Curriculum Vitae

GEOFFREY L. COHEN

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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

Best Paper Award (2017), Proceedings of the Fourth ACM Conference on Learning at Scale, L@S, MIT Media Lab, Cambridge, MA, for paper, "Towards equal opportunities in MOOCs: Reducing gender and social-class achievement gaps in China with a value relevance affirmation" (senior author).

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

Funded:

MediaX, Stanford University, 2017-2018
Harnessing the Psychological Power of Virtual Reality to Enhance Leadership in High Diversity Teams in Science, Engineering, and Mathematics
Co-PI (with PI, Alice Kathmandu, doctoral student)
Total funds: $40,067

Technology for Equity in Learning Opportunities (TELOS), Stanford University, 2017-2018
Targeted, Tailored, and Timely Interventions through Mobile Technology
PI
Total Funds: $99,677

Mindset Scholar Network, 2017-2019
The Role of Psychologically Wise Teaching in Student Achievement
PI (with Co-PI, Tanner LeBaron Wallace)
Total funds: $94,392

Character Lab, 2015-2017
Using Asset Transfer to Improve College Persistence
Co-PI (with PI G. Walton and co-PI P Goyer)
Total funds: $250,000

National Science Foundation, 2014-2017
Reducing Attrition in STEM Doctoral Education: A Longitudinal Investigation using Momentary Assessment and Social Psychological Intervention
Co-PI (with PI J. Cook and co-PI V. Purdie-Vaughns)
Total funds: $2,281,522

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-PI (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-Vaugns and co –PI's Jonathan Cook, S. Muresan)
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-Vaugns 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 co-PI 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, 2012-1014
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 Vaugns 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 Vaugns 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 Vaugns 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 (* signifies senior investigator)

Publications available at https://ed.stanford.edu/faculty/glc

Ferrer, R., & Cohen, G. L.* (in revision). Reconceptualizing self-affirmation with the "Trigger and Channel" framework: Lessons from the health domain. Revision invited at *Personality and Social Psychology Review*.

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

Binning, K. R., Cook, J. E., Purdie-Vaughns, V., Garcia, J., Apfel, N., Sherman, D. K., & Cohen, G. L.* (in revision). Understanding psychological threat in middle school: Emergent benefits of self-affirmation writing exercises. Revision invited at *Journal of Educational Psychology*.

Smith, E. N., Romero, C., Donovan, B., Herter, R., Paunesku, D., Cohen, G. L., Dweck, C. S., & Gross, J. J. (in press). Emotion theories and adolescent well-being: Results of an online intervention. *Emotion.* Epub ahead of publication available at https://www.ncbi.nlm.nih.gov/pubmed/29265838

Salles, A., Mueller, C., Milam, L., & Cohen, G. L.* (in press). Stereotype threat and working memory among surgical residents. *The American Journal of Surgery.*

Milam, L., Cohen, G.L.*, Mueller, C., & Salles, A. (2018). The relationship between perceived gender judgment and well-being among surgical residents. A*merican Journal of Surgery, 215,* 233-237.

Cohen, G. L., Garcia, J., & Goyer, J. P. (2017). Turning point: Targeted, tailored, and timely psychological intervention. In A. Elliot, C. Dweck, D. Yeager (eds), *Handbook of Competence and Motivation (2nd Edition): Theory and Application* (pp. 657-686). New York, NY: Guilford Press

Goyer, J. P., Garcia, J., Purdie-Vaughns, V., Binning, K. R., Cook, J. E., Reeves, S. L., Apfel, N., Taborsky-Barba, S., Sherman, D. K., & Cohen, G. L.* (2017). Self-affirmation facilitates minority middle schoolers' progress along college trajectories. *Proceedings of the National Academy of Sciences, 114,* 7594-7599.

Yeager, D. S., Purdie-Vaughns, V., Hooper, S. Y., & Cohen, G. L.* (2017). Loss of institutional trust among racial and ethnic minority adolescents: A consequence of procedural injustice and a cause of life-span outcomes. *Child Development, 88,* 658-676.

Kizilcec, R. F., Saltarelli, A. J., Reich, J., & Cohen, G. L.* (2017). Closing global achievement gaps in MOOCs: Brief interventions address social identity threat at scale, *Science, 20,* 251-252.

Kizilcec, R. F., Davis, G. M., & Cohen, G. L.* (2017). Towards Equal Opportunities in MOOCs: Affirmation Reduces Gender & Social-class Achievement Gaps in China. In Proceedings of the Fourth ACM Conference on Learning at Scale, L@S. Cambridge, MA. [*Winner, *Best Paper Award*]

Kizilcec, R., & Cohen, G. L.* (2017). Eight-minute self-regulation intervention raises educational attainment at scale in individualist but not collectivist cultures. *Proceedings of the National Academy of Sciences, 114,* 4348-5353.

Layous, K., Davis, E. M., Garcia, J., Purdie-Vaughns, V., Cook, J. E., & Cohen, G. L.* (2017). Feeling left out, but affirmed: Protecting against the negative effects of low belonging in college. *Journal of Experimental Social Psychology, 69,* 227-231.

Silverman, A. M. Molton, I. R., Smith, A. E., Jensen, M. P., & Cohen, G. L.* (2017). Solace in solidarity: Disability friendship networks buffer well-being. *Rehabilitation Psychology, 62,* 525-533.

Lewis, K. L., Stout, J. G., Finkelstein, N. D., Pollock, S. J., Miyake, A., Cohen, G. L., & Ito, T. (2017). Fitting in to move forward: Belonging, Gender, and Persistence in the Physical Sciences, Technology, Engineering, and Mathematics (pSTEM). *Psychology of Women Quarterly, 41,* 420-436.

Han, H., Kim, J., Jeong, C., & Cohen, G. L. (2017). Attainable and relevant moral exemplars are more effective than extraordinary exemplars in promoting voluntary service engagement. *Frontiers in Psychology, March.* Retrievable at https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00283/full

Cohen, G. L., & Garcia, J. (2016). No researcher is an island. In R. Zweigenhaft and E. Borgida (Eds.), *Collaboration in Psychological Science: Behind the Scences* (pp. 215-229). New York: Worth Publishers.

Lin-Siegler, X., Dweck, C. S., & Cohen, G. L. (2016). Instructional interventions that motivate classroom learning. *Journal of Educational Psychology, 108,* 295-299.

Salles, A., Mueller, C. M., & Cohen, G. L.* (2016). A values affirmation intervention to improve female residents' surgical performance. *Journal of Graduate Medical Education, 8,* 378-383.

Powers, J. T., Cook, J. E., Purdie-Vaughns, V., Garcia, J., Apfel, N., Cohen, G. L.* (2016). Changing environments by changing individuals: The emergent effects of psychological intervention. *Psychological Science, 27,* 150-160.

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. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences, 113,* E3341-3348.

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. Urdan (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. Retrievable at 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.* (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-Vaugns, 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.

Manuscripts submitted for review (* signifies senior investigator)

Dushiyanthini, K., Walton, G. W., Kay, A., C., & Cohen, G. L.* (2018). Archival and experimental evidence of a first-name bias in the criminal sentencing of black men. *Nature Human Behavior.*

Brown, S., Fotuhi, O., Grijalva, C., Tsai, A., Quesenberrgy, C., Ritchie, J., Cohen, G., & Ferrara, A. (2018). Promoting programs for diabetes prevention: A randomized trial to design theory-based outreach strategies.

Reeves, S. L., Cohen, G. L., Medrano, F. N., Hirschi, Q., Steingut, R., Henderson, M., & Yeager, D. S. (2018). A field experiment testing a model of rationale acceptance among racial, ethnic, and language-minority adolescents. *Developmental Psychopathology.*

Op-Eds

Cohen, G. L., & Goldrick-Rab, S. (2015). What psychology tells us about student achievement—and how it is ignored. *Washington Post.* Retrievable 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 (since 2010)

April 2018	Colloquium, Psychology Department, Rutgers University, Newark, NJ
March 2018	Social psychological interventions: Cultural conditionalities. Symposium, Cultural Roots, Global Impact, Society for Personality and Social Psychology, Atlanta, GA
March 2018	Intervention Science Preconference, Discussant Address, Society for Personality and Social Psychology, Atlanta, GA
February 2018	Address at Boston University, Symposium, Civic Engagement: Advising in a Pluralistic Society
October 2017	Colloquium, Psychology Department, IDC Herzliya, Tel Aviv, Israel
September 2017	Colloquium, Psychology Department, Princeton University
July 2017	Diversity Conference, Arison School of Business, IDC Herzliya, Tel Aviv, Israel
July 2017	Fifth Annual World Congress on Positive Psychology, Montreal, Canada
September 2017	Colorado Climate Retreat
May 2017	Keynote, Annual Conference, Society for the Study of Motivation
March 2017	New York University, Colloquium, Department of Psychology, Applied Psychology, and Institute of Human Development and Social Change, New York, NY
January 2017	Intervention Science Pre-Conference, Society for Social and Personality Psychology, San Antonio, TX
January 2017	Address at Rice University, Center for Teaching Excellence, Houston, TX
September 2016	Address at Kalamazoo College, Kalamazoo, MI
September 2016	What do we value in research? Symposium, Society for Experimental Social Psychology, Santa Monica, CA
September 2016	Keynote and Workshop for Annual China Employee Assistance and Occupational Health Psychology Forum, School of Psychology, Normal University, Beijing, China
July 2016	Aspen Presidential Fellows Institute, Stanford University
May 2016	Education and Inequality in the 21st Century Conference, CEPA, Stanford University
April 2016	World Bank, Governance for Growth with Equity in Latin America Conference, Montevideo, Uruguay
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 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, Behavioural 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

Conference Presentations since 2015 (* signifies senior investigator)

2017

Talks (primary speaker): See Invited Talks section

Talks (research collaborator)

Medrano, N. F., Reeves, S. L., Cohen, G. L., & Yeager, D. S. (2018). Purpose-supportive rationales are motivating because they are respectful. Society for Personality and Social Psychology, Atlanta, GA.

Brady, S., Cohen, G. L., Walton, G. M. (2017). Revising the scarlet letter of probation: Reframing institutional communications reduces stigma and improves student outcomes. American Educational Research Association (AERA), San Antoni, Texas.

Powers, J., Yeager, D. S., Cohen, G. L.* (2017). The joint influence of convention and evidence among education researchers. American Educational Research Association (AERA), San Antoni, Texas.

Yeager, D., Purdie-Vaughns, V., Hooper, S., & Cohen, G.* (2017). Recursive processes in minotires interactions with institutions: A tornado of biased treatment and distrust leads to middle school discipline disparities. Society for Personality and Social Psychology, San Diego, CA.

Brady, S., Cohen, G., Jarvis, S., Walton, G. (2017). Changing lives: Long-term effects of a social-belonging intervention on young adulthood outcomes. Society for Personality and Social Psychology, San Diego, CA.

Goyer, J., Cohen, G., Cook, J., Master, A., Okonofua, J., Apfel, N., & Walton, G. (2017). A social-belonging intervention reduces discipline citations among minority boys over 7 years. Society for Personality and Social Psychology, San Diego, CA.

Posters (student-led)

Brown, S., Fotuhi, O., Grijalva, C., Tsai, A., Quesenberrgy, C., Ritchie, J., Cohen, G., & Ferrara, A. (2018). Promoting programs for diabetes prevention: A randomized trial to design theory-based outreach strategies. Society of Behavioral Medicine. New Orleans, Louisiana. *Winner, 2018 Population Health Sciences SIG Award for Outstanding Abstract Submission*

Powers, J., & Cohen, G. (2017). Inverting the lens: Understanding the success of psychological interventions as cultural critiques. Society for Personality and Social Psychology, San Diego, CA.

Fotuhi, O., Ehret, P., & Cohen, G. L. (2017). Goal contingent values affirmation: Linking goals to values. Society for Personality and Social Psychology, San Antonio, TX.

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)

Nesi, J., Giletta, M., Choukas-Bradley, S., Cohen, G. L., & Prinstein, M. (2016). Adolescents' conformity to high status peers predicts increased self-esteem. Society for Research on Adolescence (SRA). Baltimore, MD.

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; Motivation; Psychology of Education; 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 Associate, Fuqua School of Business, Duke University

8. Kody Manke
   Ph. D. awarded: June 2016
       Dissertation title: Stereotype Threat Perseverance
       Postdoctoral position: Professor, Visiting Assistant Teaching Professor, Department of
        Psychology, Carnegie Mellon University

9. Rene Kizilcek
   Ph. D. awarded: June 2017
       Dissertation title: Affirming Technology: Design That Affords Belonging
       Postdoctoral position: Assistant Professor, Department of Information Science Cornell University
       Dissertation research award: Nathan Maccoby Outstanding Dissertation Award, Stanford University

10. Shannon Brady
    Ph. D. awarded: June 2017
        Dissertation title: The Scarlet Letter of Academic Probation
        Postdoctoral position: Assistant Professor, Department of Psychology, Wake Forest University

11. Joseph Powers
    Ph. D. awarded: June 2017
        Dissertation title: Ecological Factors in Psychological Interventions
        Postdoctoral position: Data Scientist, Genentech

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 Kathmandu; Michael Schwalbe

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 50 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:

Promotion Committee, Graduate School of Education, Stanford University, 2017-2018.

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, Graduate School of Education, Stanford University, 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 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

Behavioural Insights Team ("Nudge" Unit), Great Britain, 2015-2018.
Kaiser-Permanente, 2016.
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; American Educational Research Association; 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; Science; 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