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Positions

- 2015- 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; social cognition

Honors and Awards

- 2018 Society for Personality and Social Psychology, Fellow
- 2017 Robert B. Cialdini Prize, Society for Personality and Social Psychology (with Jason Okonofua and Dave Paunesku)
- 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 (with David Yeager)
- 2012 Distinguished Research Award, Division E (Human Development) of the American Education Research Association (with David Yeager)

- 2011 Rising Star, American Psychological Society
2011 Inaugural Smashing Bias Research Prize, Level Playing Field Institute (Honorable Mention; with Steve Spencer)
2010 Gordon Allport Intergroup Relations Prize, Society for the Psychological Study of Social Issues (with Steve Spencer)
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
1999 Phi Beta Kappa, Stanford University Chapter

Publications

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

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.

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 (2nd 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. & Valantine, H. (in press). 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.

Kenthirarajah, 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*.

***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.

Manuscripts Under Review

- Aguilar, L. J., Carr, P. B., & Walton, G. M. (Under review). Cues of working together reduce stereotype threat among women.
- Broda, M., Yun, J., Schneider, B., Yeager, D. S., Walton, G. M., Diemer, M. (under review) Reducing inequality in academic success for incoming college students: A randomized trial of growth mindset and belonging interventions.
- Brummelman, E., Thomaes, S., Walton, G. M., Reijntjes, A., Orobio de Castro, B., & Sedikides, C. (Under review). Addressing people by name reduces their loneliness, even months later: Evidence from inside and outside the laboratory.
- Eskreis-Winkler, L., Walton, G. M., Young, V., Tsukayama, E., & Duckworth, A. L. (under review). Stepping into the shoes of an industrious other: Role-playing can increase persistence and performance.
- 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. (Under review). Targeted identity safety interventions cause lasting reductions in discipline citations among ethnic-minority boys.
- Haimovitz, K., Dweck, C. S., & Walton, G. M. (under review). Implicit theories of willpower encourage children to generate self-control strategies.
- Howe, L. C., Carr, P. B., & Walton, G. M. (Under review). Normative appeals are more effective when they invite people to work together toward a common cause.
- Kenthirarajah, T. Walton, G. M., Kay, A. C., & Cohen, G. L. (Under review). First-name bias in the criminal sentencing of Black offenders: Evidence from sentencing records.
- Napolitano, C. M., Job, V., & Walton, G. M. (Under review). Who has the “choice”? The availability of a family-based alternative life path undermines mothers’ career commitment.
- Panni, R. Z., Milam, L., Cohen, G. L., Walton, G. M., Mueller, C., & Salles, A. (under review). Pluralistic ignorance and risk of attrition among residents.
- Paunesku, D., Romero, C., Beaubien, J., Yeager, D.S., & Walton, G. (Under review). Two scalable psychological interventions advance progress through community college.
- Purdie-Vaughns, V. Romero-Canyas, R., & Walton, G. M. (Under review). Does choice architecture affect racial diversity? Case-by-case versus group selection decisions.
- Sparkman, G., & Walton, G. M. (under review). Witnessing change: Dynamic norms can remedy diverse barriers to personal change.
- Yeager, D. S., Hanselman, P., Walton, G., Hooper, S. Y. Hinojosa, C., Tipton, E., Hulleman, C., Paunesku, D., Duckworth, A., Crosnoe, R., Muller, C., Ferguson, R., Schneider, B., & Dweck, C. S. (under review). How can we foster nations of learners? An experiment in a national probability sample.

Popular Media

- 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. (2017). Supporting students’ sense of belonging. Mindset Scholars Network Blog Post. August 22.
- Walton, G. & Dweck, C. (2011, November 26). Willpower: It’s in your head. *The New York Times*.
- Yeager, D., Walton, G., & Cohen, G. L. (2013) Addressing achievement gaps with psychological interventions. *Phi Delta Kappan*, 94, 62-65.

Presentations and Colloquia

- California State University, Long Beach (September, 2018)
- Indiana-Wesleyan University (August, 2018)
- National Conference of Academic Deans (July, 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 PREE 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

- 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. (In process)
- 2017 Character Lab. *Using Asset Transfer to Improve College Persistence*. PI. \$250,000. (In process)
- 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 Raikes 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 Valentine, 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.

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

<i>American Psychologist</i>	<i>Nature Communications</i>
<i>Basic and Applied Social Psychology</i>	<i>Proceedings of the National Academy of Science</i>
<i>British Journal of Social Psychology</i>	<i>Personality and Social Psychology Bulletin</i>
<i>Cognition and Emotion</i>	<i>Personality and Social Psychology Review</i>
<i>Cultural Diversity and Ethnic Minority Psychology</i>	<i>Perspectives on Psychological Science</i>
<i>Current Directions in Psychological Science</i>	<i>Psychological Bulletin</i>
<i>Educational Evaluation and Policy Analysis</i>	<i>Psychological Review</i>
<i>Emotion</i>	<i>Psychological Science</i>
<i>European Journal of Social Psychology</i>	<i>Science</i>
<i>Group Processes and Intergroup Relations</i>	<i>Self and Identity</i>
<i>Israel Science Foundation</i>	<i>Sex Roles</i>
<i>Journal of Applied Social Psychology</i>	<i>Social Cognition</i>
<i>Journal of Experimental Education</i>	<i>Social Justice Research</i>
<i>Journal of Educational Psychology</i>	<i>Social Psychological and Personality Science</i>
<i>Journal of Experimental Psychology: General</i>	<i>Social Issues and Policy Review</i>
<i>Journal of Experimental Social Psychology</i>	<i>Social Science Research</i>
<i>Journal of Personality and Social Psychology</i>	<i>Social Science and Humanities Research Council of Canada</i>
<i>Memory and Cognition</i>	<i>Sociology of Education</i>
<i>National Science Foundation</i>	<i>TESS</i>
<i>Nature</i>	

Professional Memberships

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

Courses Taught

Graduate Workshop on Psychological Interventions
Introductory Psychology
Psychology, Inequality, and the American Dream
The Social Self
Wise Interventions

University Service

2017- Co-chair, First Year Experience Program, Stanford University

Other Professional Activities

- 2016- 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
(<https://sparq.stanford.edu/solutions>)
- 2011- Advisor, the Project for Education Research that Scales (www.perts.net)
- 2014- PI, the College Transition Collaborative
- 2014 Co-founded the College Transition Collaborative
(<http://collegetransitioncollaborative.org/>)
- 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 *Excellence in Education: The Importance of Academic Mindsets* hosted by the Office of Science, Technology, and Policy and the Department of Education and sponsored by the Raikes Foundation (May 16, 2013); <http://www.whitehouse.gov/blog/2013/06/28/leveraging-mental-muscle-academic-excellence>.
- 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 *Fisher v. Texas*;
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.