affirmative steps to promote meritocracy and racial equality. With Sam Erman. *Southern California Law Review*, 2015.

Affirmative meritocracy. With Steve Spencer and Sam Erman. *Social Issues and Policy Review*, 2013.

•Following this work, Steve Spencer and I led a group of a group of social psychologists to prepare an amicus brief for the Supreme Court in *Fisher v. Texas* on the implications of stereotype threat for affirmative action. Click here for an amicus brief in *Fisher v. Texas* (2013) by Rachel Godsil (Seton Hall), Stuart Banner (UCLA), and Jerry Kang (UCLA). Click here for an amicus brief in *Fisher v. Texas* (2016) by Jerry Kang (UCLA), John Wintermute (Loweinstein Sandler), and Rachel Godsil (Seton Hall).

### **Interviews**

Interview on wise interventions (in Dutch) at ProgressFocused.com, February 16, 2021.

Simple cues can make people feel connected, even while being physically apart, says Stanford psychologist, *Stanford News*, April 16, 2020.

### **Presentations and Colloquia**

Annual Meeting of the Society for Personality and Social Psychology, Intervention Preconference (Keynote) (February, 2025)

Kellogg School of Management, Northwestern University (February, 2025)  
Opportunity Insights, Harvard University (September, 2024)  
Indiana Youth Institute (May, 2024)  
Self-Empowerment and Equity (SEE) for Change Initiative (April, 2024)  
Humboldt University (April, 2024)  
Veteran Transitions Research Lab (March, 2024)  
SXSW EDU (March, 2024)  
Human Behavior and Sustainability (February, 2024)  
Aalborg University (October, 2023)  
University of Copenhagen (October, 2023)  
Department of Psychology, Stanford University (April, 2023)  
Intervention Preconference, Annual Meeting of the Society for Personality and Social Psychology (February, 2023)  
Collaborative for Academic, Social, and Emotional Learning (CASEL) (February, 2023)  
Innovation Centre of Denmark (December 2022)  
Society of Experimental Social Psychology, Award Address (October, 2022)  
University of St. Andrews (June, 2022)  
University of Potsdam (May, 2022)  
Oxford University (May, 2022)  
University of Vienna (May, 2022)  
Harvard University (March, 2022)  
Institute for Research in the Social Sciences (IRISS) (December, 2021)  
Student Experience Research Network (SERN) (November, 2021)  
Higher Education Institutional Research Conference Keynote (September, 2021)  
University of Michigan (March, 2021)  
University of St. Andrews (January, 2021)  
Claremont Graduate University (October, 2020)  
Center for the Analysis of Postsecondary Readiness (November, 2019)  
Presidential Symposium, Society of Experimental Social Psychology (October, 2019)  
University of California, San Diego (October, 2019)  
University of Chicago (October, 2019)  
United States Senate (June, 2019)  
Behavior Change for Good (June, 2019)  
Canadian Psychological Association (May, 2019)  
National University of Singapore (April, 2019)  
Washington State University (April, 2019)  
University of Arizona (February, 2019)  
California State University, Long Beach (September, 2018)  
Indiana-Wesleyan University (August, 2018)  
University of Central Arkansas (July, 2018)  
National Conference of Academic Deans (July, 2018)  
Great Lakes Colleges Association (June, 2018)  
California State University, Northridge (June, 2018)  
Lewis & Clark College (May, 2018)  
University of Oregon (May, 2018)  
Massachusetts Institute of Technology (May 2018)  
Kurt Lewin Institute, The Netherlands (Keynote) (April, 2018)  
Environmental Preconference Annual Meeting of the Society for Personality and Social Psychology (Keynote) (March, 2018)  
Character Lab, Educator Summit (July, 2017)  
University of Virginia (April, 2017)  
University of Toronto (March, 2017)  
University of Michigan (February, 2017)

University of Pittsburgh (November, 2016)  
Carnegie Mellon University (November, 2016)  
University of British Columbia (July, 2016)  
University of Pennsylvania (June, 2016)  
National Center for Women and Information Technology Summit (May, 2016)  
Yale University (April, 2016)  
San Francisco State University (March, 2016)  
Miami University (October, 2015)  
Society for the Experimental Study of Social Issues (September, 2015)  
Princeton University (October, 2015)  
Ohio State University (September, 2015)  
London Business School (June, 2015)  
Goldman School of Public Policy, University of California (April, 2015)  
University of California, Davis (March, 2015)  
University of Delaware (February, 2015)  
University of North Carolina System (January, 2015)  
Haas School of Business, University of California, Berkeley (January, 2015)  
California State University System (October, 2014)  
Education Writer's Association (September, 2014)  
San Francisco Surgical Society (November, 2014)  
University of Wisconsin (May, 2014)  
Graduate School of Business, Stanford University (April, 2014)  
Annual Meeting of the American Education Research Association (April, 2014)  
Presidential Symposium, Annual Meeting of the American Education Research Association (April, 2014)  
Michigan State University (March, 2014)  
Depression Conference, University of Michigan (March, 2014)  
Cornell University (February, 2014)  
Annual Meeting of the Society for Personality and Social Psychology (February, 2014)  
Robert Wood Johnson Health & Society Scholars Program Seminar, University of California, San Francisco (January, 2014)  
Graduate Program in Neuroscience and the Emory Center for Ethics, Emory University (December, 2013)  
Education Workshop, University of Chicago (November, 2013)  
Gould School of Law, University of Southern California (October, 2013)  
Annual Meeting of the Society of Experimental Social Psychology (September, 2013)  
Carnegie Foundation for the Advancement of Teaching (July, 2013)  
Annual Meeting of the American Psychological Society (May, 2013)  
Office of Science Technology and Policy, White House (May, 2013)  
Human Capital and Economic Opportunity Global Working Group, University of Chicago (May, 2013)  
Boston Colloquium for Philosophy of Science, Boston University (April, 2013)  
Annual Meeting of the Society for Research in Child Development (April, 2013)  
Department of Psychology, University of California, Merced (February, 2013)  
Curry School of Education, University of Virginia (February, 2013)  
Congress of the German Psychological Society (September, 2012)  
Cubberley Lecture, Stanford University School of Education (with Claude Steele and Geoff Cohen) (May, 2012)  
Clayman Institute for Gender Research, Stanford University (May, 2012)  
NewSchools-Aspen Institute Summit (May, 2012)  
Center for Social Innovation, Stanford Graduate School of Business (March, 2012)  
Stanford Center for Opportunity Policy in Education (SCOPE) (February, 2012)  
Presidential Symposium, Society for Personality and Social Psychology (January, 2012)  
Annual Meeting of the Society for Personality and Social Psychology (January, 2012)  
Department of Psychiatry, University of California at San Francisco (January, 2012)  
Department of Psychology, University of Zurich (December, 2011)

Annual Meeting of the National Conference on Race & Ethnicity in American Higher Education (May, 2011)  
 Haas School of Business, University of California at Berkeley (April, 2011)  
 Annual Meeting of the American Educational Research Association (April, 2011)  
 Annual Meeting of the Society for Personality and Social Psychology (January, 2011)  
 Annual Meeting of the Society for the Psychological Study of Social Issues (June, 2010)  
 Booth School of Business, University of Chicago (April, 2010)  
 Learning and the Brain Conference (February, 2010)  
 Annual Meeting of the Society for Personality and Social Psychology (January, 2010)  
 Institute for Research on Education Policy and Practice (IREPP) Colloquium, Stanford University (October, 2009)  
 Annual Meeting of the Society of Experimental Social Psychology (October, 2009)  
 Stanford Law School, Stanford University (July, 2009)  
 Annual Meeting of the Society for Personality and Social Psychology (January, 2009)  
 Department of Psychology, University of California at Davis (November, 2008)  
 Forum on the Kerner Commission Forty Year Report. Stanford University (November, 2008)  
 Stanford Energy and Feedback PIEE Workshop, Precourt Institute, Stanford University (November, 2008)  
 Department of Psychology, University of California at Berkeley (October, 2008)  
 Annual Meeting of the Society for the Psychological Study of Social Issues (June, 2008)  
 Department of Psychology, York University (March, 2008)  
 Department of Psychology, University of Toronto (January, 2008)  
 National Academy for Education (January, 2008)  
 Presidential Symposium, Society of Experimental Social Psychology (October, 2007)  
 Inter-Departmental Faculty Meeting on Diversity, Columbia University (October, 2007)  
 Department of Psychology, Columbia University (January, 2007)  
 Department of Psychology, University of California, Los Angeles (December, 2006)  
 Department of Psychology, University of California, Irvine (December, 2006)  
 Department of Psychology, University of Michigan (December, 2006)  
 Department of Psychology, Stanford University (December, 2006)  
 Dissertation Award Address, Society of Experimental Social Psychology (October, 2006)  
 Department of Psychology, University of Virginia (February, 2006)  
 Department of Psychology, Rutgers University (November, 2005)  
 Social Psychology Graduate Student Conference of Columbia, New York University, Princeton, and Yale (February, 2005)  
 Annual Meeting of the Society for the Psychological Study of Social Issues (June, 2004)  
 Bouchet Conference on Diversity in Graduate Education, Yale University (April, 2004)  
 Social Psychology Graduate Student Conference of Columbia, New York University, Princeton, and Yale (October, 2000)

### Research Grants

2025 Maternal & Child Health Research Institute, Stanford Medicine, *The Teen Van Relationship Strengthening Project: Advancing a Holistic Approach to Adolescent Health Care*. PI. \$49,962.42  
 2024 The Stuart Foundation, *Lifting the Bar*. PI. \$125,000  
 2024 Arnold Ventures, *Lifting the Bar*. PI. \$391,000  
 2024 Stanford Impact Labs, *Lifting the Bar: Elevating the Voices of Youth to Improve Reentry from Juvenile Detention*. PI. \$748,358.  
 2023 The Stuart Foundation. *Youth Voices and Choices*. PI. \$150,000.  
 2023 Office of Community Engagement, Stanford University. *Elevating Students' Voices and Choices to Strengthen Classroom Relationships for Foster Youth*. PI. \$48,515.  
 2022 Wu Tsai Human Performance Alliance Agility Project. *Mitigating Effects of Attentional Lapses and Stereotype Threat to Improve Performance*. Co-I.  
 2020 Stanford Social X-Change. *Lifting the Bar*. PI. \$499,751.  
 2020 Stanford RISE COVID-19 Crisis Response Faculty Seed Grant. *Addressing Belonging Concerns in Higher Education Contexts in Flux from COVID-19*. PI. \$50,000

- 2019 Schmidt Family Foundation/Carnegie Mellon University. *Intervention Development for Online Courses*. PI. \$89,997
- 2019 Kapor Center. *Women of Color in Computing*. PI. \$20,000
- 2019 New Schools Venture Fund. *New Schools Ignite: Expanded Definition of Student Success Challenge*. PI. \$150,000
- 2019 Airbnb, Inc. *Belonging @ Airbnb*. PI. \$94,160
- 2019 Equal Opportunity Schools. *Wise Feedback Pilot with EOS*. PI. \$25,000
- 2019 Animal Charity Evaluators. *A Restaurant-Based Dynamic Norm Intervention to Reduce Meat Consumption*. PI. \$43,435
- 2018 Transforming Education. *Engagement Project*. PI. \$49,968
- 2018 Overdeck Family Foundation. *Engagement Project*. PI. \$250,000
- 2017 The Raikes Foundation. *Core Operations—CTC*. PI. \$2,100,000
- 2017 Chan-Zuckerberg Initiative/The College Board. *Infusing Psychological Wisdom into Advanced Placement Full-Year Model*. PI. \$295,784.
- 2017 Character Lab. *Using Asset Transfer to Improve College Persistence*. PI. \$250,000.
- 2017 AccessLex Center for Legal Education Excellence. *Designing Mindset Interventions that Promote Achievement in Bar Exam Preparation and Performance*. Co-PI. \$125,000.
- 2017 Stanford Woods Institute for the Environment, Environmental Venture Project. *A Restaurant-Based Dynamic Norm Intervention to Reduce Meat Consumption*. PI. \$194,548.
- 2017 Great Lakes Higher Education Corporation. *Developing an Administrator Toolkit to Improve Outcomes for Students on Academic Probation*. PI. \$66,111.
- 2017 The Joyce Foundation. *College Transition Collaborative—Joyce Foundation*. PI. \$75,000.
- 2017 The National Science Foundation. *A Belonging Intervention to Improve STEM Outcomes for Women and Underrepresented Students: A Randomized Controlled Trial at 22 Colleges*. Co-PI. \$1,493,968.
- 2017 Character Lab. *Young Scholars. Improving Reentry to School from the Juvenile Justice System*. PI. \$100,000.
- 2016 Wellspring Advisors, LLC. *The Social Psychology of Barriers to Agency in Low-Income Countries: Agenda Setting and Piloting*. Co-I. \$200,400.
- 2016 The Joyce Foundation. *Scaling Evidence-Based Mindset Programs in Higher Education*. PI. \$500,000.
- 2016 Google K-12/Pre-Uni. *Empathic Discipline Intervention to Combat Implicit Bias*. Co-I. \$596,451.
- 2016 Robert Wood Johnson Foundation. *The Social Belonging Intervention: Does a Wise Intervention to Improve Students' Academic Outcomes Also Improve Their Health?* PI. \$524,780.
- 2016 The Raikes Foundation. *CTC 2016 Raikes Phase II Organizational Development*. PI. \$500,000
- 2016 The Raikes Foundation. *CTC 2016 Raikes Phase I*. PI. \$467,409
- 2016 Los Angeles Unified School District. *Skills for Success – Mindset for All*. PI. \$177,000
- 2015 Institute for Education Sciences. *A Scalable Growth Mindset Intervention to Raise Achievement and Persistence in Community College*. PI. \$3,410,421.
- 2015 Character Lab. *Young Scholars. Improving Reentry to School from the Juvenile Justice System*. PI. \$299,917.
- 2015 The Stupski Foundation. *A Collaboration to Promote Mindset-Wise Teaching Practices*. PI. \$66,675.
- 2015 The Raikes Foundation. *Mindset Collaborative: An Interdisciplinary Research Network on Student Agency in Education*. Co-PI. \$500,000.
- 2015 The Raikes Foundation. *PERTS and NTC Mindset Kit Content Creation*. PI. \$64,335.
- 2014 Stanford University, Office of the President, Dean of the School of Humanities and Sciences. *Understanding Why, For Whom, and Under What Conditions Mindset Interventions Promote Achievement: A Nationally Representative Experiment*. PI \$200,000.
- 2014 Character Lab. *National Mindset Study*. Co-PI. \$350,000.
- 2014 Character Lab. *Understanding For Whom, and Under What Conditions, Mindset Interventions Have Enduring Effects: An Experiment in a Nationally-Representative Sample*. Co-PI. \$350,000.

- 2014 The Joyce Foundation. *Improving Economic Opportunity with Scalable, Low-Cost Mindset Interventions*. PI. \$435,000.
- 2014 The Rakes Foundation. *PERTS General Operating Support*. PI. \$1,200,000.
- 2014 The Raikes Foundation. *The Mindset Scholars Network: An interdisciplinary research network dedicated to advancing the study and application of the mindset approach in education*. Co-I. \$2,000,000.
- 2013 The Raikes Foundation/UT Austin. *Understanding Student Perspectives*. PI \$22,727 (subaward).
- 2013 The Raikes Foundation. *National Mindset Challenge*. PI \$38,341.
- 2013 The Raikes Foundation. *Mindset Collaborative: An Interdisciplinary Research Network on Student Agency in Education*. Co-PI. \$500,000.
- 2013 The William and Flora Hewlett Foundation. *The Project for Education Research that Scales*. Principal Investigator. \$200,000.
- 2013 The Raikes Foundation. *The Project for Education Research that Scales*. Principal Investigator. \$200,000.
- 2013 The Raikes Foundation. *The Project for Education Research that Scales – Quay Consulting*. Principal Investigator. \$25,000.
- 2013 Stanford University, Office of the Provost. *Maximizing the Academic Success, Participation, and Well-Being of Stanford Undergraduates*. Co-Principal Investigator. \$200,000.
- 2012 Gates Foundation. *Understanding and Increasing College Persistence*. \$100,000 (subcontract through the University of Texas at Austin).
- 2011 Gates Foundation. *Understanding and Increasing College Persistence*. Consultant (PI: Angela Duckworth). \$1,841,088.
- 2011 The Hewlett Foundation. *The Project for Education Research that Scales*. PI. Student augmentation grant to David Paunesku. \$200,000.
- 2011 The Raikes Foundation. *Narrowing the Achievement Grant*. Co-Principal Investigator with Geoffrey L. Cohen and Carol S. Dweck. \$1.34 million.
- 2010 National Institute of Health Director's Pathfinder Award. *Eradicating stereotype threat: Intervening to retain and advance women faculty*. Co-I with Hannah Valantine, PhD. \$2 million.
- 2010 Bill and Melinda Gates Foundation. *Academic tenacity research*. Co-I with Carol Dweck, PhD. \$128,220.
- 2010 Time-Sharing Experiments for the Social Sciences (TESS), National Science Foundation, *Voting vs. being a voter: Exploring the process behind a phrasing effect on turnout*. Co- PI with Chris Bryan, PhD.
- 2010 Spencer Foundation. *Improving School Behavior and Closing Group Disparities in High School: A Randomized Field Experiment for Teachers and for Students*. PI. \$39,925.
- 2010 UPS Foundation Fund, Stanford University, \$39,925, PI.
- 2009 Brown Faculty Fellow, Stanford University. \$4,000.
- 2009 Presidential Grants for Junior Faculty, Stanford University. \$10,000.
- 2009 Time-Sharing Experiments for the Social Sciences (TESS), National Science Foundation, *Boosting Voter Turnout by Invoking Identity*. Co-PI with Chris Bryan, PhD.
- 2009 Advanced Research Projects Agency-Energy (ARPA-E), U.S. Department of Energy, *Large-Scale Energy Reductions Through Sensors, Feedback, and Information Technology*. Co-I. \$5.06 million.
- 2009 Precourt Energy Efficiency Center, Stanford University, *A Randomized Intervention Field Experiment to Reduce Home Energy Use*. PI. \$33,486.
- 2008 Sustainable Built Environment, Woods Institute for the Environment, Stanford University, *Creating More Sustainable Decisions and Behaviors through New Processes and Focused Interventions*. Co-PI.
- 2007 Exemplary Dissertation Research Award, Spencer Foundation, *A Psychological Approach to Improving the Achievement of Women in Math and Engineering*. PI. \$25,000
- 2007 The Grants-In-Aid-Program, The Society for the Psychological Study of Social Issues, *Psychological Approach to Improving the Achievement of Women in Math and Engineering*. PI.
- 2004 Dissertation Research Award, Science Directorate, American Psychological Association, *Social Identity Processes in Motivation*. PI.

- 2004 John F. Enders Fund, Yale University Graduate School, *Social Identity Processes in Motivation*. PI.  
 2003 John F. Enders Fund, Yale University Graduate School, *Stereotypes and Academic Achievement*. PI.  
 2002 The Grants-In-Aid-Program, The Society for the Psychological Study of Social Issues, *Stereotypes and Academic Achievement*. PI.  
 2001 The Clara Mayo Grant for Pre-Dissertation Research on Sexism, Racism, or Prejudice, The Society for the Psychological Study of Social Issues, *Stereotypes and Threats to Belonging*. PI.

### Past Mentees

#### Doctoral Mentees

- Danielle Boles (Food for Climate League)
- Shannon Brady (Wake Forest University)\*
- Tiffany Brannon (UCLA)
- Luke Butler (University of Maryland)
- Priyanka Carr (Momentive)
- Katie Remington Cunningham (Minnesota Justice Research Center)
- Sophia Ellithorpe (Language Pacifica)
- Kyla Haimovitz (Digital Promise)
- Cayce Hook (Hope Lab)
- Lauren Howe (University of Zurich)
- Toni Kenthirarajah (Amazon)
- Allison Master (University of Houston)
- Gregg Muragishi (University of Washington)
- Jason Okonofua (Brown University)\*
- Dave Paunesku (PERTS)
- Carissa Romero (Paradigm)
- Kiara Sanchez (Dartmouth)
- Gregg Sparkman (Boston College)\*
- Eric Smith (University of Texas, Austin)
- Valerie Jones Taylor (Rutgers University)
- Catherine Thomas (University of Michigan)
- David Yeager (University of Texas, Austin)

\* Were also post-doc mentees

#### Post-Doctoral Mentees

- Lauren Aguilar (Illuceo)
- Chris Bryan (University of Texas, Austin)
- Patricia Chen (University of Texas, Austin)
- Parker Goyer (The College Board)
- Veronika Job (Universität Wien)
- Hae Yeon Lee (Yale-National University of Singapore)
- Paul O'Keefe (University of Exeter)
- Chris Rozek (Washington University in St. Louis)

#### Research Scientists and Other Visiting Scholars

- Hitaua Arahanga-Doyle (University of Otago)
- Christina Bauer (Universität Wien)
- Eddie Brummelman (University of Amsterdam)
- Gabor Orosz (Université d'Artois)

#### Editorial Boards

- 2017-2020 *Journal of Personality and Social Psychology: Attitudes and Social Cognition* (Associate Editor)  
 2016-2019 *American Psychologist* (Editorial Board Member)  
 2015-2016 *Psychological Science* (Editorial Board Member)  
 2014-2017 *Journal of Personality and Social Psychology: Interpersonal Relations and Group Processes* (Consulting Editor)  
 2012 *Psychological Science* (Editorial Board Member)

#### Ad Hoc Editorial Reviewer

- American Psychologist*  
*Basic and Applied Social Psychology*  
*British Journal of Social Psychology*  
*Cognition and Emotion*  
*Cultural Diversity and Ethnic Minority Psychology*  
*Current Directions in Psychological Science*  
*Educational Evaluation and Policy Analysis*  
*Emotion*
- European Journal of Social Psychology*  
*Group Processes and Intergroup Relations*  
*Israel Science Foundation*  
*Journal of Applied Social Psychology*  
*Journal of Black Psychology*  
*Journal of Experimental Education*  
*Journal of Educational Psychology*  
*Journal of Experimental Psychology: General*

<i>Journal of Experimental Social Psychology</i>	<i>Science</i>
<i>Journal of Personality and Social Psychology</i>	<i>Self and Identity</i>
<i>Memory and Cognition</i>	<i>Sex Roles</i>
<i>National Science Foundation</i>	<i>Social Cognition</i>
<i>Nature</i>	<i>Social Justice Research</i>
<i>Nature Communications</i>	<i>Social Psychological and Personality Science</i>
<i>Proceedings of the National Academy of Science</i>	<i>Social Issues and Policy Review</i>
<i>Personality and Social Psychology Bulletin</i>	<i>Social Science Research</i>
<i>Personality and Social Psychology Review</i>	<i>Social Science and Humanities Research Council of Canada</i>
<i>Perspectives on Psychological Science</i>	<i>Sociology of Education</i>
<i>Psychological Bulletin</i>	<i>TESS</i>
<i>Psychological Review</i>	
<i>Psychological Science</i>	

### Professional Memberships

American Education Research Association (AERA)	Society for Personality and Social Psychology (SPSP)
American Psychological Association (APA)	Society for the Psychological Study of Social Issues (SPSSI)
Society of Experimental Social Psychology (SESP)	

### Courses Taught

<i>Belonging in a Diverse Society</i>	<i>The Social Self</i>
<i>Graduate Workshop on Psychological Interventions</i>	<i>Wise Interventions</i>
<i>Introductory Psychology</i>	<i>Learn to Intervene, Wisely</i>
<i>Psychology, Inequality, and the American Dream</i>	

### University Service

2022-	Faculty Advisory Board, Stanford Impact Labs, Stanford University
2021-	Faculty Advisory Committee, Sustainability Science and Practice Master's Program, Stanford University
2017-18	Co-chair, First Year Experience Program, Stanford University

### Other Professional Leadership

2023-	Investment Advisory Committee, Stanford Impact Labs, Stanford University
2023-24	Awards Review Panel, SPSP
2019	Participant, Sydney Symposium of Social Psychology
2018	Founded wiseinterventions.org
2016-22	Board member, the College Transition Collaborative
2016-	EL Education Research Advisory Board
2015-	Founding member of the Mindset Scholars Network.
2014-2017	Advisor, Character Lab
2014-2015	Consulting Fellow, Center for Advanced Study in the Behavioral Sciences (CASBS)
2013-2014	Science Director of the SPARQ Solutions Catalog ( <a href="https://sparq.stanford.edu/solutions">https://sparq.stanford.edu/solutions</a> )
2011-	Advisor, the Project for Education Research that Scales ( <a href="http://www.perts.net">www.perts.net</a> )
2014-	PI and co-founder, the College Transition Collaborative ( <a href="http://collegetransitioncollaborative.org/">http://collegetransitioncollaborative.org/</a> )
2014	Participant, Presidential Invited Symposium, "Noncognitive Factors Affecting Student Success: State of the Science and Opportunities for School Improvement," Annual Meeting of the American Educational Research Association, Philadelphia, PA.
2013	SPSP 2014 Program Committee.
2013	Co-organized the White House convening on <i>Excellence in Education: The Importance of Academic Mindsets</i> hosted by the Office of Science, Technology, and Policy and the Department of Education and sponsored by the Raikes Foundation (May 16, 2013); <a href="http://www.whitehouse.gov/blog/2013/06/28/leveraging-mental-muscle-academic-excellence">http://www.whitehouse.gov/blog/2013/06/28/leveraging-mental-muscle-academic-excellence</a> .
2012	Led a group of social psychologists to work with legal scholars to prepare a brief informing the United States Supreme Court of the implications of stereotype threat for affirmative action in <i>Fisher</i>

- v. Texas*;  
[http://www.stanford.edu/~gwalton/home/Welcome\\_files/BriefOfExperimentalPsychologists.pdf](http://www.stanford.edu/~gwalton/home/Welcome_files/BriefOfExperimentalPsychologists.pdf).
- 2012 Participant, Presidential Symposium, “Revealing the Power of Social Psychology through Theoretically-Based Intervention Research,” Annual Meeting of the Society for Personality and Social Psychology, San Diego CA
- 2012 Co-Chair, SPSP Symposium, “A Fourth Leg: Incorporating Time in Social-Psychological Science”
- 2010 Member of the 2010 SESP Dissertation Award Committee
- 2009-2010 Participant, Workshop on “Education, Democracy, and Justice,” Dewey Seminar, School of Social Science of the Institute for Advanced Study, Princeton NJ
- 2007 Participant, Presidential Symposium, “Interventions that clear the air: Raising minority achievement and implications for merit and affirmative action,” Annual Meeting of the Society for Experimental Social Psychology, Chicago, IL.