

UPDATED: August 2nd, 2021

Steven O. Roberts

Stanford University
Department of Psychology
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ACADEMIC APPOINTMENTS

(2017 - Present) Assistant Professor of Psychology, Stanford University

EDUCATION

2017 Ph.D., Psychology, University of Michigan
2014 M.S., Psychology, University of Michigan
2012 B.S., Applied Psychology, New York University
2009 A.A., Liberal Arts, Borough of Manhattan Community College

PEER-REVIEWED PUBLICATIONS

- Eichstaedt, J. C., Sherman, G. T., Giorgi, S. J., Roberts, S. O., Reynolds, M. E., Schwartz, H., Ungar, L. Y., & Guntuku, S. C. (in press). The emotional and mental health impact of the murder of George Floyd on the US population. *Proceedings of the National Academy of Sciences*.
- Echelbarger, M., Roberts, S. O., & Gelman, S. A. (in press). Children's concern for equity and ownership in contexts of individual-based and group-based inequality. *Journal of Cognition and Development*.
- Foster-Hanson, E., Roberts, S. O., Gelman, S. A., & Rhodes, M. (in press). Categories convey normative information across domains. *Journal of Experimental Child Psychology*.
- Roberts, S. O. (in press). Descriptive-to-prescriptive (D2P) reasoning: An early emerging bias to maintain the status quo. *European Review of Social Psychology*.
- Roberts, S. O., Bareket-Shavit, C., & Wang, M. M. (in press). The souls of Black folk (and the weight of black ancestry) in U.S. Black Americans' racial categorization. *Journal of Personality and Social Psychology*.
- Sullivan, N., Eberhardt, J. L., Roberts, S. O. (in press). Conversations about race in Black and White U.S. families: Before and after George Floyd's death. *Proceedings of the National Academy of Sciences*.
- Athni, T. S., Shocket, M. S., Couper, L. I., Nova, N., Caldwell, I. R., Caldwell, J. M., Mordecai, E. A. (2021). The influence of vector-borne disease on human history: socio-ecological mechanisms. *Ecology Letters*, 24, 829-846. doi: 10.1111/ele.13675
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2021). Should individuals think like the group? Descriptive-to-prescriptive reasoning in the context of group-based beliefs. *Child Development*, 92, e201-e220. doi: 10.1111/cdev.13448

UPDATED: August 2nd, 2021

- Roberts, S. O., Ho, A. K., Kteily, N., & Gelman, S. A. (2021). Beyond Black and White: Conceptualizing and Essentializing Black-White Identity. *Cultural Diversity and Ethnic Minority Psychology*.
- Roberts, S. O., Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, 26, 475-487. doi: 10.1037/amp0000642
- Gelman, S. A., Cuneo, N., Roberts, S. O., Kulkarni, S., & Snay, S. (2021). The roles of privacy and trust in children's evaluations and explanations of digital tracking. *Child Development*.
- Meyer, M., Roberts, S. O., Gelman, S. A., Jayaratne, T. (2020). Children's beliefs about causes of human characteristics: Genes, environment, or choice? *Journal of Experimental Psychology: General*, 149, 1935-1949. doi: 10.1037/xge0000751
- Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future, *Perspectives on Psychological Science*, 15, 1295-1309. doi: 10.1177/1745691620927709
- Roberts, S. O., Ho, A. K., Gülgöz, S., Berka, J., & Gelman, S. A. (2020). The roles of group status and group membership in the practice of hypodescent. *Child Development*, 91, e721-e723. doi: 10.1111/cdev.13279
- Roberts, S. O., Weisman, K., Lane, J. D., Williams, A., Camp, N. P., Wang, M., Robison, M., Sanchez, K., & Griffiths, C. (2020). God as a White man: A psychological barrier to conceptualizing Black people and women as leadership worthy. *Journal of Personality and Social Psychology*, 119, 1290-1315. doi: 10.1037/pspi0000233
- Van Wye, E., Wang, M. M., Roberts, S. O. (2020). Explanations for norm violations affect preschoolers' judgments of norm violators. *Journal of Experimental Psychology: General*. Manuscript accepted for publication.
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2019). The role of group norms in evaluating uncommon and negative behaviors. *Journal of Experimental Psychology: General*, 148, 374-387. doi: 10.1037/xge0000534
- Roberts, S. O., & Horii, R. (2019). Thinking fast and slow: Children's descriptive-to-prescriptive tendency under varying time constraints. *Journal of Cognition and Development*, 20, 790-799. doi: 10.1080/15248372.2019.1599001
- Roberts, S. O., Guo, C., Ho, A. K., & Gelman, S. A. (2018). Children's descriptive-to-prescriptive tendency replicates (and varies) cross culturally: Evidence from China. *Journal of Experimental Child Psychology*, 165, 148-160. doi: 10.1016/j.jecp.2017.03.018
- Gelman, S. A., & Roberts, S. O. (2018). Language and conceptual development. *Oxford Handbook of Psycholinguistics*. doi: 10.1093/oxfordhb/9780198786825.013.32
- Gelman, S. A., Cimpian, A., Roberts, S. O. (2018). How deep do we dig? Formal explanations as placeholders for inherent explanations. *Cognitive Psychology*. doi: 10.1016/j.cogpsych.2018.08.002
- Roberts, S. O., & Ho, A. K. (2017). Discrimination: Causes, consequences, and implications for political behavior. *SAGE Encyclopedia of Political Behavior*.
- Gelman, S. A., & Roberts, S. O. (2017). How language shapes the cultural inheritance of categories. *Proceedings of the National Academy of Sciences*, 114, 7900-7907. doi: 10.1073/pnas.1621073114

UPDATED: August 2nd, 2021

- Meyer, M., Gelman, S. A., Roberts, S. O., & Leslie, S. J. (2017). My heart made me do it: Children's essentialist beliefs about heart transplants. *Cognitive Science*, 6, 1694-1717. doi: 10.1111/cogs.12431
- Roberts, S. O., Ho, A. K., Rhodes, M., & Gelman, S. A. (2017). Making boundaries great again: Essentialism and support for boundary-enhancing initiatives. *Personality and Social Psychology Bulletin*, 43, 1643-1658. doi: 10.1177/0146167217724801
- Roberts, S. O., Leonard, K., Ho, A. K., Gelman, S. A. (2017). Does this smile make me look White? Exploring the effects of emotional expressions on the categorizations of multiracial children. *Journal of Cognition and Culture*, 17, 218-231. doi: 10.1163/15685373-12340005
- Roberts, S. O., Williams, A. D., & Gelman, S. A. (2017). Children's and adults' predictions of Black, White, and Multiracial children's friendship patterns. *Journal of Cognition and Development*, 18, 189-208. doi: 10.1080/15248372.2016.1262374
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2017). Group presence, category labels, and generic statements influence children to treat descriptive group regularities as prescriptive. *Journal of Experimental Child Psychology*, 158, 19-31. doi: 10.1016/j.jecp.2016.11.013
- Roberts, S. O., & Gelman, S. A. (2017). Now you see race, now you don't: Verbal cues influence children's reasoning about the stability of emotion and race. *Cognitive Development*, 43, 129-141. doi: 10.1016/j.cogdev.2017.03.003
- Roberts, S. O., & Gelman, S. A. (2017). Multiracial children's and adults' categorizations of multiracial individuals. *Journal of Cognition and Development*. 18, 1-15. doi: 10.1080/15248372.2015.1086772
- Roberts, S. O., Gelman, S. A., & Ho, A. K. (2017). So it is, so it shall be: Descriptive regularities license children's prescriptive judgments. *Cognitive Science*, 41, 576-600. doi: 10.1111/cogs.12443
- Roberts, S. O., & Gelman, S. A. (2016). Can White children grow up to be Black? Children's reasoning about the stability of emotion and race. *Developmental Psychology*, 6, 887-893. doi: 10.1037/dev0000132
- Ho, A. K., Roberts, S. O., & Gelman, S. A. (2015). Essentialism and racial bias jointly contribute to the categorization of multiracial individuals. *Psychological Science*, 26, 1639-1645. doi: 10.1177/0956797615596436
- Roberts, S. O., & Gelman, S. A. (2015). Do children see in Black and White? Children's and adults' categorizations of multiracial individuals. *Child Development*, 86, 1830-1847. doi: 10.1111/cdev.12410
- Gelman, S. A., & Roberts, S. O. (2015). Cognitive science and the cultural challenge. *Social Anthropology*, 23, 208-210. doi: 10.1111/1469-8676.12120
- Neblett, E.W., Jr., & Roberts, S. O. (2013). Racial identity and autonomic responses to racial discrimination. *Psychophysiology*, 50, 943-953. doi: 10.1111/psyp.12087
- Vukovic, R. K., Roberts, S. O., & Wright, L. G. (2013). From parental involvement to children's mathematical performance: The role of mathematics anxiety. *Early Education and Development*, 24, 446-467. doi: 10.1080/10409289.2012.693430

GRANTS & FELLOWSHIPS

post 2017

Visiting Scholar (Russell Sage Foundation), Visiting Scholar (Center for Advanced Study in Behavioral Sciences; declined), John Philip Coghlan

UPDATED: August 2nd, 2021

Fellowship (Stanford), Social X Fellowship (Stanford), Hellman Faculty Scholar Grant (Stanford), CSRE Seed Grant (Stanford)

pre 2017 Travel Grant (SPSP), Rackham Travel Grant (Michigan), Rackham Research Grant (Michigan), Travel Grant (CDS), Critical Difference Grant (Michigan), Fellow for the Institute for Human Development (Max Planck), Diversity Research Award (Michigan), Predoctoral Fellowship (NSF), Predoctoral Fellowship (Ford Foundation), Rackham Merit Fellowship (Michigan), Rackham Travel Grant (Michigan), CYSBYC Research Grant (Michigan), AGEP Research Grant (Michigan), Rackham Research Grant (Michigan), Dean's Research Grant (NYU)

HONORS & AWARDS

post 2017 Dean's Award for Distinguished Teaching (Stanford), Early Career Research Contributions Awards (SRCD), Janet Taylor Spence Award for Transformative Early Career Contributions (APS), Rising Star Award (APS), Mission Award for Meta-Science (SIPS), SAGE Young Scholar Award (SPSP)

pre 2017 Proquest Distinguished Dissertation Award (Michigan), Marquis Award – Best Dissertation in Psychology (Michigan), RISE Research Award – Honorable Mention (APS), Honors Graduate (NYU), Cum Laude Graduate (NYU), Social Justice Award (NYU), Founder's Day Award (NYU), President's Service Award (NYU), Pi Lambda Theta Rho Leadership Award (NYU), Undergraduate Student Research Workshop Award (AERA), Outstanding Student Award (NYU), Dean's List (NYU), President's Service Award (NYU), Frances Degen Horowitz Millennium Scholar (SRCD), Psi Chi Honor Society (NYU), Community College Transfer Opportunity Scholarship (NYU), Honors Graduate (BMCC), Phi Theta Kappa Honors Society (BMCC), Dean's List (BMCC)

INVITED TALKS AND COLLOQUIA

2022 Cognitive Development Society (Keynote)

2021 American Psychiatric Association (Presidential Symposium), Association for Psychological Science, Brown University, Georgetown, Harvard, John Jay College, Princeton, NYU, Society for Personality and Social Psychology (Social Cognition Preconference), Society for Research in Child Development, Stony Brook University, UC Davis, UCLA, University of Chicago (Booth), University of Nevada, University of North Carolina (Chapel Hill), University of Toronto, University of York, Wiley Leadership Summit

UPDATED: August 2nd, 2021

- 2020 University of Florida, University of Washington, Northwestern University, Fordham University, Harvard (Public Policy), Harvard (Psychology), Salt Lake Community College (Keynote), UC Berkeley, UC Santa Cruz, Vanderbilt University, Society for Research in Child Development, Woods Hole Oceanographic Institution, Boston University
- 2016-2019 Columbia University, New York University, Society for Philosophy and Psychology, Yale University, UC Merced, Summit, UC Berkeley, UC Santa Cruz, University of Michigan (Commencement Speaker), University of Washington, Stanford University, University of Pittsburgh, Washington University in St. Louis, University of North Carolina at Chapel Hill, Cornell University, University of Michigan, Concord High School (Commencement Speaker)

CHAired SYMPOSIA

- Engelmann, J., Roberts, S. O., & Rhodes, M. (2019, March). Harnessing cognitive biases to promote positive attitudes and behavior. S. O. Roberts (Chair), with P. Bloom (Discussant). Symposium presented for SRCD, Baltimore, Maryland.
- Bian, L., Roberts, S. O., & Noyes, A. (2019, March). Power, privilege, and position. How children use and reinforce social hierarchies. S. O. Roberts (Chair), with M. Killen (Discussant). Symposium presented for SRCD, Baltimore, Maryland.
- Bolesta, D. S., Paksoy, C., Hayes, D., & Roberts, S. O. (2018, July). Psychological and Structural Determinants and Correlates of Political Ideology. S. O. Roberts (Chair). Symposium presented for the International Society of Political Psychology (ISPP), San Antonio, Texas.
- Roberts, S. O., Franco, M., & Durkee, M. (2018, May). The impact of violating race-based expectations. S. O. Roberts (Chair). Symposium presented at the Association for Psychological Science, San Francisco, CA.
- Fast, A., Roberts, S. O., & Gaither, S. (2017, April). Including transgender, multiracial, and multifaceted identities will improve developmental science. S. O. Roberts (Chair), with Y. Dunham (Discussant). Symposium presented at the Society for Research in Child Development, Austin, TX.
- Riggs, A., Engelman, J., & Roberts, S. O. (2017, April). Children's reasoning about social norms. S. O. Roberts (Chair), with H. Rakoczy (Discussant). Symposium presented at the Society for Research in Child Development, Austin, TX.

SELECTED CONFERENCE PRESENTATIONS

- Bareket-Shavit, Goldie, P. D., Mortenson, E., & Roberts, S. O. (2021). Gender inequality in psychological research. Poster presented at APS.
- Yang, F., & Roberts, S. O. (2021). Why do children disapprove of non-conformity? The unique role of affiliative intentions. Paper presented at SRCD.
- Auelua-Toomey, S., & Roberts, S. O. (2020). Race is in the eye of the beholder. Poster presented at SPSP, New Orleans.

UPDATED: August 2nd, 2021

- Wang, M. & Roberts, S. O. (2019). Social positions shape how beliefs about wealth develop. Poster presented at CDS, Louisville, Kentucky.
- Roberts, S. O. (2019). Learning how to elect a leader: Messages from God. Paper presented at CDS, Louisville, Kentucky.
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2019). Using group norms to modify what is socially and morally acceptable. Paper presented at SRCDC, Baltimore, Maryland.
- Roberts, S. O., Wang, M., Lane, J., Griffiths, C., Sanchez, K., Williams, A., & Robison, M. (2019, March). God as a White man. Paper presented at SRCDC, Baltimore, Maryland.
- Guo, C., Wang, M., Van Wye, E., & Roberts, S. O. (2019). Children's descriptive-to-prescriptive tendency predicts prejudice, stereotyping, and race-based normativity. Paper presented at SRCDC, Baltimore, Maryland.
- Roberts, S. O., Rhodes, M., Ho, A. K., & Gelman, S. A. (2018). Making boundaries great again: Essentialism and support for boundary-enhancing initiatives. Paper presented at the International Society of Political Psychology (ISPP), San Antonio, TX.
- Durkee, M., & Roberts, S. O. (2018). Blacks who "Act White" and Whites who "Act Black": Racial stereotyping varies as a function of targets' behavior. Paper presented at the American Psychological Society (APS), San Francisco, CA.
- Franco, M., & Roberts, S. O. (2018). Basketball, rap, and other things that make me Black: How race concepts affect categorizations and stereotyping of Black/White Multiracial People. Paper presented at the American Psychological Society (APS), San Francisco, CA.
- Roberts, S. O., Ho, A.K., Kteily, N., & Gelman, S. A. (2018). Beyond Black and White: Conceptualizing, essentializing, and stereotyping Black-White identity. Paper presented at the American Psychological Society (APS), San Francisco, CA.
- Echelbarger, M. E., Roberts, S. O., & Gelman, S. A. (2018). Robin hood was wrong: Preschoolers believe it's not okay to take from the rich when you are poor. Poster presented at the Society for Personality and Social Psychology (SPSP), Atlanta, Georgia.
- Roberts, S. O., Rhodes, M., Ho, A. K., & Gelman, S. A. (2018). Making boundaries great again: Essentialism and support for boundary-enhancing initiatives. Paper presented at the Society for Personality and Social Psychology (SPSP), Atlanta, Georgia.
- Durkee, M., & Roberts, S. O. (2018). Blacks who "Act White" and Whites who "Act Black": Racial stereotyping varies as a function of targets' behavior. The Society for Personality and Social Psychology (SPSP), Atlanta, Georgia.
- Echelbarger, M., Roberts, S. O., & Gelman, S. A. (2018). Robin Hood was wrong: Preschoolers believe it's not okay to take from the rich when you are poor. Poster presented at the Society for Personality and Social Psychology (SPSP), Atlanta, Georgia.
- Fine, R., Ho, A. K., Roberts, S. O., & Gelman, S. A. (2018). Thinking about race: How contact with multiracial people reduces racial essentialism among people with higher levels of racism. Poster presented at the Society for Personality and Social Psychology (SPSP), Atlanta, Georgia.
- Roberts, S. O., Gelman, S. A., Williams, A.D., Ho, A., Strauss, R. (2017). Multiracial children as targets and participants. In S. O. Roberts (Chair). Children's reasoning about social norms. Paper presented at the Society for Research in Child Development (SRCDC), Austin, TX.
- Roberts, S. O., Gelman, S. A., Ho, A., Guo, C. (2017). So it is, so it shall be. Group regularities license children's prescriptive judgments. In S. O. Roberts (Chair). Children's reasoning

UPDATED: August 2nd, 2021

- about social norms. Paper presented at the Society for Research in Child Development (SRCD), Austin, TX.
- Guo, Cai., Roberts, S. O., Ho, A. K., & Gelman, S. A. (2017). Children use group regularities (what is) to generate prescriptive judgments (what should be): Evidence from China. Poster presented at the Society for Research in Child Development (SRCD), Austin, TX.
- Franco, M. G., Roberts, S. O., Kawaii-Bogue, B., & Holmes, O. (2017). Invisible oppressions: Facing and coping with multiracial discrimination. Roundtable to be presented at the Critical Mixed Race Studies Conference (CMRS), Los Angeles, CA.
- Roberts, S. O., Ho, A. K., Kteily, N., & Gelman, S. A. (2017). Beyond Black and White: Conceptualizations and trait attributions of black-white identities. Poster accepted for presentation at the Society for Personality and Social Psychology (SPSP), San Antonio TX.
- Roberts, S. O., Gelman, S. A., Ho, A. K. (2015). Coalitional concepts promote children's biases. Paper presented at the LIFE Institute at the University of Zurich, Switzerland.
- Williams, A. D., Roberts, S. O., Rowley, S. J., Gelman, S. A., & Sellers, R. (2015). Children's beliefs about the innate potential of race. Poster presented at the Cognitive Development Society (CDS), Columbus, OH.
- Roberts, S. O., & Gelman, S. A. (2015). Multiracial children's and adults' categorizations of multiracial individuals. Poster presented at the Cognitive Development Society (CDS), Columbus, OH.
- Roberts, S. O. (2015). Conceptualizing the stability of race: Verbal cues, age, and race influence children's beliefs. Paper presented at the Black Graduate Conference in Psychology (BGCP), Ann Arbor MI.
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2015). Racial essentialism and negativity bias predict hypodescent. Poster presented at the Association for Psychological Science (APS), New York, NY.
- Roberts, S. O., & Gelman, S. A. (2015). Children's and adults' friendship judgments for multiracial targets. Poster presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Roberts, S. O., & Gelman, S. A. (2015). Children's reasoning about the stability of emotion and race. In K. Lagattuta (Chair), When do social categories stick? Exploring the effects of language, race, and criminality on children's social categorization. Paper presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Meyer, M., Roberts, S. O., Gelman, S. A., & Jayaratne, T. (2015). Genes, environment, or choice? Children's and adults' causal attributions for personal characteristics. In E. Cheries (Chair), The ins(ides) and outs(ides) of infants' representations of agents. Paper presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Roberts, S. O., & Gelman, S. A. (2014). Do children think in black and white? Children's understanding of multiracial categories. In S. O. Roberts (Chair). Multiracial identity invalidation: Origins, consequences, and negotiation strategies. Paper presented at the Critical Mixed Race Studies Conference, Chicago, IL.
- Roberts, S. O., & Gelman, S. A. (2014). Seeing in black and white: U.S. children's and adults' categorizations of multiracial targets. Paper presented at the Max Planck Institute for Human Development, Berlin.
- Meyer, M., Roberts, S. O., Jayaratne, T. & Gelman, S. A. (2014). Children's beliefs about the origins of traits and abilities. Poster presented at the Association for Psychological Science (APS), San Francisco, CA.

UPDATED: August 2nd, 2021

- Roberts, S. O., & Gelman, S. A. (2013). Parentage information increases the likelihood of categorizing black/white biracials as biracial. Poster presented at the Cognitive Development Society (CDS), Memphis, TN.
- Roberts, S. O., & Rowley, S. J. (2013). Biracial adolescents' evaluations of the school climate: Implications for behavioral outcomes. Poster presented at the American Psychological Association (APA), Honolulu, HI.
- Roberts, S. O., & Vukovic, R. K. (2013). Domain-general vs. domain-specific parental expectations: Implications for children's mathematics achievement. Poster presented at the American Psychological Association (APA), Honolulu, HI.
- Roberts, S. O., & Vukovic, R. K. (2013). Parental involvement and expectations: Implications for different types of mathematics achievement. Poster presented at the Society for Research in Child Development (SRCD), Seattle, WA.
- Roberts, S. O., & Neblett, E. W., Jr. (2012). From the conceptual to the empirical: Identifying racial identity profiles. Poster presented at the Society for Research on Adolescence (SRA), Vancouver, BC.
- Roberts, S. O., & Vukovic, R. K. (2011). The relation between parental involvement and math anxiety. Poster presented at the Society for Research on Educational Effectiveness (SREE), Washington DC.
- Roberts, S. O., & Neblett, E. W., Jr. (2011). Racial identity as a protector factor: Implications for the relation between racial discrimination and physiological health. In R. Perelmuter (Chair). Paper presented at the 17th Annual MURAP Academic Conference, University of North Carolina at Chapel Hill.
- Roberts, S. O. (2011). Parental involvement and mathematics achievement: understanding the role of math anxiety. Poster session presented at the Applied Psychology Undergraduate Senior Research Conference, New York University.

TEACHING

Rate My Professor Rating: 5 out of 5 ($N = 77$)

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| 2017-present | Stanford University (lead instructor): Introduction to psychology, How to make a racist, Racial inequality across the lifespan, The psychology of racial inequality |
| 2013-2017 | University of Michigan: Introduction to social development (grader), Introduction to psychology (grader), Advanced research methods in developmental psychology (graduate student instructor), Undergraduate research program (research supervisor), Directed early research of psychology (Instructor) |

PROFESSIONAL SERVICE

Journal Reviewer

UPDATED: August 2nd, 2021

American Psychologist, Child Development, Child Development Perspectives, Cognitive Science, Cognition, Current Directions in Psychological Science, Developmental Psychology, Developmental Science, Infant and Child Development, Journal of Cognition and Development, Journal of Experimental Child Psychology, Journal of Experimental Social Psychology, Journal of Experimental Psychology: General, Journal of Personality and Social Psychology, Media Psychology, Nature, Perspectives on Psychological Science, Personality and Social Psychology Bulletin, Proceedings of the National Academy of Sciences, Psychological Science, Social Psychological and Personality Science, Trends in Cognitive Science, Social Anthropology

Consulting Editor

Child Development, Cultural Diversity and Ethnic Minority Psychology, Developmental Psychology, Personality and Social Psychological Bulletin

Dissertation Committees

Auelua-Toomey, S. (2023, Stanford Psychology). The role of meta-beliefs in reinforcing racial inequality: Evidence in the domains of interracial relationships, the publication process, and higher education.
Zhang, M. (2023, Stanford Psychology). Structural explanations in category representation.
Bencharit, Y. L. Z. (2018, Stanford Psychology). Emotional diversity in organizational settings: How culture and ideal affect shape employment and leadership outcomes.

Supervised Honors Theses

Van Wye, E. (2020). Explanations for norm violations affect preschoolers' judgments of norm violators.
Chappelle, M. C. (2021). Sankofa: Using topic models to review the history of the Journal of Black Psychology.

University and Academic Service

post 2017 Consulting Editor (Child Development, Developmental Psychology, CDEMP; PSPB), PhD Admission Committee (Developmental area, Chair), Early Career Representative (SRCD), Publications Committee (SRCD), Peer Review Committee (SRCD), Review Committee (NSF), Renaming Committee (Stanford Psychology, Chair), Postdoctoral Search Committee (Stanford), Dissertation and Teaching Fellowship Selection Committee (Stanford), Diversity Committee (Stanford), Faculty Search Committee (Stanford)

pre 2017 Graduate Student Representative (CDS), Journal Club Panelist (PNAS), Executive Committee (Michigan), Admissions Committee (Michigan), Search Committee (Michigan), Peer Mentor (BMCC), President of the Applied Psychology Undergraduate Club (NYU), 1831 Fund Leadership Committee (NYU), Graduate student mentor for undergraduate students

UPDATED: August 2nd, 2021

(NYU), Social committee (Michigan), Co-Chair of the Black Student Psychological Association (Michigan), Student academic affairs committee (Michigan), Psychology graduate student association committee member (Michigan)

LANGUAGES

English (fluent), German (fluent)

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Association for Psychological Science, Society for Research in Child Development, Society for Personality and Social Psychology, Society for Philosophy and Psychology, Cognitive Development Society, Association of Black Psychologists, Sigma Xi Scientific Research Society