

CURRICULUM VITAE

WILLIAM T. L. COX
University of Wisconsin-Madison

September 2020

Department of Psychology
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EDUCATION

- Doctor of Philosophy in Psychology** 2015
University of Wisconsin - Madison
- Master of Science in Social Psychology** 2008
University of Wisconsin - Madison
- Bachelor of Science in Psychology** 2006
University of Florida
Summa Cum Laude

EMPLOYMENT

PRIMARY

- Research Scientist 2015-Present
University of Wisconsin - Madison
- Graduate Researcher/Graduate Lecturer/Teaching Assistant 2007-2015
University of Wisconsin - Madison
- Undergraduate Research Assistant 2005-2006
Kate Sweeney/James Shepperd, University of Florida

SHORT-TERM

- Visiting Scholar 2017-Present
Well Living House, St. Michael's Hospital, Toronto, Ontario
- Visiting Professor 2018
The Kennedy Krieger Institute, Johns Hopkins University, Baltimore, Maryland

RESEARCH

PUBLICATIONS

- Cox, W. T. L.** & Devine, P. G. (2020). Changing implicit bias vs Empowering people to address the personal dilemma of unintentional bias. In NSF book on Implicit Bias.
- Cox, W. T. L.** & Devine, P. G. (2019). The prejudice habit-breaking intervention: An empowerment-based confrontation approach. In Mallett & Monteith (Ed.s) *Confronting Prejudice and Discrimination*, Academic Press, London, UK. 251–274.
- Forscher, P. S., **Cox, W. T. L.**, Brauer, M., & Devine, P. G. (2019). Little race or gender bias in an experiment of initial review of NIH R01 grant proposals. *Nature Human Behaviour*, doi:10.1038/s41562-018-0517-y
- Devine, P. G., Forscher, P. S., **Cox, W. T. L.**, Kaatz, A., Sheridan, J., & Carnes, M. L. (2017) A gen-

der bias habit-breaking intervention led to increased hiring of female faculty in STEMM departments. *Journal of Experimental Social Psychology*, 73, 211-215.

- Forscher, P. S., Mitamura, C., Dix, E. L., **Cox, W. T. L.**, & Devine, P. G. (2017) Breaking the prejudice habit: Mechanisms, timecourse, and longevity. *Journal of Experimental Social Psychology*, 72, 133-146.
- Cox, W. T. L.** (2017, *invited popular press article*). How stereotyping erroneously pervades so many of our judgments: Debunking the gaydar myth. *The Conversation*. With contributors: Devine, P. G., Bischmann, A. A., & Hyde, J. S.
- Cox, W. T. L.**, Devine, P. G., Bischmann, A. A., & Hyde, J. S. (2017, *invited response*). Ecological invalidity of existing gaydar research: In-lab accuracy translates to real-world inaccuracy. Response to Rule, Johnson, & Freeman (2016). *Journal of Sex Research*, 54, 820-824.
- Cox, W. T. L.** & Devine, P. G. (2016, *invited submission*). Experimental research on shooter bias: Ready (or relevant) for application in the courtroom? *Journal of Applied Research in Memory and Cognition*, 5, 236-238.
- Cox, W. T. L.**, Devine, P. G., Bischmann, A. A., and Hyde, J. S. (2016). Inferences about sexual orientation: The roles of stereotypes, faces, and the gaydar myth. *Journal of Sex Research*, 53, 157-171.
- Forscher, P. S., **Cox, W. T. L.**, Graetz, N., & Devine, P. G. (2015). The motivation to express prejudice. *Journal of Personality and Social Psychology*, 109, 791-812.
- Cox, W. T. L.** & Devine, P. G. (2015). Stereotypes possess heterogeneous directionality: A theoretical and empirical exploration of stereotype structure and content. *PLoS ONE* 10(3): e0122292.
- Cox, W. T. L.**, Devine, P. G., Plant, E. A., & Schwartz, L. L. (2014). Toward a comprehensive understanding of officers' shooting decisions: No simple answers to this complex problem. *Basic and Applied Social Psychology*, 36, 356-364.
- Cox, W. T. L.** & Devine, P. G. (2014). Stereotyping to infer group membership creates plausible deniability for prejudice-based aggression. *Psychological Science*, 25, 340-348.
- Gooding, D. C. & **Cox, W. T. L.** (2014). Stigmatized, marginalized, and ill: The oppression of individuals with serious mental illness. In Asumah & Nagel (Ed.s) *Diversity, Social Justice, and Inclusive Excellence: Transdisciplinary and Global Perspectives*. SUNY Press, NY, NY
- Cox, W. T. L.**, Abramson, L. Y., Devine, P. G., & Hollon, S. D. (2012). Stereotypes, prejudice, and depression: The integrated perspective. *Perspectives on Psychological Science*, 7, 427-449.
- Devine, P. G., Forscher, P. S., Austin, A. T., & **Cox, W. T. L.** (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 46, 1267-1278.
- Plant, E. A., Devine, P. G., **Cox, W. T. L.**, Columb, C., Miller, S. L., Goplen, J., & Peruche, B. M. (2009). The Obama Effect: Decreasing implicit prejudice and stereotyping. *Journal of Experimental Social Psychology*, 45, 961-964.

PUBLICATIONS IN PREPARATION/UNDER REVIEW

- Cox, W. T. L.**, Xie, X., & Devine, P. G. (*under revision*) Untested assumptions reinforce stereotypes: Hebbian and hedonic learning processes during stereotyping.

This article reports three experiments (combined $N = 1445$) that develop and test a theoretical model of how basic learning processes operate during stereotyping. In Studies 1 and 2, participants made a series of stereotype-influenced judgments and received mostly stereotype-confirming feedback, mostly stereotype-disconfirming feedback, or no feedback on their judgments. Consistent with hypotheses, stereotype-confirming evidence was given greater weight than stereotype-disconfirming evidence. Participants who received no feedback, and thus had no evidence about the veracity of their assumptions, nevertheless stereotyped more over time, indicating that, matching hypotheses, they learned from their own untested assumptions. In Study 3, participants made judgments and received a mix of confirming, disconfirming, and no feedback and were subsequently asked to remember whether they received feedback on each trial. Memory tests for the no feedback trials revealed that participants often misremembered that their untested assumptions were confirmed. Discussion focuses on the challenges these learning patterns create for efforts to reduce stereotyping.

Cox, W. T. L., Dix, E.L., Scott, D.E., Xie, X., Kellett, K., & Devine, P. G. (*in preparation*). Empowering People to Break the Bias Habit: A Randomized-Controlled Field Test of the Updated Bias Habit-Breaking Training.

This article reports a three-year longitudinal study testing a new version of the bias habit-breaking training. Whereas prior versions of the training focused exclusively on one target group (e.g., bias against Black people; bias against women in STEM), this version was updated to address bias processes toward any target group. First-year undergraduate participants ($N = 957$) were randomly assigned to either complete the new bias habit-breaking training or a control training that applied the same behavioral change framework, but in the context of environmentalism cognitions and behaviors. Replicating past work, this updated bias habit-breaking training caused lasting decreases in measured implicit bias and increases in concern about discrimination in training vs control participants. Also, the environmental habit-breaking training used as a control task was effective at causing increases in sustainability behaviors for control participants. In several ostensibly unrelated studies 2-3 years later, compared to control participants, bias training participants were more likely to recognize and confront bias in mock classroom discussions, generalized content from the bias training to novel forms of bias not addressed within the training, and were less likely to make stereotypic assumptions in a judgment task. In analyses of student records, bias training participants completed their ethnic studies requirement earlier than control participants and were more likely than control participants to take more than the one required ethnic studies course.

Saad, C, Gibbs, W.C., **Cox, W. T. L.**, Devine, P. G., Xie, X., Gehlbach, H., & McIntyre, J. (2019). Addressing the Achievement Gap: Breaking the Bias Habit in the Classroom.

In situ studies evaluate a modified version of the bias habit-breaking training, for middle and high school teachers. Evidence suggests that, among students with teachers predominantly in the control group, there is an achievement gap such that Latinx students underperform compared to White students. When the students had more teachers who received the training, the achievement gap closed, driven by Latinx students performing better.

Cox, W. T. L. (*in preparation*). Hedonics of Stereotyping: The Role of the Reward System in Perpetuating Stereotypes and Biases

In this article, I argue that a significant and previously overlooked contributor to stereotype persistence is that stereotyping and bias processes are inherently linked to reward/aversion processes in the brain. The essence of this argument is that stereotyping is a predictive process involving probabilistic uncertainty. Abundant cognitive psychology and neuroscience evidence indicates that probabilistically uncertain pre-

dictions involve the brain's reward system. Specifically, when uncertain predictions are upheld, it creates a rewarding positive prediction error, and when they fail, it creates an aversive negative prediction error. Identifying the role of these "hotter" hedonic processes in stereotyping suggests modifications to predominant conceptualizations of stereotyping as a largely "cold", passive inferential process. Connecting stereotyping and bias processes to the well-developed reward learning literature, this formulation provides insights into stereotype persistence, opens several new areas of inquiry, and suggests ways to enhance stereotype regulation or change efforts.

Cox, W. T. L., Scott, D.E., & Devine, P. G. (in preparation). Empowering graduate students to confront and reduce biases: A waitlist-controlled field test of the updated bias habit-breaking training.

We developed and implemented a version of the bias habit-breaking training for graduate students, and conducted waitlist-controlled experiment testing it with all graduate departments at UW-Madison. Graduates who took the training were more aware of unintentional bias, more motivated to address it, and engaged more in campus climate efforts to address bias compared to waitlist controls.

Martin, J. D., Wood, A., **Cox, W. T. L.**, Sievert, S., Nowak, R., Gilboa-Schechtman, E., & Niedenthal, P.M. (*under review*). Evidence for distinct facial signals of Reward, Affiliation, and Dominance from both perception and production tasks.

Cochrane, A., Xie, X., **Cox, W. T. L.**, & Green, S. (*in preparation*) Learning during multi-trial reaction time tasks: A continuous time approach to the Implicit Association Test.

RESEARCH TALKS

Cox, W. T. L. (2020). Empowering People to Break the Bias Habit: Evidence-Based Approaches to Reducing Bias and Creating Inclusion. *Indiana Evaluation Association*, Indianapolis, IN, USA.

Cox, W. T. L. (2020). Racial Equity and Colorblindness in COVID-19 Medical Decisions. *Equity Diversity and Inclusion Leadership committee*, Johns Hopkins.

Cox, W. T. L. (2020, *invited address*). Twelve Years of the Bias Habit-Breaking Intervention: Empirical Evidence For An Empowerment-Based Approach to Long-term Change. *Madison Women in IP*, Madison, WI, USA.

Cox, W. T. L. (2019, *invited address*). Ten Years of the Bias Habit-Breaking Intervention: Empirical Evidence For An Empowerment-Based Approach to Long-term Change. *Jules Léger Lecture Series*, St. Francis Xavier University, Antigonish, NS, Canada.

Cox, W. T. L. (2019, *invited address*). Exposing and Dispelling Factors that Perpetuate Intergroup Bias: The Gaydar Myth, Stereotyping, and Prejudice-Based Aggression. *St. Francis Xavier University*, Antigonish, NS, Canada.

Cox, W. T. L. (2019, *invited address*). Empowering People to Break the Bias Habit: Evidence-Based Approaches to Individual and Institutional Change. *Acadia University*, Wolfville, NS, Canada.

Cox, W. T. L., Dix, E.L., Scott, D.E., & Devine, P. G. (2019). Empowering People to Break the Prejudice Habit: Evidence-Based Approaches to Individual and Institutional Change. *Society for Personality and Social Psychology*, Portland, OR.

Saad, C, Gibbs, W.C., **Cox, W. T. L.**, Devine, P. G., Gehlbach, H, & McIntyre, J. (2019). Addressing the Achievement Gap: Breaking the Bias Habit in the Classroom. *Society for Personality and Social Psychology*, Portland, OR.

- Cox, W. T. L.** (2018). Empowering People to Break the Prejudice Habit: Creating Inclusion and Reducing Bias. *Donald Bouma Lecture Series, Calvin College, Grand Rapids, MI.*
- Cox, W. T. L.** (2016, *invited address*). Exposing and dispelling factors that perpetuate intergroup bias: The gaydar myth, stereotyping, and prejudice-based aggression. *UW-Madison Bias Research brown-bag*, Madison, WI.
- Cox, W. T. L.**, Hyde, J. S., Devine, P. G., & Katz-Wise, S. L. (2015). LGB Self-Prejudice: Internalized or Merely Redirected? *Annual Meeting, Society for the Scientific Study of Sexuality*, Albuquerque, NM.
- Cox, W. T. L.** (2015, *invited address*). Exposing and dispelling factors that perpetuate intergroup bias: The gaydar myth, stereotyping, and prejudice-based aggression. *Psy Chi, UW-Madison Chapter*, Madison, WI.
- Cox, W. T. L.** (2014). The Gaydar Myth. *Data Blitz, Society for Personality and Social Psychology, Sexuality Pre-Conference*, Austin, TX.
- Devine, P. G. & **Cox, W. T. L.** (2014, *invited address*). Stereotyping to infer group membership creates “plausible deniability” for prejudice-based aggression. *Society for Personality and Social Psychology, Group Processes & Intergroup Relations Pre-Conference*, Austin, TX.
- Cox, W. T. L.** & Devine, P. G. (2013). Dispelling The Gaydar Myth: Stereotyping to infer orientation. *Annual Meeting, Society for the Scientific Study of Sexuality*, San Diego, CA.
- Cox, W. T. L.** (2013, *invited address*). Plausible deniability for prejudice-based aggression. *UW-Madison Psychology Department Advocacy Board*, Madison, WI.
- Cox, W. T. L.** (2013). Dispelling The Gaydar Myth: Stereotyping to infer orientation and its consequences for antigay aggression. *Interdisciplinary Sexuality Seminar*, UW-Madison.
- Cox, W. T. L.**, Allison, C. M., Hyde, J. S., & Devine, P. G. (2012). Gender- and race- stereotyped power roles in gay and straight Internet pornography. *Annual Meeting of the Society for the Scientific Study of Sexuality*, Tampa, FL.
- Devine, P. G. & **Cox, W. T. L.** (2012, *invited address*). Using stereotypes to unify depression and prejudice: The Deprejudice Perspective. *American Psychological Association Convention, Division 8 Presidential Address*, Orlando, FL.
- Cox, W. T. L.**, Allison, C. M., Hyde, J. S., & Devine, P. G. (2012). The influence of gender- and race- stereotyped power roles on gay and straight Internet pornography: Violence, unsafe sexual activities, and degradation *Annual UW System Women’s Studies/LGBTQ Conference*, UW-Oshkosh.
- Cox, W. T. L.**, & Katz-Wise, S. (2011). Framing the issues: Labeling sexual orientation via identity, relationships, and sexual behavior. *Annual UW System Women’s Studies/LGBTQ Conference*, UW-Madison.
- Cox, W. T. L.**, & Katz-Wise, S. (2010). Gay/Lesbian rights and issue framing: Identity, Sexuality, or Love? *Interdisciplinary Sexuality Seminar*, UW-Madison.
- Cox, W. T. L.**, & Devine, P. G. (2010). Directional stereotyping: Comparing concealable and non-concealable stigmas and their stereotypes. *Annual UW System Women’s Studies/LGBTQ Conference*, UW-Whitewater.

POSTER PRESENTATIONS

- Xie, X., Devine, P. G., & **Cox, W. T. L.** (2020). Learning in the Absence of Evidence: Untested Assumptions Perpetuate Stereotyping. *Society for Personality and Social Psychology*
- Wilson, I. & **Cox, W. T. L.** (2019). “That’s Not Offensive”: The Perpetuation of Stereotypes Through Internet-based Memes. *Research in the Rotunda*
- Cox, W. T. L.**, Devine, P. G., Bischmann, A. A., & Hyde, J. S. (2015). Inferences about sexual orientation: The roles of stereotypes, faces, and the gaydar myth. *International Academy of Sex Research Annual Meeting*
- Cox, W. T. L.** & Devine, P. G. (2015). Semi-supervised stereotyping: Untested stereotypic assumptions reinforce stereotypes as much as externally confirmed stereotypic assumptions. *Society for Personality and Social Psychology Annual Conference*, Long Beach, CA.
- Cox, W. T. L.** & Devine, P. G. (2014). Consequences of stereotyping to infer group membership: Stereotype directionality, evasion of social pressures, and resistance to stereotype change. *Society for Personality and Social Psychology Annual Conference*, Austin, TX.
- Cox, W. T. L.** & Devine, P. G. (2013). Stereotyping to infer orientation creates “plausible deniability” and increases antigay aggression. *Annual Meeting of the Society for the Scientific Study of Sexuality*, San Diego, CA.
- Cox, W. T. L.**, & Devine, P. G. (2012). Plausible deniability for prejudice-based aggression. *Society for Personality and Social Psychology Annual Conference*, New Orleans, LA.
- Cox, W. T. L.**, & Devine, P. G. (2012). Using stereotypes to infer non-visible group status: Plausible deniability for antigay aggression. *Association For Psychological Science Annual Conference*, Chicago, IL.
- Cox, W. T. L.**, & Devine, P. G. (2012). Stereotyping is a two-way street: Stereotype Directionality and its implications for Categorization, Representation, and Behavior. *Society for Personality and Social Psychology Annual Conference*, San Diego, CA.
- Tebbe, E. N., Moradi, B., **Cox, W. T. L.**, & Devine, P. G. (2011). Analyses of the structural properties of the Genderism and Transphobia Scale. *American Psychological Association Annual Conference*, Washington, D. C.
- Cox, W. T. L.**, & Devine, P. G. (2010). Directional Stereotyping: Comparing Concealable and Non-Concealable Stigmas and Their Stereotypes. *Association For Psychological Science Annual Conference*, Boston, MA.
- Cox, W. T. L.**, & Devine, P. G. (2010). Directional Stereotyping: Looking at Stereotypic Associations in a New Way. *Society for Personality and Social Psychology Annual Conference*, Las Vegas, NV.
- Cox, W. T. L.**, Devine, P. G., & Plant, E. A. (2009). The Obama Effect: Decreasing Implicit Prejudice and Stereotyping. *Society for Personality and Social Psychology Annual Conference*, Tampa, FL.

SELECTED POPULAR PRESS COVERAGE

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| NBC - Foreign election interference on social media | 2020 |
| NPR’s Hidden Brain - America's Changing Attitudes Toward Gay People | 2019 |
| WPR - Does Anti-Bias Training Work? | 2018 |
| Science Magazine - Can fake names tease out NIH reviewer bias? | 2017 |
| The Atlantic - Is This How Discrimination Ends? | 2017 |
| NPR’s Invisibilia - The Culture Inside (my section starts at the 35-minute mark) | 2017 |

Cox et al 2016 & 2017 were widely covered, including [The Washington Post](#), [CNN](#), [WPR](#) 2016-2017
 CNN Newsroom - [Prejudice Leads to Depression](#) 2012
 Complete listing of media coverage can be found at <http://www.sciencecox.com/in-the-media>

RESEARCH GRANTS AND FUNDING

NIH Maximizing Investigator's Research Award (MIRA) 1R35GM128888 (PI), \$1.9Mil	2018-2023
UW-Madison Office of the Provost Project Grant (as one of two PIs), \$155K	2017-2019
UW-Madison Office of the Provost Project Grant (as one of two PIs), \$250K	2016-2017
UW-Madison Department of Medicine Internal Grant (as Co-Investigator), \$20K	2016-2018

RESEARCH HONORS AND AWARDS

Hilldale Undergraduate/Faculty Fellowship Award (w/ Abigail Staples), \$4K	2017
Hilldale Undergraduate/Faculty Fellowship Award (w/ Peter Schuetz), \$4K	2016
Welton Sophomore Honors Summer Apprenticeship (w/ Abigail Staples), \$2.5K	2016
Graduate Student Peer Mentor Award	2012
Graduate School Award for exemplifying "stellar mentorship qualities"	
Sharon Guten Award	2012
Departmental award for research excellence in Social Psychology	
Hilldale Undergraduate/Faculty Fellowship Award (w/ Matt Phillippi and Trish Devine), \$4K	2011
Lyn Abramson Award	2011
Departmental award for a paper on cognitive approaches to psychopathology	
Point Foundation Award of Excellence	2011
Recognition of excellent scholarly contributions to LGBT-related topics	
SPSP Diversity Fund Graduate Travel Award	2010
Psychology Department Travel Awards	2009, 2010, 2012, 2013, 2014, 2015

PROFESSIONAL AFFILIATIONS

Society for Personality and Social Psychology
 Association for Psychological Science
 American Association for the Advancement of Science
 American Psychological Association
 Society for the Scientific Study of Sexuality

UNDERGRADUATE THESIS STUDENTS AND RESEARCH AWARD RECIPIENTS

Imani Wilson, Macnair Scholar	2018
Abigail Staples, Senior Honors Thesis Student	2017
<i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	
Valeria Martinez, Undergraduate Research Assistant	2017
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Peter Schuetz, Senior Thesis Student	2016
<i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	
Alyssa Bischmann, Senior Honors Thesis Student	2013
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Amy Petermann, Senior Honors Thesis Student	2013
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Nick Graetz, Senior Honors Thesis Student	2012
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Adam Beaupre, Senior Thesis Student	2012
Matt Phillippi, Senior Honors Thesis Student	2011

<i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	
Megan Nelli, Senior Thesis Student	2011
Melanie Davies, Undergraduate Research Assistant	2011
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Mark Resnick, Senior Thesis Student	2011
Gino Tassara, Undergraduate Research Assistant	2011
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Kristen Merkitich, Senior Honors Thesis Student	2010
<i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	
Esther Tebbe, Senior Thesis Student	2008

TEACHING

TEACHING HONORS AND AWARDS

Honored Instructor Award	Spring 2011
Honored Instructor Award	Fall (December) 2010
Honored Instructor Award	Fall (November) 2010
Honored Instructor Award	Spring 2010
Honored Instructor Award	Fall 2009
Honored Instructor Award	Spring 2009

TEACHING EXPERIENCE

<i>Graduate Training: Empowering People to Break the Prejudice Habit</i> , Instructor	Fall 2017, Spring 2018
<i>Graduate Training: Empowering People to Break the Prejudice Habit</i> , Instructor	Spring 2017
<i>Stereotyping, Prejudice, & Stigma</i> , Instructor	Fall 2013
<i>Stereotyping, Prejudice, & Stigma</i> , Instructor	Spring 2012
<i>Honors Social Psychology</i> , Assistant Instructor	Fall 2010
<i>Human Sexuality</i> , Head Teaching Assistant	Spring 2010
<i>Teaching Psychology</i> , Assistant Instructor	Fall 2009
<i>Special Teaching Project: Overhaul of Introduction to Psychology</i> , Head Teaching Assistant	Fall 2009
We redesigned UW's Intro Psych course to reduce dropout rates and minority performance gaps	
<i>Human Sexuality</i> , Teaching Assistant	Spring 2009
<i>Experimental Psychology</i> , Teaching Assistant	Fall 2008
<i>Introduction to Psychology</i> , Teaching Assistant	Fall 2007, Spring 2008
<i>Abnormal Psychology</i> , Teaching Assistant	Fall 2007, Spring 2008
<i>Psychology of Personality</i> , Undergraduate Teaching Assistant (at University of Florida)	Spring 2005

Guest Lecturer (Lecture Topic, Class)

The Gaydar Myth, Stereotyping, and Prejudice-Based Aggression, *LGBT Psych*
 Addressing Bias on College Campuses, *Educational Policy: School & Society*
 Wearing Hijab, Muslims in the U.S., *Psychology of Women*
 Social Media and Research Dissemination, *TEAM-SCIENCE (Graduate Seminar)*
 Social Media and Research Dissemination, *Advanced Research Fellows Seminar (Post-doc Seminar)*
 Physiology of Sexual Response, *Human Sexuality*
 Depression & Prejudice, *Mood Disorders*
 Depression & Prejudice; Advances in CBT, *Cognitive Behavioral Therapy (Graduate Course)*
 Prejudice, Stereotyping, & Depression, *LGBT Psychology*
 Love and Attraction, *Human Sexuality*
 Contraception, *Human Sexuality*

Behaviorism & Applied Behavior Analysis, *Psychology of Personality*

Other

Empowering People to Break the Prejudice Habit: Creating Inclusion and Overcoming Bias 2017-Present
 Following several successful randomized-controlled experiments (Devine et al., 2012; 2017; Forscher et al., 2017) demonstrating the long-term effectiveness of my and my colleagues' *prejudice habit-breaking intervention*, various organizations and institutions around the country have asked me to deliver the intervention to their constituents, including medical groups, lawyers, judicial system employees, teachers, and corporate employees.

The UW Challenge: Creating Inclusion and Overcoming Bias 2016-2019
 At the behest of Provost Mangelsdorf and Chancellor Blank, I developed a campus climate campaign to promote evidence-based positive messages about diversity, inclusion, and overcoming bias on campus. I developed all the materials and content for the campaign and its materials (e.g., posters, fliers, brochures), adapting scientific evidence into messages for the campus community.

Do You Play Fair? A Workshop About Unconscious Bias in Academia 2015-2016
 A 4-hour workshop teaching people about unintentional bias and how to overcome it, specifically focused on race bias for STEMM faculty. I gave this workshop 7 times around the country as part of my assistant scientist position.

Psychology Department Teaching Workshop Fall 2010 & 2011

Madison Police Department Implicit Bias Workshop Spring & Fall 2010
 Administered 3-hour training session on unintentional race bias and how it can affect split-second decision-making, especially in the decision to shoot (i.e., Shooter Bias). Helped police officers understand race bias and learn how to overcome bias.

Chicago Charter System Field Trip 2010
 Organized and managed a field trip for inner-city minority middle school students from Chicago to the UW-Madison Psychology Department, where they heard lectures and participated in research across several different areas within psychology.

PEOPLE Program (www.peopleprogram.wisc.edu) 2008
 Mentored 4 high school minority students for an 8-week, 15-hr per week research internship. Involved teaching an intensive psychology course and giving hands-on research experience, aimed at helping to prep minority students for college

Teaching Training Completed

Teaching Academy Summer Institute 2009
 Weeklong workshop for developing teaching skills and integrating technology and different teaching methods into the classroom

Writing in the Classroom 2008
 3-day workshop on incorporating writing into the curriculum and helping students improve their writing

Psychology Department Teaching Workshop 2008

SERVICE

AD HOC REVIEWER

Journal of Personality and Social Psychology

2018-Present

Personality and Social Psychology Review	2015-Present
Journal of Experimental Social Psychology	2009-Present
Perspectives on Psychological Science	2016-Present
Personality and Social Psychology Bulletin	2017-Present
American Psychologist	2016-Present
Nature: Human Behavior	2017-Present
European Journal of Social Psychology	2009-Present
Nova Scotia Health Research Foundation	2016-Present
Israel Science Foundation	2015-Present
Basic and Applied Social Psychology	2014-Present
Social and Personality Psychology Compass	2012-Present
Psychological Science	2014-Present
Journal of Sex Research	2012-Present
Translational Issues in Psychological Science	2014-Present
Journal of Applied Social Psychology	2014-Present
British Journal of Psychology	2014-Present
Journal of Homosexuality	2017-Present
Sex Roles	2009-Present

COMMITTEES

UW BREAD (Bias Research to promote Equity And Diversity) Executive Committee	2016
I helped coordinate and organize this network of PIs who conduct bias research	
Colloquium Series Committee, UW-Madison Psychology Department	2011
Student Member, <i>Special Graduate Committee</i>	2009-2010
Designed and evaluated policies to improve Advisor–Graduate Student relationships	
Social Area Group Representative, Grad Student Orientation	2009-2014