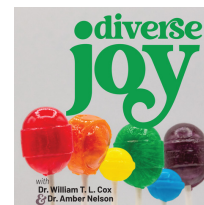


CURRICULUM VITAE

WILLIAM T. L. COX, PhD

January 2024



Inequity Agents of Change is a 501(c)(3) nonprofit devoted to evidence-based approaches to reduce bias, create inclusion, promote equity, and enhance diversity.
BiasHabit.com

william.cox@biashabit.com
(352) 275-1223

Diverse Joy is a monthly podcast that infuses science, practicality, and *joy* into diversity discussions!
DiverseJoy.com

EDUCATION

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

EMPLOYMENT

PRIMARY

Founder and CEO Inequity Agents of Change, a 501(c)(3) nonprofit	2019-Present
Research Scientist University of Wisconsin - Madison	2015-2023
Graduate Researcher/Graduate Lecturer/Teaching Assistant University of Wisconsin - Madison	2007-2015
Undergraduate Research Assistant University of Florida	2005-2006

SECONDARY/SHORT-TERM/INTERMITTENT

External Affiliate Center for Demography of Health and Aging, University of Wisconsin - Madison	2023-Present
Visiting Scholar Well Living House, St. Michael's Hospital, Toronto, Ontario	2017-Present
Visiting Professor The Kennedy Krieger Institute, Johns Hopkins University, Baltimore, Maryland	2018-Present (Intermittent)

RESEARCH

PUBLICATIONS

Smylie, J., Rotondi, M. A., Filipenko, S., **Cox, W. T. L.**, et al. (2024). Randomized controlled trial demonstrates novel tools to assess patient outcomes of Indigenous cultural safety training. BMC Medicine, 22:3. <https://doi.org/10.1186/s12916-023-03193-y>

- Cochrane, A., **Cox, W. T. L.**, & Green, S. (2023). Robust within-session modulations of IAT scores may reveal novel dynamics of rapid change. *Scientific Reports*.
- Cox, W. T. L.** (2023). Developing scientifically validated bias and diversity trainings that work: Empowering agents of change to reduce bias, create inclusion, and promote equity, *Management Decision*.
- Cox, W. T. L.**, Xie, X., & Devine, P. G. (2022). Untested assumptions perpetuate stereotyping: Learning in the absence of evidence. *Journal of Experimental Social Psychology*.
- Cox, W. T. L.** & Devine, P. G. (2022). Changing implicit bias vs Empowering people to address the personal dilemma of unintentional bias. In Krosnick et al. (Eds.). *The Cambridge Handbook of Implicit Bias and Racism*. Cambridge: Cambridge University Press.
- Martin, J. D., Wood, A., **Cox, W. T. L.**, Sievert, S., Nowak, R., Gilboa-Schechtman, E., & Niedenthal, P.M. (2021). Evidence for distinct facial signals of Reward, Affiliation, and Dominance from both perception and production tasks. *Affective Science*
- Cox, W. T. L.** & Devine, P. G. (2019). The prejudice habit-breaking intervention: An empowerment-based confrontation approach. In Mallett, R. K., & Monteith, M. J. (Eds.). (2019). *Confronting prejudice and discrimination: The science of changing minds and behaviors*. Academic Press., London, UK. 249–274.
- 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 gender 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.**, Dix, E.L., Scott, D.E., Xie, X., Kellett, K., & Devine, P. G. ([preprint](#)). Empowering People to Reduce Bias and Create Inclusion: A Large-Scale Field Experiment Testing an Updated Bias Habit-Breaking Training.

Research consistently shows that non-scientific bias, equity, and diversity trainings do not work, and often make bias and diversity problems worse (al-Gharbi, 2020; Cox & Devine, 2019; Devine & Ash, 2021; Paluck et al., 2021). One exception to this is the evidence-based bias habit-breaking training, which has successfully produced long-term reductions in bias in several randomized-controlled trials (Carnes et al., 2015; Devine et al., 2012; 2017; Forscher et al., 2017). Whereas prior, "Generation 1" versions of the habit-breaking training focused solely on a single target group or context (i.e., anti-Black bias in Devine et al., 2012; Forscher et al., 2017; anti-woman bias in STEM in Carnes et al., 2015; Devine et al., 2017), the core principles of the training involve basic cognitive processes that apply to any bias arising from stereotypes (Cox & Devine 2019; Cox et al., 2012). In the present work, we develop and experimentally test a "Generation 2" version of the habit-breaking training that empowers people to reduce biases and promote inclusion related to any stereotyped group. In Phase 1, participants were randomly assigned to complete the updated bias habit-breaking training or a control training related to environmentalism. Replicating Devine et al. (2012) with a much larger sample size (N=957), bias training participants, but not control participants, decreased in IAT bias over time, up to 6 weeks post-manipulation. Bias training participants also increased in their concern about discrimination as a serious problem, whereas controls remained the same. Phase 2 followed up with an ostensibly unrelated study 1-2 years later, in which bias training participants spoke up more than controls about bias/inclusion related topics in a mock classroom discussion. These bias/inclusion topics were not explicitly mentioned in the bias habit-breaking training program, demonstrating that bias training participants generalized and applied what they learned from the training to new stereotyped groups and inclusion-related issues. Finally, in Phase 3, participants completed a stereotyping task in another ostensibly unrelated study 2-3 years post-manipulation. Bias training participants were more likely than controls to stereotype at a lower rate, and this was significantly mediated by the previously-observed decrease in IAT bias. The present work extends prior

evidence and theorizing related to the bias habit-breaking training, demonstrating considerable promise for empowerment-based approaches to diversity and bias training that engage participants as autonomous agents of change to reduce bias and create inclusion.

Saad, C, Gibbs, W.C., **Cox, W. T. L.**, Devine, P. G., Xie, X., Gehlbach, H, & McIntyre, J. (*in preparation*). 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.

SELECTED RESEARCH TALKS

Auxier, S. R. & **Cox, W. T. L.** (2022). Amplifying Black Voices On Campus: Black Students' Reactions to the Bias Habit-Breaking Training. Psychology Student Thesis and Research Showcase, University of Wisconsin-Madison, Madison, WI.

Auxier, S. R. & **Cox, W. T. L.** (2022). Amplifying Black Voices On Campus: Black Students' Reactions to the Bias Habit-Breaking Training. Undergraduate Research Symposium, University of Wisconsin-Madison, Madison, WI.

Cox, W. T. L. (2021, *invited guest lecture*). Science vs social change, or Science of social change? Crafting evidence-based approaches to reduce bias, create inclusion, and promote equity. George Fox University.

Cox, W. T. L. (2021). Harnessing Scientific Approaches to Create Lasting, Meaningful Social Impact: Changing Social Systems by Empowering Individuals. Law Enforcement and Leaders of Color Collaboration. Madison, WI, USA.

Cox, W. T. L. (2021, *invited address*). Basic and Translational Approaches to Create Lasting, Meaningful Social Impact: Changing Social Systems by Empowering Individuals HAMLET, University of Wisconsin - Madison, WI, USA.

Cox, W. T. L. (2021, *invited keynote address*). Harnessing Scientific Approaches to Create Lasting, Meaningful Social Impact: Changing Social Systems by Empowering Individuals *Indiana Area Health Education Centers Statewide Annual Conference*, Indianapolis, IN, USA.

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

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

SELECTED RESEARCH GRANTS AND FUNDING

Massachusetts Rehabilitation Commission (PI) \$180K	2022-2023
NIH Maximizing Investigator's Research Award (MIRA) 1R35GM128888 (PI), \$1.9Mil	2018-2023
State of California (PI), \$40K	2018
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

HONORS AND AWARDS

In Business Magazine's Forty under 40, Class of 2024, Madison, WI	2024
Hilldale Undergraduate/Faculty Fellowship Award (w/ Shannon Carnahan), \$5K	2022
Hilldale Undergraduate/Faculty Fellowship Award (w/ Shaniya Auxier), \$5K	2021
Hilldale Undergraduate/Faculty Fellowship Award (w/ Sage Staples), \$5K	2017
Hilldale Undergraduate/Faculty Fellowship Award (w/ Peter Schuetz), \$5K	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

Shannon Carnahan, Honors Senior Thesis Student <i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	2022
Shaniya Auxier, Honors Senior Thesis Student <i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	2021
Imani Wilson, Macnair Scholar	2018
Abigail Staples, Senior Honors Thesis Student <i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	2017
Valeria Martinez, Undergraduate Research Assistant <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2017
Peter Schuetz, Senior Thesis Student <i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	2016
Alyssa Bischmann, Senior Honors Thesis Student <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2013
Amy Petermann, Senior Honors Thesis Student <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2013
Nick Graetz, Senior Honors Thesis Student <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2012
Adam Beaupre, Senior Thesis Student	2012
Matt Phillippi, Senior Honors Thesis Student <i>Recipient of Hilldale Undergraduate/Faculty Fellowship Award</i>	2011
Megan Nelli, Senior Thesis Student	2011
Melanie Davies, Undergraduate Research Assistant <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2011
Mark Resnick, Senior Thesis Student	2011
Gino Tassara, Undergraduate Research Assistant <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2011
Kristen Merkitch, Senior Honors Thesis Student <i>Recipient of Outstanding Undergraduate Research Scholar Award</i>	2010
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

Special Teaching Project: Overhaul of Introduction to Psychology, Head Teaching Assistant Fall 2009
 We redesigned UW's Intro Psych course to reduce dropout rates and minority performance gaps
Human Sexuality, Teaching Assistant Spring 2009
Experimental Psychology, Teaching Assistant Fall 2008
Introduction to Psychology, Teaching Assistant Fall 2007, Spring 2008
Abnormal Psychology, Teaching Assistant Fall 2007, Spring 2008
Psychology of Personality, 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*

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

EMPOWERING PEOPLE TO BREAK THE BIAS HABIT: EVIDENCE-BASED APPROACHES TO REDUCE BIAS, CREATE INCLUSION, AND PROMOTE EQUITY 2017-PRESENT

Following several successful randomized-controlled experiments (Devine et al., 2012; 2017; Forscher et al., 2017; Cox et al., 2022) demonstrating the long-term effectiveness of my and my colleagues' *bias habit-breaking training*, 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 following is a partial list of clients who have received the bias habit-breaking training workshop from me. *Note: Some clients cannot be listed due to confidentiality agreements.*

Academic: MIT, Harvard U, Johns Hopkins U, UW-Madison, Acadia U, St FX U, Brandeis U, Bryant U, Calvin College, Dayton Public Schools, Duke U, The Greenhill School, Lawrenceville School, Miami U, UC-Irvine, U of Kansas, U of Utah, Western Technical College, Villanova U, Georgia Tech, Duquesne Law School

Government: WA State Senate & House, Judicial Council of California, U.S. District Court for the Northern District of California, U.S. District Court for Tampa Probation Officers, U.S. District Court for Western Wisconsin, WI Department of Administration, Jefferson County, WI, Rock County, WI, Milwaukee County, WI, Portland Auditors Office, VA JLARC, WA JLARC, National Ombudsman Association, City of Monona, MA Dept of Mental Health

Nonprofit: AARP of NY, Indiana Evaluation Association, Olbricht Gardens, OPEN, Washington Regional Association Grantmakers,

Law: Pittsburgh Legal Diversity & Inclusion Coalition, Durie Tangri, the WI Bar association,

Medical/Health-related: Kennedy Krieger Institute, Johns Hopkins, Department of Physical Therapy, Eastern Washington University, Brigham & Women's Hospital, Medical College of WI, Spectrum 360, Journey Mental Health Center

Other Corporate: Cerego, Maxmind, MFS, SmithBucklin, Howmet Aerospace

OTHER BIAS/DIVERSITY/INCLUSION ACTIVITIES

The UW Challenge: Creating Inclusion and Overcoming Bias 2016-2019

At the behest of UW-Madison 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.

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

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

Academic Planning Council, College of Letters and Sciences, UW-Madison	2021-2022
UW BREAD (Bias Research to promote Equity And Diversity) Executive Committee	2016
Colloquium Series Committee, UW-Madison Psychology Department	2011
Student Member, <i>Special Graduate Committee</i>	2009-2010
Social Area Group Representative, Grad Student Orientation	2009-2014